**Bayside Middle School – Parent English Language Arts Curriculum Overview**

Bayside Middle School Students are expected to become collaborative, self-directed learners who read and respond to make meaningful connections to the human experience. They also will use a variety of thinking strategies to analyze, understand, and create text for personal enrichment, inquiry, and problem solving. Middle school students are expected to collect, analyze, and cite specific evidence to formulate questions, construct arguments, make decisions, and change thinking. Finally, students will obtain, analyze, and synthesize information from a variety of resources to express information, change perspectives, clarify thinking, and make informed decisions.

**The foundational standards in grades 5-8 include:**

* Reading closely to determine what the text says explicitly and to making logical inferences from it; citing specific textual evidence when writing or speaking to support conclusions drawn from the text.
* Determining central ideas or themes of a text and analyzing their development; summarizing the key supporting details and ideas.
* Analyzing how and why individuals, events, or ideas develop and interact over the course of a text.
* Interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone.
* Analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relating to each other and the whole.
* Assessing how point of view or purpose shapes the content and style of a text.
* Integrating and evaluating content presented in diverse media and formats, including visually and quantitatively, as well as in words.
* Delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
* Analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
* Reading and comprehending complex literary and informational texts independently and proficiently.
* Writing arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
* Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
* Writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
* Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach.
* Using technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
* Conducting short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
* Gathering relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
* Drawing evidence from literary or informational texts to support analysis, reflection, and research.
* Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
* Preparing for and participating effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
* Integrating and evaluating information presented in diverse media and formats, including visually, quantitatively, and orally.
* Evaluating a speaker's point of view, reasoning, and using of evidence and rhetoric.
* Presenting information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
* Making strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
* Adapting speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
* Demonstrating command of the conventions of Standard English grammar and usage when writing or speaking.
* Demonstrating command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
* Appling knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
* Determining or clarifying the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
* Demonstrating understanding of figurative language, word relationships, and nuances in word meanings.
* Acquiring and using accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrating independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**5th Grade Students will:**

* Select and read from a variety of short texts, literature and informational texts, practice asking/answering questions about tests to understand what is read while describing characters (literature) and determining main idea and key details (informative text)
* Use and apply phonics and word analysis skills to decode words and to support understanding while continuing to develop fluency and accuracy
* Connect, compare, and respond to texts within the same genre that focus on characters overcoming obstacles
* Write a personal narrative, incorporating punctuation and spelling conventions
* Summarize main ideas and key details
* Use thinking strategies to read, analyze, interpret, and respond to poetry and short pieces of literature representing age appropriate themes and issues of interest
* Analyze and apply point of view, structure, academic language, and figurative language
* Quote accurately from text when explaining and drawing inferences
* Write an opinion paper, write an informative/explanatory text, write a research report
* Compare and contrast facts learned from informational text and historical fiction
* Analyze and quote explicitly from historical and/or scientific topics representing similarities and differences found in the point of view
* Use reasoning and evidence from text to support a chosen point of view in written form
* Analyze how visual elements contribute to the meaning and tone of a graphic novel about a social issue
* Determine theme and publish a literary analysis paper
* Summarize photo essays, explain explicit ideas in the text, draw inferences about the text, and support thinking with details.

**6th Grade Students will:**

* Summarize, determine how a theme is conveyed through details, and consider point of view
* Read and understand a variety of short literary nonfiction such as memoir, biography, and autobiography
* Compare and contrast information by two different authors about a similar event, individual, or idea
* Conduct research as the basis for informative/explanatory writing in the style of literary nonfiction
* Write a biography in the style of literary nonfiction
* Analyze mentor texts
* Utilize text annotation, column notes, text-tagging, sticky notes for close reading
* Write a well-developed argument by conducting research, closely reading, and analyzing a variety of formats
* Analyze the relationship between format, genre, audience, and purpose within literary and informational print, audio, and digital texts with similar theme, topic, or issues
* Examine information presented in different words, formats, and media to develop a coherent understanding of theme, topic, or issues and compare/contrast one author’s presentation of events with that of another
* Analyze how reading a piece of literature is similar or different to listening to audio, video, or a live version of text
* Write poetry or song lyrics about a theme, topic, or issue of student choosing
* Understand and apply figurative language, word relationships, and nuances in word meaning by analyzing mentor texts and purposefully including these concepts in their writing.

**7th Grade Students will:**

* Use literature circles to closely read, write about reading, collaboratively discuss text, and acquire new vocabulary
* Summarize and understand theme development, while considering point of view
* Write a narrative about a real or imagined experience
* Confer with the teacher and apply the writing process; utilize technology to publish a narrative
* Read and understand a variety of short informative/explanatory texts such as personal essays, journalistic essays, memoirs, and short biographies in the style of literary nonfiction (historical, scientific, technical, or economics articles)
* Develop a single research question based on individual interest and conduct research to answer the question
* Write informative/explanatory text in the style of literary nonfiction such as personal essays, journalistic essays, memoirs, and short biographies
* Analyze mentor texts, apply the writing process to argumentative essay writing; develop and conduct a social action project
* Write a short informative/explanatory text in response to a research question
* Write a well-developed argument by conducting research, closely reading, and analyzing a variety of formats
* Engage a variety of print, audio, and digital literary and informational texts about history, analyzing how authors use or alter history.
* Analyze how authors’ choices about format, craft, structure, and language shape meaning
* Compare/contrast a written story, play, or poem to its audio, film, staged, or multimedia version, analyzing how two or more authors writing about the same topic shape their presentation of key information

**8th Grade Students will:**

* Engage a variety of short informational texts (i.e., current events) through close reading, writing in response to reading, and collaborative discussion
* Develop a single research question based on individual interest, conduct research to answer the question,
* Create an informative/explanatory text (i.e., local, national, or international news article) for a particular audience
* Analyze mentor texts to notice craft and structural techniques authors use in published writing
* Apply the writing process to emulate elements in an original text and use the Internet to publish writing
* Write a short informative/explanatory text; develop possible questions for inquiry about an issue raised in their text
* Collect, closely read, and analyze informational texts that include arguments gathered as part of research in a variety of formats; develop techniques for organizing their research findings in a personally meaningful way
* Analyze mentor texts to notice craft and structural techniques authors use in effective arguments; apply the writing process in their own argumentative essay.
* Design a social action project based on their argument and share this with peers in an oral presentation
* Read a literary text and view/experience a filmed or live production of the same text, analyzing how modern works draw on myths, traditional stories, or religious works
* Analyze how authors’, actors’, and directors’ choices about craft, structure, and language shape meaning and style
* Analyze reviews of the book and filmed or live production to consider how each was received by the audience
* Produce a movie trailer for a book; consider what parts of the book should be represented in the trailer to appeal to a particular audience and share trailers with peers and review their peers’ trailers.

students use literature circles to closely read, write about reading, collaboratively discuss text, acquire new vocabulary, and heighten their awareness of how authors use words to impact meaning. Students summarize, trace the development of theme over the course of a text, and consider point of view with the goal of developing a deeper understanding of the human experience as it pertains to their lives.