



Boulder Valley
Public Schools

Language Arts Curriculum



*Middle Level Language Arts
Curriculum*

Approved June 13, 2006

Division of Learning Services

**Boulder Valley School District
Board of Education**

District A

Helayne Jones

helayne.jones@bvsd.org

voice-mail: 303-245-5815

fax: 303-545-6477

District B

Lesley Smith

lesley.smith@bvsd.org

voice-mail: 303-245-5814

District C

Angelika Schroeder

angelika.schroeder@bvsd.org

voice-mail: 303-245-5817

fax: 303-494-1594

District D

Ken Roberge

ken.roberge@bvsd.org

voice-mail 303-245-5813

fax: 303-443-3984

District E

Patti Smith

patti.smith@bvsd.org

voice-mail: 303-245-5816

District F

Jean Paxton

jean.paxton@bvsd.org

voice-mail 303-245-5818

fax: 303-438-8572

District G

Teresa Steele

teresa.steele@bvsd.org

voice-mail: 303-245-5819

fax: 303-665-2847

BVSD Superintendent

Dr. George García

superintendent@bvsd.org

Phone: 303-447-5114

Fax: 303-447-5134

Middle Level Language Arts Curriculum Table of Contents

Middle Level Language Arts Curriculum Council.....	2
Middle Level Language Arts Curriculum Writing Team.....	2
Background/History.....	3
How Standards and Curriculum Fit Together	4
Standards and Benchmarks	5
LANGUAGE ARTS STANDARD 1	6
LANGUAGE ARTS STANDARD 2	8
LANGUAGE ARTS STANDARD 3	11
LANGUAGE ARTS STANDARD 4	13
LANGUAGE ARTS STANDARD 5	15
LANGUAGE ARTS STANDARD 6	17
Middle Level Language Arts Scope and Sequence	19
Scope and Sequence of Essential Learnings.....	20
Standard 1.....	20
Standard 2.....	21
Standard 3.....	23
Standard 4.....	24
Standard 5.....	26
Standard 6.....	28
6th Grade Language Arts Curriculum	30
6th Grade Language Arts Curriculum	31
Standard 1.....	31
Standard 2.....	33
Standard 3.....	35
Standard 4.....	38
Standard 5.....	39
Standard 6.....	41
Information Literacy and Technology Integration.....	44
Sixth Grade Reading Curriculum	47
Sixth Grade Reading Curriculum Alignment	50
Standard 1.....	51
Standard 2.....	54
Standard 4.....	56
Standard 5.....	58
Standard 6.....	59
7th Grade Language Arts Curriculum.....	60
7th Grade Language Arts Curriculum	61
Standard 1.....	61
Standard 2.....	63
Standard 3.....	65
Standard 4.....	67
Standard 5.....	68
Standard 6.....	70

Information Literacy and Technology Integration.....	72
8th Grade Language Arts Curriculum	75
8th Grade Language Arts Curriculum	76
Standard 1.....	76
Standard 2.....	78
Standard 3.....	80
Standard 4.....	82
Standard 5.....	83
Standard 6.....	85
Information Literacy and Technology Integration.....	87

The curriculum writers listed below thank all Middle Level Language Arts Teachers and the Middle Level Language Arts Council members who provided valuable expertise during the curriculum revision process.

Middle Level Language Arts Curriculum Council

Name	School
Amanda Avallone	Summit MS
Cheryl Scott	Centennial MS
Darla Humphrey	Monarch K-8
Dory Parsons	Louisville MS
Elena Hershey	Nederland MSHS
Karen Percy	Angevine MS
Mary Ellen Steele	Manhattan MS
Nancy Murray	Angevine MS
Neal Zettas	Summit MS
Patti Wagner	Broomfield Heights MS
Paula Prentup	Nevin Platt MS
Sarah Costin	Eldorado K-8
Scott Harper	Nevin Platt MS
Sharon Nehls	Southern Hills MS
Stephanie Spencer	Casey MS
Susan Cambier	Broomfield Heights MS
Susan Kandyba	Casey MS
Tracy Stegall	Monarch K-8
Virginia Caskie-Johnson	Aspen Creek K-8

Middle Level Language Arts Curriculum Writing Team

Charlotte Brooks	Louisville MS
Darla Humphry	Monarch K-8
Ginny Vidulich	Louisville MS
Isabelle Cordova	Angevine MS
Karen Malacalza	Broomfield Heights MS
Kate Lunz	Monarch K-8
Michelle Morrison	Louisville MS
Patti Wagner	Broomfield Heights
Sharon Nehls	Southern Hills MS
Stephanie Spencer	Casey MS
Sue Croell	Broomfield Heights MS
Susan Kandyba	Casey MS
Suzanne Girard	Louisville MS
Val Wheeler	Casey MS

Boulder Valley School District

Middle Level Language Arts Curriculum Design

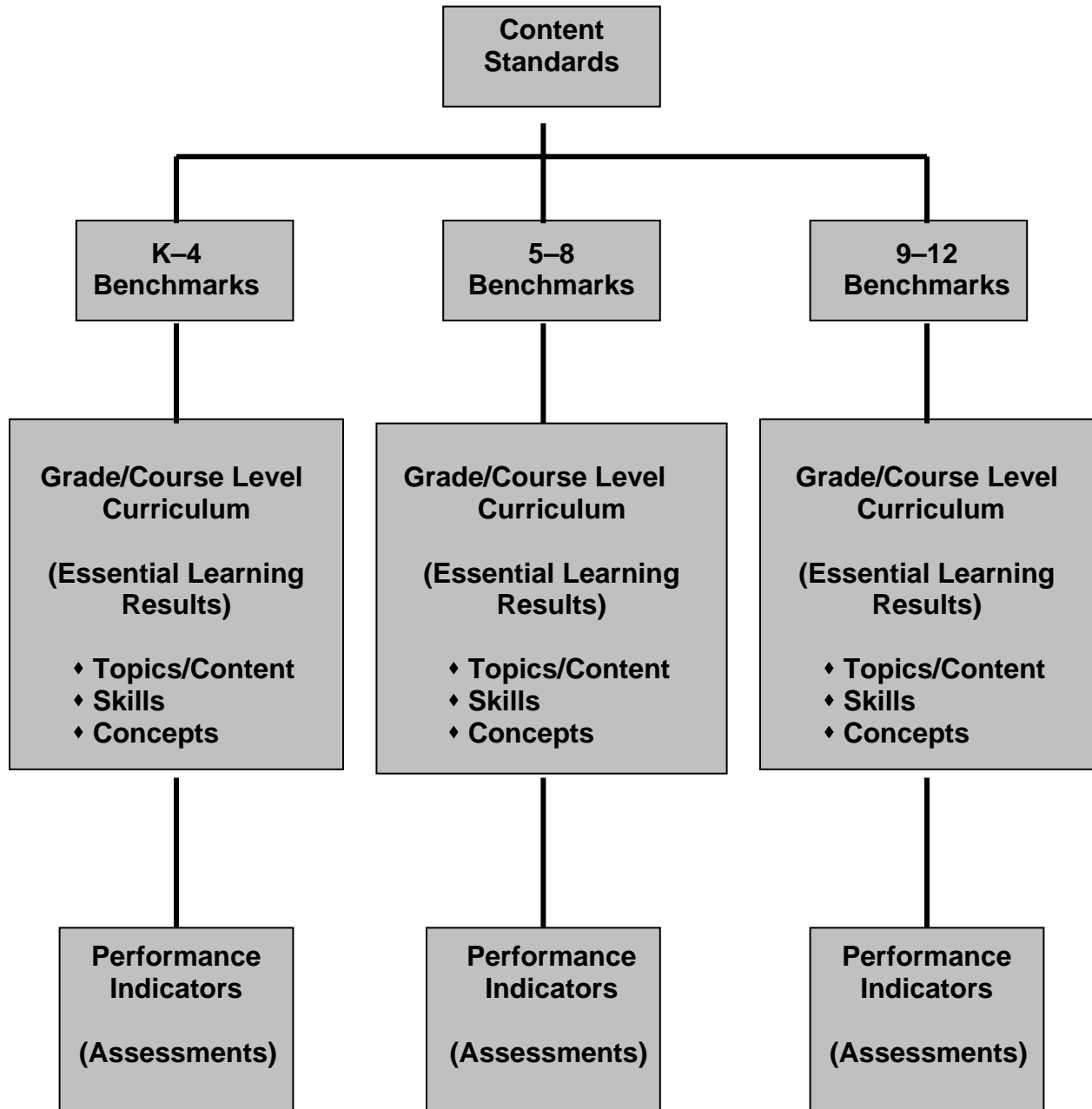
Background/History

On June 25, 1998, the Boulder Valley Board of Education approved district language arts standards and benchmarks, which were based on current Colorado State Standards for Language Arts. During the 1998-1999 school year, district language arts teachers formulated a middle level language arts curriculum based upon approved standards and presented this document for approval. On June 10, 1999, the Boulder Valley Board of Education approved the current Middle Level Language Arts Curriculum.

During the 2005-2006 school year, the Boulder Valley School District (BVSD) language arts teachers were asked to develop a guaranteed and viable curriculum that would be used to define what BVSD middle level students should know and be able to do. Teachers provided feedback via two district-wide inservices, department meetings in individual schools, and through email. A curriculum writing committee considered all feedback as they crafted a scope and sequence of Essential Learning Results (ELRs) to ensure that all aspects of the standards were being addressed in their revision of the curriculum document.

The content of all district curriculum will align with the district content standards and benchmarks, reflecting the priorities of state assessment frameworks, and focusing on identified essential learning results in each content area. The district curriculum will not always incorporate all benchmarks and topics of the standards but will focus on those that the respective curriculum councils identify as essential during the curriculum revision process. The format of the curriculum documents will clearly identify the expectations for student learning which are the Essential Learning Results (ELRs). The *Scope and Sequence of ELRs* for the Middle Level Language Arts curriculum forms the backbone of this updated standards-based curriculum. The ELRs and supporting Performance Indicators (PIs) in the curriculum document grow in specificity, complexity, and sophistication across the grade levels to demonstrate the evolving, recursive process that is language arts instruction, meeting the unique, emerging, and developing needs and abilities of middle level students. In addition, Key Academic Vocabulary, Advanced Language Arts performance indicators, and Extended Learnings have been identified for each standard at each grade level to support all learners. Finally, the *Information Literacy and Technology Integration* guidelines and teacher resources synthesize the numerous ways in which information literacy, technology, and language arts standards support each other to enhance learning for all students. Colorado Student Assessment Program (CSAP) assessed areas are also delineated in the curriculum with a “(C)”. The Middle Level Language Arts Curriculum will be revisited on an annual basis beginning with the 2006-2007 school year.

How Standards and Curriculum Fit Together



Standards and Benchmarks

LANGUAGE ARTS STANDARD 1: Students read and understand a variety of materials.

RATIONALE: Students at all levels should be able to use various reading strategies, ways of unlocking the meaning of words and larger blocks of text, to successfully read increasingly difficult material. At all levels, students should be challenged to read literature and other materials that stimulate their interests, expand their intellectual abilities, and provide both information and pleasure.

In Grades K-4, what the students know and are able to do includes

- *demonstrating interest in and appreciation of reading;*
- *establishing a purpose for reading;*
- *identifying the main idea and supporting details in a written work;*
- *selecting materials according to their reading level, interests, or purpose;*
- *reading a variety of written works (for example, fiction, textbooks, nonfiction, poetry, directions, procedures, magazines);*
- *using phonics, word analysis, semantics and syntax to read words;*
- *reading with fluency (for example, adjusting reading rate, using phrasing and expression, recognizing dialogue and foreign language, attending to punctuation);*
- *using comprehension skills and strategies to understand what is read in all content areas (for example, previewing text, activating background knowledge, predicting and confirming unknown words, focusing on constructing meaning from text);*
- *using resources or other materials (for example, a dictionary, a glossary, an image, a thesaurus) to determine the meaning of unknown words and to develop comprehension; and*
- *monitoring own reading strategies and making modifications as needed (for example, recognizing when confused by a section of text, questioning whether the text makes sense, searching for cues, identifying miscues, rereading).*

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes

- *establishing and adjusting purposes for reading (for example, to enjoy, solve problems, answer a specific question, form an opinion, skim for facts);*
- *understanding explicit and implicit information presented in texts;*
- *selecting reading strategies appropriate to genre and purpose (for example, varying pace, using skimming or scanning; reading aloud, recording responses in brief written form by marking the text, taking notes, or outlining);*
- *reading a variety of written works (for example, fiction, historical and biographical texts, expository and argumentative texts, poetry);*
- *using a variety of strategies to determine word meaning (for example, applying knowledge of word origins and derivations, analogies, idioms, similes, metaphors; using a variety of word-reference resources); and*
- *using a variety of strategies to clear up confusing parts of a text (for example, pausing, rereading the text, discussion, consulting another source, drawing upon background knowledge, asking for help).*

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes

- *establishing a variety of purposes for reading (for example, research, problem solving, enjoyment);*
- *synthesizing and paraphrasing information to demonstrate comprehension;*
- *reading a variety of written materials (for example, literature, textbooks, editorials, news stories, periodicals, job-related materials, speeches);*
- *using word recognition and comprehension strategies in context;*
- *using a variety of strategies to develop vocabulary and determine word meaning;*
- *using a range of self-correction methods (for example, rereading, scanning, slowing down);*
- *previewing written material (for example, asking questions, looking at images, predicting);*
- *extracting information from written material (for example, outlining, note taking); and*
- *identifying unanswered questions in written materials.*

LANGUAGE ARTS STANDARD 2: Students listen, observe, speak, and write for a variety of purposes and audiences.

RATIONALE: Communication involves both understanding and expressing ideas. Like reading, listening and observing are essential tools for gaining information. Students must be able to focus, analyze, and evaluate messages and purposes. Students must also be able to convey their own ideas through speaking and writing. Students need frequent opportunities to speak and write for different audiences and purposes. Growth occurs by applying skills to increasingly challenging communication tasks. These communication skills are essential for success in the workplace and for responsible citizenship.

In Grades K-4, what the students know and are able to do includes

- *identifying the intended purpose and audience for a written or spoken or media message;*
- *listening and observing attentively for meaning (for example, not interrupting, facing the speaker, asking questions, confirming understanding, giving feedback)*
- *listening to and following directions;*
- *listening, observing, and responding to a variety of media (for example, books, audio tapes, videos, CD ROM and other computer-related resources);*
- *following rules of conversation (for example, taking turns, raising hand to speak, staying on topic, focusing attention on speaker);*
- *recognizing the use of nonverbal cues in conversation (for example, eye contact, body language, facial expressions);*
- *asking appropriate questions and making on-topic comments;*
- *contributing to class and group discussions in a clear and respectful manner (for example, recounting personal experiences, reporting on personal knowledge about a topic, initiating conversations, presenting ideas, opinions and viewpoints;)*
- *adjusting voice level, phrasing, and intonation according to different situations;*
- *using oral language to reflect on learning and to further develop understanding;*
- *generating topics and developing ideas (for example, brainstorming, using story maps and webs, writing key thoughts and questions, rehearsing ideas, recording reactions and observations) for a written or spoken message;*
- *speaking and writing using a variety of formats (for example, stories, poems, narrative accounts, expository compositions, letter writing, autobiographical compositions, expressive compositions);*
- *using an individual, authentic voice in speaking and writing (for example, developing a personal, unique style);*
- *using strategies and skills to draft and revise a written or spoken message (for example, rearranging words, sentences, and paragraphs to improve or clarify meaning; varying sentence type; elaborating on a central idea; adding descriptive words and details; deleting extraneous information; incorporating ideas from others);*
- *using strategies and skills to edit written work (for example, proofreading using a dictionary and other resources; editing for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level); and*
- *using strategies and skills to publish written work (for example, selecting presentation format; incorporating photos, illustrations, charts, and graphs; producing a final copy or publication using legible handwriting and/or word processing; sharing finished product).*

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes

- *listening and observing for implied meaning;*
- *exploring concepts and ideas orally in order to clarify understanding;*
- *selecting and using vocabulary that communicates clearly and accurately for specific purposes and audiences;*

- *identifying strategies used by speakers in oral presentations (for example, verbal and nonverbal messages, the use of fact and opinion);*
- *using standard conventional techniques for oral presentations (for example, modulation of voice, inflection, tempo, enunciation, physical gestures, eye contact, posture);*
- *using a variety of prewriting strategies (for example, making outlines, using student work or published pieces as writing models, brainstorming, building background knowledge);*
- *organizing and presenting information in a logical manner;*
- *conveying a clear main point and staying on the topic;*
- *speaking and writing using a variety of forms (for example, narrative, descriptive, expository, imaginative, research reports);*
- *using stylistic elements of language (for example, voice, tone, mood, word choice) that are appropriate for specific purposes and audiences;*
- *incorporating reference materials in speaking and writing;*
- *using models of good writing as aids to the writing process;*
- *using a variety of strategies to draft and revise a written or spoken message (for example, analyzing and clarifying meaning, using an organizational scheme, using feedback from others to revise compositions);*
- *using a variety of strategies to edit written work (for example, editing for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; editing for clarity, word choice, and language usage; and*
- *using a variety of strategies to publish written work (for example, selecting presentation format, producing a final copy or publication using legible handwriting and/or word processing; sharing finished product).*

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes using responsive listening skills (for example, paraphrasing, summarizing, asking questions, giving feedback, note taking);

- *contributing to class and group discussions (for example, seminars, symposiums, scored discussions);*
- *using a variety of conventional techniques for presentations (for example, modulation of voice, intonation, volume, pitch, rate, inflection, tempo, enunciation, posture, gestures, eye contact, poise, self-control);*
- *making formal presentations to the class (for example, using appropriate introductions and conclusions; defining terms; supporting main ideas using anecdotes, examples, statistics, analogies, or other evidence; using visual and technological aids;)*
- *using a variety of preparatory strategies (for example, developing a focus, planning a sequence of ideas, using outlines, creating diagrams);*
- *using a variety of techniques to develop the main idea (for example, comparing and contrasting, providing an analogy, citing an anecdote to provide an example, or illustrating through a scenario);*
- *organizing ideas to achieve cohesion in writing and speaking (for example, ordering major points, using concise language and transitions to pull ideas together;)*
- *speaking and writing using a variety of expository and creative forms;*
- *using a variety of techniques to convey an individual style and voice;*
- *using descriptive language that stimulates the imagination of the reader or listener (for example, specific names for people, objects, and places; concrete images; sensory detail, descriptions of specific actions, movements, and gestures; the interior monologue or feelings of characters);*
- *adjusting word choice and delivery to particular audiences and for particular purposes (for example, to defend a position, to entertain, to inform, to persuade);*

- *incorporating material from a wide range of sources (for example, newspapers, magazines, interviews, electronic communication, technical publications, books) into a written or spoken presentation;*
- *using a variety of strategies to draft and revise a written or spoken message (for example, rethinking content, organization, and style; checking accuracy and depth of information; redrafting for clarity and audience; reviewing to ensure that content and language are consistent with purpose); and*
- *using a variety of strategies to edit and polish written work (for example, using a checklist to guide proofreading; editing for grammar, punctuation, capitalization, and spelling; refining selected pieces for general and specific audiences; using standard format in written compositions; using manuscript forms specified in various style manuals for writing; using technology to polish written work).*

LANGUAGE ARTS STANDARD 3: Students use grammatical and mechanical conventions of language in speaking and writing.

***RATIONALE:** Students communicate thoughts and ideas using correct grammar, word usage, capitalization and punctuation, sentence and paragraph structure, and spelling. Proficiency in this standard plays an important role in how the writer is understood and perceived. All skills in this standard are reinforced and practiced at all grade levels as applicable to one's developmental level in writing and are monitored to develop life-long learning skills.*

In Grades K-4, what the students know and are able to do includes

- *using complete sentences in speaking and writing;*
- *using simple parts of speech correctly in spoken and written contexts (for example, nouns, verbs, adjectives, adverbs, pronouns, coordinating conjunctions);*
- *using grammatical conventions in spoken and written messages (for example, subject/verb agreement, modifiers);*
- *using conventions of capitalization in written compositions (e.g., first word of a sentence; proper nouns; first word of direct quotations; heading, salutation, and closing of a letter);*
- *using correct punctuation and abbreviations;*
- *using basic paragraph form in writing (for example, indenting the first word of a paragraph, using topic sentences, recognizing a paragraph as a group of sentences about one main idea, writing several related paragraphs);*
- *using conventions of spelling in final drafts (for example, spelling frequently used words correctly, using phonics rules and exceptions to aid spelling, using a dictionary and other resources to spell words); and*
- *writing legibly in print and in cursive.*

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes

- *using a variety of sentence forms (for example, simple, compound, complex);*
- *identifying and correcting fragments and run-ons;*
- *distinguishing between words often confused (for example, homonyms, homophones);*
- *using the eight parts of speech in context (i.e., nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections);*
- *using correct grammatical structures in the context of their writing (for example, subject-verb agreement, sentence structure, pronoun reference, verb tense);*
- *using conventions of capitalization in written compositions (for example, titles, proper nouns, proper adjectives, nationalities, brand names of products);*
- *using conventions of punctuation in written compositions (for example, using exclamation marks after interjections; using periods in decimals, dollars, and cents; using commas with nouns of address and after mild interjections; using quotation marks with poems, songs, and chapters; using colons in business letter salutations; using hyphens to divide words between syllables at the end of a line);*
- *using paragraph structure (for example, arranging sentences in sequential order, using supporting sentences, using transitions);*
- *writing multiple paragraph essays and responses; and*
- *using conventions of spelling in written compositions (for example, spelling high frequency, commonly misspelled words from appropriate grade-level lists; using spelling resources; using prefixes, suffixes, and root words as aids to spelling; applying rules for irregular*

structural changes).

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes

- *using varied grammatical structures in speaking and writing (for example, simple, compound, complex sentences; subject-verb agreement; active and passive voice; pronoun agreement);*
- *identifying and correcting run-ons and fragments when used incorrectly;*
- *using parallel structure;*
- *controlling sentence rhythm (for example, implementing syntax variety, varying sentence patterns);*
- *identifying and using the eight parts of speech and conventions of grammar in speaking and writing;*
- *using correct capitalization in writing (for example, proper nouns, titles, proper adjectives);*
- *using conventions of punctuation in written compositions (for example, using commas, quoting or underlining titles, using colons, hyphens, semicolons, dashes, parentheses, brackets);*
- *using paragraph form in writing;*
- *writing essays that vary in type and structure;*
- *using conventions of correct spelling in written compositions (for example, using a dictionary and other resources to spell words);and*
- *using manuscript forms specified in various style manuals for writing (for example, indenting for extended quotations, precise placement and form of page numbers, appropriate line spacing).*

LANGUAGE ARTS STANDARD 4: Students read, write, speak, observe, and listen to synthesize information, to analyze and evaluate arguments, and to develop and defend argumentative positions.

***RATIONALE:** Thinking skills are those skills directly related to understanding, analysis, interpretation, and evaluation. Students demonstrate thinking skills by synthesizing information, analyzing and evaluating arguments about that information, and developing and defending argumentative positions. By moving beyond a literal interpretation of text to an analysis of an author 's, speaker 's, or director's purpose and perspectives, students practice and improve their higher-level thinking. Students need to recognize and evaluate different points of view and follow a line of reasoning to its logical conclusion.*

In Grades K-4, what the students know and are able to do includes

- *generating questions about text;*
- *making and confirming or revising predictions about texts;*
- *differentiating between fiction and nonfiction, and fact and opinion in written and spoken forms;*
- *identifying the author's purpose (for example, to persuade, to inform);*
- *recognizing an author's point of view;*
- *identifying persuasive messages (for example, advertisements, commands and requests, pressure from peers);*
- *presenting a point of view;*
- *responding to written, spoken, and visual messages (for example, generating an oral or written summary, explaining or defending one's reactions, recording reactions in a response log or journal; and*
- *evaluating own and others' speaking and writing (for example, identifying the best features of a spoken message or piece of writing, asking questions and making comments, helping classmates apply grammatical and mechanical conventions, asking for feedback, using a rubric or checklist).*

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes

- *recognizing differences between popular and scholarly material, between primary and secondary sources, and between theory and empirical research;*
- *identifying author's purpose (for example, entertain, persuade, inform) and methods used to convey it (for example, persuasive techniques, literary form);*
- *identifying author's point of view and techniques used to convey it (for example, word choice, language structure, context);*
- *determining the possibility of bias in a text (for example, determining the source's origins, evaluating the credibility of the source);*
- *understanding the impact of non print media on media consumers (for example, persuasive messages and advertising in media, the presence of media in people's daily lives, the role of the media in forming opinions, media as a source of entertainment and information);*
- *formulating ideas, opinions, and responses to written, spoken, and visual messages;*
- *expressing and defending a point of view;*
- *using persuasive strategies (for example, developing a controlling idea that conveys a judgment; creating and organizing a structure appropriate to the needs and interests of a specific audience; arranging details, reasons, examples, and/or anecdotes persuasively; excluding information and arguments that are irrelevant; anticipating and addressing reader concerns and counter arguments; supporting arguments with*

- *detailed evidence); and*
- *evaluating own and others' speaking and writing (for example, applying criteria generated by self and others, using self-assessment to set and achieve goals as a writer, participating in peer response groups).*

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes

- *evaluating the content of a variety of print and non print materials (for example, identifying faulty reasoning, bias, and closed-mindedness; critiquing the kind, quality, and probable reliability of "factual" evidence; distinguishing between opinion and evidence; detecting elements of persuasion and appeal in advertisements; recognizing the impact of pace, volume, tone, and images on media consumer);*
- *evaluating the effectiveness of techniques used to convey viewpoint;*
- *demonstrating the principles of discussion and formal debate;*
- *evaluating own and others' effectiveness in discussions and in formal presentations (for example, evaluating accuracy, relevance, and organization of information; evaluating clarity of delivery; evaluating purpose, audience, and content; identifying types of arguments used; determining credibility of evidence);*
- *forming hypotheses about print and non-print materials (for example, novels, film, art, and music); and*
- *supporting and defending an argument (for example, articulating a position through a thesis statement; anticipating and addressing counter arguments; supporting assertions using specific rhetorical devices such as appeals to logic, appeals to emotion, and personal anecdotes; developing arguments using a variety of methods such as examples and details, commonly accepted beliefs, expert opinion, cause-and-effect reasoning, and comparison-contrast reasoning).*

LANGUAGE ARTS STANDARD 5: Students apply research skills to locate, select, and make use of relevant information.

***RATIONALE:** In order to succeed in this age of information and technology, students need the kinds of reading, writing, and information skills that will quickly access facts, images, and text from many sources. The large volume of data makes it necessary for information seekers to be able to discern what is the most useful and relevant. Students will need a variety of strategies and study skills to locate, evaluate, and use an ever-increasing amount of information. This implies an expanded definition of literacy which includes gathering and managing information in a technological age.*

In Grades K-4, what the students know and are able to do includes

- *using a variety of strategies to identify and investigate topics (for example, brainstorming, listing questions, using idea webs);*
- *sorting information as it relates to a specific topic or purpose;*
- *using organizational features of printed text (for example, page numbering, alphabetizing, glossaries, chapter headings, tables of contents, indices, captions);*
- *using a variety of resources to gather information (for example, primary resources such as experiences, experiments, and interviews; secondary resources such as encyclopedias and dictionaries);*
- *gathering information for research topics using multiple representations of information (for example, maps, charts, photos, pictures);*
- *using organizational features of electronic media to locate information (for example, pull-down menus, entry menu features, passwords, icons, key word searches);*
- *taking notes, outlining using graphic organizers, and identifying main ideas in resource materials;*
- *giving credit for accessed information by telling or listing sources; and*
- *compiling information and choosing the appropriate presentation (for example, multimedia, display boards, written reports, models, written or oral presentations).*

*As students in **Grades 5-8** extend their knowledge, what they know and are able to do includes*

- *using a variety of resource materials (for example, interviews, print, media, technological sources);*
- *determining the appropriateness of an information source for a research topic;*
- *using organizational features of printed text (for example, table of contents, index, glossary, headings) to locate and gather information;*
- *using organizational features (for example, microfiche headings, Internet browsers) of electronic information (for example, Internet, electronic media, CD-ROM, laser disc, library/interlibrary databases) to locate and gather information;*
- *organizing information and ideas from multiple sources in systematic ways (for example, time lines, outlines, notes, graphic representations);*
- *citing sources of information (i.e., bibliography, parenthetical documentation); and*
- *creating accurately documented oral and written projects (for example, reports, speeches, debates, display boards).*

*As students in **Grades 9-12** extend their knowledge, what they know and are able to do includes*

- *using a variety of strategies to choose and focus topics;*
- *using a variety of resources to gather information for research (for example, government publications; microfiche; news sources such as newspapers, news magazines, television, radio, videotapes; books; artifacts; interviews and community contacts; telephone information services in public libraries; primary sources);*
- *using organizational features of printed materials (for example, parenthetical documentation, footnotes, endnotes, bibliographic references) to locate relevant information;*
- *using organizational features of electronic text (for example, web sites, keyword searches, CD ROMS) to locate information (if technology is available);*
- *determining the validity and reliability of primary and secondary source information (for example, determining the motives, credibility, and perspectives of the authors);*
- *synthesizing and organizing information (i.e. notecards, bibliography cards, outlining);*
- *citing sources according to standard usage manuals; and*
- *using research to produce a carefully documented end product (for example, including a thesis statement, synthesizing information into a logical sequence, documenting sources correctly, formulating a conclusion)*

LANGUAGE ARTS STANDARD 6: Students read, understand, and interpret literature as a record and expression of human experience.

RATIONALE: *The study of the diverse range of American traditions and other literary traditions offers a perspective on enduring qualities including human motives and conflicts, and a sense of the beauty and power of language. Literature helps students to think and communicate clearly as full participants in contemporary society, and to function effectively in a culturally and ethnically diverse country. The goals of a comprehensive literature program should be to foster habits of reading that continue into adult life, and to expose all students to a wide range of literature.*

In Grades K-4, what the students know and are able to do includes

- *reading a variety of literature (for example, fairy tales, fables, folktales, legends, myths, rhymes and poems, expository writing, historical fiction, biographies, autobiographies) representing a broad spectrum of cultures and genres;*
- *responding to literature critically (for example, providing different levels of interpretation or points of view; connecting to other readings and personal knowledge; supporting opinions with references to the text, other works, other authors, or non print media);*
- *identifying setting, main characters, plot, problem, solution, and theme in stories;*
- *identifying the qualities and motives of characters and the consequences of their actions;*
- *responding to and discussing the ways stories reflect the ethnic background of the author and the culture in which the stories were written;*
- *reading, responding to, and discussing enduring literature to understand concepts of classic works;*
- *recognizing recurring themes across literary works (for example, conflict, survival, friendship); and*
- *using new vocabulary from literature in speaking and writing.*

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes

- *reading a variety of literary works (for example, novels, poetry, plays, short stories, non-fiction) representing various cultural, ethnic, and historical traditions;*
- *understanding the use of literary elements (for example, setting, character, conflict, plot, resolution, theme);*
- *understanding the use of specific literary devices and techniques (for example, foreshadowing, flashback, suspense, dialogue, symbolism, figurative language such as metaphor and simile);*
- *identifying point of view in a literary text (for example, distinguishing between first and third person);*
- *responding to literature through writing and discussion (for example, anticipating and answering questions, responding to issues, connecting literature with personal knowledge);*
- *understanding and respecting that people respond differently to literature;*
- *understanding literature through its historical and cultural context; and*
- *knowing elements that characterize and define classic literature (for example, "Every man" characters, timeless themes, universal conflict).*

As students in Grades 9-12 extend their knowledge, what they know and are able to do includes

- *reading a variety of literature (for example, fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, fantasy, supernatural tales, satires, parodies, plays, American literature, British literature, world and ancient literature);*
- *responding to literature (e.g., suggesting interpretations; recognizing possible ambiguities, nuances, and complexities in written works; interpreting passages of a novel in terms of their significance to the novel as a whole; focusing on the themes of a literary work; explaining concepts found in literary*

- works);
- *understanding the use of a variety of literary elements, devices, and techniques (for example, character, plot, setting, diction, idiom, tone, point of view, shift in perspective, theme, metaphor, allusion, personification, parallelism, alliteration, hyperbole, literary archetypes, symbolism, irony, mood, dialogue, style);*
 - *understanding satire and allegory presented in written works;*
 - *understanding how narration, description, definition, persuasion, and evaluation are used in literary works;*
 - *understanding the ways in which literature reflects the ethnic background of the author and the culture in which it was written;*
 - *understanding influences on a reader's response to literary works (for example, personal values, perspectives, experiences);*
 - *understanding the historical context in which a work was written;*
 - *understanding recurrent themes in American and other literature; and*
 - *developing and supporting theses about the craft and significance of particular works of literature, both classic and contemporary.*

Middle Level Language Arts Scope and Sequence

**Middle Level Language Arts Curriculum
Scope and Sequence of Essential Learnings
Grades 6 – 8
Boulder Valley School District**

Standard 1: Students read and understand a variety of material. Strand: Reading Domains: Comprehension, Word Study and Vocabulary, Metacognition, Genres			
6	7	8	Grades 5-8 Benchmarks
<p>6.1.1 ELR: Identify the purpose for reading and adjust the reading rate using appropriate strategies with teacher guidance.</p> <p>6.1.2 ELR: Self-monitor comprehension when reading or listening to text by using and discussing the strategies used by independent readers to increase comprehension.</p> <p>6.1.3 ELR: Practice a variety of strategies to determine word meaning and improve comprehension.</p> <p>6.1.4 ELR: Apply strategies to read and understand a variety of developmentally appropriate materials. (C)*</p> <p>*(C) = CSAP Assessed</p>	<p>7.1.1 ELR: Define the purpose for reading and use strategies appropriate to genre and purpose with limited teacher guidance.</p> <p>7.1.2 ELR: Self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by independent readers to increase comprehension.</p> <p>7.1.3 ELR: Employ a variety of strategies to determine word meaning, improve comprehension, and expand personal vocabulary.</p> <p>7.1.4 ELR: Apply multiple strategies to read and understand a variety of developmentally appropriate materials. (C)</p>	<p>8.1.1 ELR: Independently establish purpose of reading and apply strategies accordingly.</p> <p>8.1.2 ELR: Self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by independent readers to increase comprehension.</p> <p>8.1.3 ELR: Apply vocabulary strategies to unfamiliar words in order to enhance overall communication skills.</p> <p>7.1.4 ELR: Apply multiple strategies in an efficient way to read and understand a variety of developmentally appropriate materials. (C)</p>	<p><i>1.1 Establish and adjust purposes for reading (e.g. to enjoy, solve problems, answer a specific question, form an opinion, skim for facts).</i></p> <p><i>1.3 Select reading strategies appropriate to genre and purpose (for example, varying pace, using skimming or scanning; reading aloud, recording responses in brief written form by marking the text, taking notes, or outlining).</i></p> <p><i>1.6 Apply a variety of strategies to clear up confusing parts of a text (e.g. pausing, rereading, discussing, consulting another source, drawing upon background knowledge, questioning).</i></p> <p><i>1.5 Use a variety of strategies to determine word meaning (e.g. applying knowledge of word origins and derivations, analogies, idioms, similes, metaphors); use a variety of word-reference resources.</i></p> <p><i>1.2 Understand explicit and implicit information presented in texts.</i></p> <p><i>1.4 Read a variety of written works (e.g. fiction, historical and biographical texts, expository and argumentative texts, drama, and poetry).</i></p>

Standard 2: Students listen, observe, speak, and write for a variety of purposes and audiences.

(Writing is a flexible and recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. Frequent practice, coupled with teacher and self-evaluation, is seen as critical.)

Strands: Writing, Speaking, and Listening

Domains: Writing Process, Writing Genre, Speaking, Listening

6	7	8	Grades 5-8 Benchmarks
<p>6.2.1 ELR: Listen in order to evaluate reliability, accuracy, and relevancy of information and respond with teacher guidance.</p> <p>6.2.2 ELR: Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact.</p> <p>6.2.3 ELR: Use stylistic elements to prepare and deliver oral presentations, noticing the overall impact of presentation on audience.</p>	<p>7.2.1 ELR: Discuss the reliability, accuracy, and relevancy of information and develop an awareness of the difference between inferential and literal oral messages.</p> <p>7.2.2 ELR: Use conventional techniques for oral presentations, exploring impact on audience.</p> <p>7.2.3 ELR: Explore and implement use of stylistic elements to prepare and deliver oral presentations appropriately matched to purpose and audience.</p>	<p>8.2.1 ELR: Formulate own ideas and questions based on the reliability, accuracy, and relevancy of information recognizing the difference between inferential and literal oral messages.</p> <p>8.2.2 LR: Select conventional techniques for oral presentations and adjust according to audience.</p> <p>8.2.3 ELR: Use stylistic elements to improve the presentation of ideas and create a work appropriate for varying purposes and audiences.</p>	<p><i>2.1 Listen and observe for implied meaning.</i></p> <p><i>2.2 Explore concepts and ideas orally in order to clarify understanding.</i></p> <p><i>2.4 Identify strategies used by speakers in oral presentations (for example, verbal and nonverbal messages, the use of fact and opinion).</i></p> <p><i>2.5 Use standard conventional techniques for oral presentations (e.g. modulation of voice, inflection, tempo, enunciation, physical gestures, eye contact, and posture).</i></p> <p><i>2.3 Select and use vocabulary that communicates clearly and accurately for specific purposes and audiences.</i></p> <p><i>2.10 Use stylistic elements of language (e.g. voice, tone, mood, word choice,) that are appropriate for specific purposes and audiences.</i></p>

Standard 2: Students listen, observe, speak, and write for a variety of purposes and audiences.

(Writing is a flexible and recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. Frequent practice, coupled with teacher and self-evaluation, is seen as critical.)

Strands: Writing, Speaking, and Listening

Domains: Writing Process, Writing Genre, Speaking, Listening

6	7	8	Grades 6-8 Benchmarks
6.2.4 ELR: Create multiple paragraph compositions that demonstrate understanding of a central theme and are supported with details and examples; use planning, editing, and revision strategies that consider purpose and audience. (C)	7.2.4 ELR: Create cohesive multiple paragraph essays that convey a clear focus and are well-supported with clarifying details and examples; use a variety of planning, editing, and revision strategies that consider purpose and audience. (C)	8.2.4 ELR: Compose cohesive and coherent multiple paragraph essays across a variety of genres that convey a clear thesis and are well-supported with clarifying details and examples; use a variety of planning, editing, and revision strategies that consider purpose and audience and lead to an enhanced final product. (C)	<i>2.6 Use a variety of prewriting strategies (e.g. making outlines, using student work or published pieces as writing models, brainstorming, using background knowledge).</i> <i>2.7 Organize and present information in a logical manner.</i> <i>2.8 Convey a clear main point and stay on the topic. written work.</i>

Standard 3: Students use grammatical and mechanical conventions of language in speaking and writing.			
Strands: Writing and Speaking			
Domains: Grammar and Usage, Spelling			
6	7	8	Grades 5-8 Benchmarks
<p>6.3.1 ELR: Recognize the eight parts of speech in context.</p> <p>6.3.2 ELR: Recognize basic sentence structure (subject/predicate) and develop simple and compound sentences.</p> <p>6.3.3 ELR: Recognize and correct grammatical structures in writing. (C)</p> <p>6.3.4 ELR: Develop a basic understanding of the unity and coherence of a multiple paragraph essay with a beginning, middle, and end.</p> <p>6.3.5 ELR: Identify and correct conventions of punctuation and capitalization in written work. (C)</p> <p>6.3.6 ELR: Identify and correct vocabulary and conventions of spelling in written work.</p>	<p>7.3.1 ELR: Identify the eight parts of speech in context.</p> <p>7.3.2 ELR: Identify phrases/clauses in order to develop more complex sentences.</p> <p>7.3.3 ELR: Define correct grammatical structures in writing. (C)</p> <p>7.3.4 ELR: Compose a structurally correct multiple paragraph essay.</p> <p>7.3.5 ELR: Apply conventions of punctuation and capitalization in written work. (C)</p> <p>7.3.6 ELR: Apply knowledge of vocabulary and conventions of spelling in written work.</p>	<p>8.3.1 ELR: Develop a working understanding of the eight parts of speech in context.</p> <p>8.3.2 ELR: Apply knowledge of phrases/clauses to develop complex sentences that increase writing fluency.</p> <p>8.3.3 ELR: Analyze and apply correct grammatical structure in writing. (C)</p> <p>8.3.4 ELR: Plan and produce a structurally correct multiple paragraph essay.</p> <p>8.3.5 ELR: Analyze conventions of punctuation and capitalization in written work. (C)</p> <p>8.3.6 ELR: Analyze conventions of spelling and employ advanced vocabulary in written work.</p>	<p><i>3.4 Use the eight parts of speech in context (e.g. nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections).</i></p> <p><i>3.1 Use a variety of sentence forms (e.g. simple, compound, complex, compound/complex).</i></p> <p><i>3.2 Identify and correct fragments, run-on, and comma splices.</i></p> <p><i>3.5 Use correct grammatical structures in the context of writing (e.g. subject/verb agreement, sentence structure, pronoun reference, verb tense, and principle parts of verbs).</i></p> <p><i>3.8 Use paragraph structure in responses and multiple paragraph essays (e.g. topic sentence/thesis statement, supporting sentences in sequential order, transitions, and conclusions).</i></p> <p><i>3.9 Write multiple paragraph essays and responses.</i></p> <p><i>3.6, 3.7 Use conventions of punctuation and capitalization in written composition (e.g. using end marks correctly; commas in a series, compound sentences, appositives, introductory phrases and clauses; semi-colons and colons; apostrophes; quotation marks; capitalized titles, proper nouns, first words of sentence, and direct quotations).</i></p> <p><i>3.3 Distinguish between words often confused (e.g. homonyms, homophones).</i></p> <p><i>3.10 Use conventions of spelling in written composition.</i></p>

Standard 4: Students read, write, speak, observe, and listen to synthesize information, analyze and evaluate arguments, and to develop and defend argumentative positions.

Strands: Reading, Speaking, and Listening

Domains: Critical Analysis

6	7	8	Grades 6-8 Benchmarks
6.4.4 ELR: Identify persuasive messages and strategies employed by non-print media to send those messages.	7.4.4 ELR: Identify the impact of print and non-print media on consumers.	8.4.4 ELR: Identify and elaborate the impact of print and non-print media on consumers.	<i>4.5 Understand the impact of non-print media on media consumers (e.g. persuasive messages and advertising in media, the presence of media in people’s daily lives, the role of the media in forming opinions, media as a source of entertainment and information).</i>

Standard 5: Students apply research skills to locate, select, and make use of relevant information.			
Strand: Research			
Domain: Research			
6	7	8	Grades 5-8 Benchmarks
<p>6.5.1 ELR: Develop a research project by (a) posing relevant questions with a scope narrow enough to result in a focused topic, (b) using a variety of sources, (c) documenting research, and (d) presenting findings in a logical, consistent and standard format.</p> <p>6.5.2 ELR: Determine the appropriateness of an information source and use organizational features (e.g. table of contents, titles, headings, indexes, glossaries, bulletin boards, databases, keyword searches) of printed/electronic text (e.g. internet, electronic media, CD-ROM, DVD, search engines) to locate and gather information. (C)</p> <p>6.5.3 ELR: Organize information from texts through the use of graphic organizers (C), note taking, paraphrasing, and summarizing to produce a finished product (e.g. report, essay, chart, media presentation) that is coherent and clearly articulated.</p>	<p>7.5.1 ELR: Develop a research project from a focused question by (a) identifying a topic and/or a thesis statement, (b) using a variety of sources, (c) documenting research, and (d) presenting findings in a logical, consistent and standard format.</p> <p>7.5.2 ELR: Determine the appropriateness of an information source and use organizational features (e.g. table of contents, titles, headings, indexes, glossaries, bulletin boards, databases, keyword searches) of complex printed/electronic text (e.g. internet, electronic media, CD-ROM, DVD, search engines) to locate and gather information. (C)</p> <p>7.5.3 ELR: Organize information from texts through the use of graphic organizers (C), note taking, paraphrasing, and summarizing to produce a finished product (e.g. report, essay, chart, media presentation) that is coherent and clearly articulated.</p>	<p>8.5.1 ELR: Develop a research project from a focused question by (a) identifying a topic and/or a thesis statement, (b) using a variety of sources, (c) documenting research, and (d) presenting findings in a logical, consistent and standard format.</p> <p>8.5.2 ELR: Determine the appropriateness of an information source and use organizational features of printed/electronic text (e.g. table of contents, index, glossaries, headings, bold-faced print, graphic organizers, databases, internet browsers) of complex printed/electronic text (e.g. internet, electronic media, CD-ROM, DVD, search engines) to plan and conduct multiple step searches to locate and gather information. (C)</p> <p>8.5.3 ELR: Organize information and ideas from multiple sources in systematic ways to produce a finished product (e.g. report, essay, chart, media presentation) that is coherent and clearly articulated.</p>	<p><i>5.1 Use a variety of resource materials.</i></p> <p><i>5.3, 5.4 Use organizational features of printed and electronic text (e.g. table of contents, index, glossary, headings) to locate and gather information; use organizational features (e.g. internet browsers) of electronic information (e.g. internet, electronic media, CD-ROM, DVD, search engines) to locate and gather information.</i></p> <p><i>5.2 Determine the appropriateness of an information source for a research topic.</i></p> <p><i>5.5 Organize information and ideas from multiple sources in systematic ways (e.g. timelines, informal/formal outlines, note taking, graphic representations).</i></p>

Standard 5: Students apply research skills to locate, select, and make use of relevant information.			
Strand: Research			
Domain: Research			
6	7	8	Grades 5-8 Benchmarks
6.5.4 ELR: Create accurately documented (e.g. bibliography, works cited lists) oral and written projects.	7.5.4 ELR: Create accurately documented (e.g. bibliography, works cited lists) oral and written projects.	8.5.4 ELR: Create accurately documented (e.g. bibliography, works cited lists, parenthetical documentation) oral and written projects.	<p><i>5.6 Cite sources of information (e.g. bibliography, works cited, parenthetical documentation).</i></p> <p><i>5.7 Create accurately documented oral and written projects (e.g. reports, speeches, debates, media presentations, display boards).</i></p>

Standard 6: Literary Analysis: Students read, understand, and interpret literature as a record and expression of human experience.			
Strand: Reading			
Domain: Literary Analysis			
6	7	8	Grades 5-8 Benchmarks
<p>6.6.1 ELR: Read a variety of literary works representing a broad spectrum of cultures and genres (e.g. myths, legends, poetry, realistic fiction, science fiction, fantasy, mystery).</p> <p>6.6.2 ELR: Identify features of themes conveyed through characters, actions, and images including those elements in classic literature.</p> <p>6.6.3 ELR: Identify literary structure such as plot elements, character, setting, foreshadowing, and flashback across texts.</p> <p>6.6.4 ELR: Interpret the use of specific literary devices and techniques to draw conclusions. (C)</p> <p>6.6.5 ELR: Identify the qualities and motives of characters' thoughts, words, and actions and discuss effect on plot and/or theme.</p>	<p>7.6.1 ELR: Read a variety of literary works representing a broad spectrum of cultures and genres (e.g. short stories, biography/ autobiography, multicultural).</p> <p>7.6.2 ELR: Identify and analyze features of themes conveyed through characters, actions, and images, including those elements in classic literature.</p> <p>7.6.3 ELR: Identify and analyze literary structure such as plot elements, character, setting/mood, foreshadowing, and flashback across texts.</p> <p>7.6.4 ELR: Interpret the use of specific literary devices and techniques as to their influence on the message and style of the text. (C)</p> <p>7.6.5 ELR: Analyze the qualities and motives of characters' thoughts, words, and actions both explicit and implicit and discuss effect on plot and/or theme.</p>	<p>8.6.1 ELR: Read a variety of literary works representing a broad spectrum of cultures and genres (e.g. poetry, essays, documents, historical fiction).</p> <p>8.6.2 ELR: Identify and analyze recurring themes across literary works as conveyed through characters, actions, and images including those elements in classic literature.</p> <p>8.6.3 ELR: Identify and analyze literary structure such as plot elements, character, setting/mood, foreshadowing, flashback, and how they are employed by the authors within and between texts.</p> <p>8.6.4 ELR: Interpret the use of specific literary devices and techniques as to their influence on the message and style within and between texts. (C)</p> <p>8.6.5 ELR: Analyze the qualities and motives of characters' thoughts, words, and actions, both explicit and implicit, and discuss the author's intent to affect plot and/or theme.</p>	<p><i>6.1 Read a variety of literary works (e.g. fairy tales, fables, folktales, legends, myths, rhymes and poems, expository writing, historical fiction, biographies, autobiographies) representing a broad spectrum of cultures and genres.</i></p> <p><i>6.8 Know elements that characterize and define classic literature (e.g. "Every man" characters, timeless themes, universal conflict).</i></p> <p><i>6.2 Understand the use of literary elements (e.g. setting, main characters, plot, problem, solution, and theme in stories).</i></p> <p><i>6.3 Understand the use of specific literary devices and techniques (e.g. figurative language, symbolism, suspense, dialogue, dialect).</i></p> <p><i>6.2 Understand the use of literary elements (e.g. setting, main characters, plot, problem, solution, and theme in stories).</i></p>

Standard 6: Literary Analysis: Students read, understand, and interpret literature as a record and expression of human experience.			
Strand: Reading			
Domain: Literary Analysis			
6	7	8	Grades 5-8 Benchmarks
<p>6.6.6 ELR: Respond (e.g. oral, written) to literature by reflecting upon characteristics of different genres, points of view, connections to self and other works, and purpose of text from diverse cultures and authors.</p> <p>6.6.7 ELR: Examine the author’s view of human experience in text from diverse cultures, supporting with details from text.</p>	<p>7.6.6 ELR: Respond (e.g. oral, written) to a variety of literature (e.g. multiple genres across cultures) reflecting upon characteristics of different genres, points of view, connection to personal knowledge and other works, and purpose.</p> <p>7.6.7 ELR: Examine the author’s view of human experience and characters representing diverse world cultures, supporting with details from text.</p>	<p>8.6.6 ELR: Respond (e.g. oral, written) to a wide range of literature (e.g. multiple genres across cultures) critically reflecting upon characteristics of different genres, points of view, connections to personal knowledge and other works or authors, and purpose.</p> <p>8.6.7 ELR: Explore and analyze how the author’s view of human experience and characters is represented by text from diverse cultures.</p>	<p><i>6.4, 6.5 Respond to literature critically (e.g. provide different levels of interpretation or points of view, connect to other readings and personal knowledge, support opinions with references to the text, other works, other authors, or non-print media).</i></p> <p><i>6.6 Understand and respect that people respond differently to literature.</i></p> <p><i>6.7 Respond to and discuss the ways stories reflect the ethnic background of the author and the culture in which the stories were written.</i></p>

6th Grade Language Arts Curriculum

Boulder Valley School District
6th Grade Language Arts Curriculum

Standard 1: Students read and understand a variety of material.

Strand: Reading

Domains: Comprehension, Word Study and Vocabulary, Metacognition, Genres

Essential Learning Results

6.1.1 Identify the purpose for reading and adjust the reading rate using appropriate strategies with teacher guidance.

- a. Pre-read by:
 - i. Accessing prior knowledge;
 - ii. Making connections;
 - iii. Creating mental images;
 - iv. Questioning;
 - v. Predicting;
 - vi. Engaging in discussions of text structure;
- b. Integrate prior knowledge with information from text; and
- c. Articulate purpose for reading.

6.1.2 Self-monitor comprehension when reading or listening to text by using and discussing the strategies used by independent readers to increase comprehension.

- a. Monitor use of the following strategies when reading fiction and informational text:
 - i. Previewing;
 - ii. Predicting;
 - iii. Accessing background knowledge;
 - iv. Constructing mental images;
 - v. Visually representing ideas in text;
 - vi. Questioning before and during reading;
 - vii. Making connections;
 - viii. Rereading or listening again;
 - ix. Inferring; and
 - x. Engaging in interpretive discussions.

6.1.3 Practice a variety of strategies to determine word meaning and improve comprehension.

- a. Use context to define words;
- b. Identify word parts in order to apply meaning to new words; and
- c. Use a variety of word reference resources.

6.1.4 Apply strategies to read and understand a variety of developmentally appropriate materials. (C)

- a. Locate and paraphrase main idea with supporting details;

- b. Locate and recall the sequence of events;
- c. Draw inferences from context clues and background information;
- d. Summarize and synthesize information in nonfiction and fiction;
- e. Locate information in texts of varying genre; and
- f. Clarify an understanding of texts by creating graphic organizers (e.g. outlines, notes, summaries and reports).

Advanced Language Arts

- a. Identify essential details, main ideas, and themes, in a complex text;
- b. Locate and recall information in a variety of complex texts; and
- c. Demonstrate comprehension through insightful responses of the following genres: realistic fiction, mystery, science fiction/fantasy, mythology, multicultural literature, and survival literature.

Extended Learning

- a. Determine the meaning of complex vocabulary with or without context clues;
- b. Locate and recall sequences within a variety of genres; and
- c. Demonstrate comprehension through insightful responses of the following genres: realistic fiction, mystery, science fiction/fantasy, mythology, multicultural literature, and survival literature.

Key Academic Vocabulary

Content vocabulary	Decoding	Affixes (prefixes, suffixes)
Personal vocabulary	Comprehension	Scaffolding/Prior
Knowledge	Graphic organizers	Summarizing
Background information	Inference	Making connections
Visualizing/Mental imagery	Root words	(text-to-self, text-to-world, text-to-text)
Analyzing	Predicting	
Interpretive discussion	Skimming	
Structure	Self-monitor	
Scanning		

*(C) = CSAP Assessed

Standard 2: Students listen, observe, speak, and write for a variety of purposes and audiences.

(Writing is a flexible and recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. Frequent practice, coupled with teacher and self-evaluation, is seen as critical.)

Strands: Writing, Speaking, and Listening

Domains: Writing Process, Writing Genre, Speaking, Listening

Essential Learning Results

6.2.1 Listen in order to evaluate reliability, accuracy, and relevancy of information and respond with teacher guidance.

- a. Gain meaning from oral communications by identifying the intended main idea or concepts;
- b. Identify the tone, mood, and emotion conveyed in the oral communication; and
- c. Use speaker's information to enhance class dialogue.

6.2.2 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact.

- a. Plan the use of verbal communication skills, such as word choice, pitch, feeling, tone, and voice to match the purpose, message, and intended impact of the communication; and
- b. Plan the use of nonverbal communication skills, such as eye contact, posture, and gestures to match the purpose, message, and intended impact of the communication.

6.2.3 Use stylistic elements to prepare and deliver oral presentations, noticing the overall impact of presentation on audience.

- a. Select a focus, an organizational structure, a point of view, and intended mood or effect on audience for an oral presentation; and
- b. Explore word manipulation for clarity and effect (e.g. mood and tone).

6.2.4 Create multiple paragraph compositions that demonstrate understanding of a central theme and are supported with details and examples; use planning, editing, and revision strategies that consider purpose and audience. (C)

- a. Apply knowledge of prewriting strategies to organize focus;
- b. Elaborate the central idea in an organized manner;
- c. Develop ideas and content with significant details, examples, and/or reasons;
- d. Organize writing so that there is an inviting introduction, a logical progression of ideas, and a purposeful conclusion;
- e. Use clear and precise language;
- f. Write with voice and form appropriate to purpose and audience;
- g. Use a variety of sentence forms;
- h. Attend to conventions;
- i. Create readable documents with legible handwriting or word processing; and
- j. Use a rubric to evaluate own writing.

Advanced Language Arts

- a. Demonstrate use of exceptional writing skills in independently revised writing in the following ways:
 - i. Produce focused, organized, and fluid writing;
 - ii. Include details that support the main idea;
 - iii. Use logical and complex paragraph structures;
 - iv. Use higher order vocabulary;
 - v. Include transitional words and phrases in a sophisticated manner; and
- b. Demonstrate competency in the following writing genres: realistic fiction, mystery, science fiction/fantasy, multicultural literature, survival, and mythology.

Extended Learning

- a. Emphasize points to assist the listener in following the main ideas and concepts;
- b. Support opinions with detailed evidence and with visual or media displays that use appropriate technology;
- c. Use effective rate, volume, pitch and tone and align nonverbal elements to sustain audience interest; and
- d. Develop a persuasive essay.

Key Academic Vocabulary

Stylistic elements

- Tone/Pitch
- Mood
- Word choice

Point of view

Verbal communication

Non-verbal communication

Edit

Revise

Audience

Purpose

Voice in writing

Oral presentation techniques

- Posture
- Gestures
- Eye contact

Purpose/Message

Standard 3: Students use grammatical and mechanical conventions of language in speaking and writing.

Strands: Writing and Speaking

Domains: Grammar and Usage, Spelling

Essential Learning Results

6.3.1 Recognize the eight parts of speech in context.

- a. Recognize the following in speaking and writing:
 - i. Nouns;
 - ii. Pronouns;
 - iii. Verbs;
 - iv. Adverbs;
 - v. Adjectives;
 - vi. Conjunctions;
 - vii. Prepositions; and
 - viii. Interjections.

6.3.2 Recognize basic sentence structure (subject/predicate) and develop simple and compound sentences.

- a. Identify prepositional phrases; and
- b. Use simple and compound sentence structures effectively.

6.3.3 Recognize and correct grammatical structures in writing. (C)

- a. Demonstrate knowledge of:
 - i. Placement and usage of modifiers;
 - ii. Subject/verb agreement;
 - iii. Pronoun usage;
 - iv. Verb tense;
 - v. Principal parts of verbs; and
- b. Edit for correct grammar/usage with teacher and/or checklist guidance.

6.3.4 Develop a basic understanding of the unity and coherence of a multiple paragraph essay with a beginning, middle, and end.

- a. Apply knowledge of the following in writing:
 - i. Topic sentence;
 - ii. Introduction;
 - iii. Body;
 - iv. Conclusion;
 - v. Indentation;
 - vi. Support and detail;
- b. Arrange sentences in sequential order; and
- c. Focus on a central idea with logic.

6.3.5 Identify and correct conventions of punctuation and capitalization in written work. (C)

- a. Demonstrate basic understanding of the following in written work:

- i. Punctuation in dialogue;
 - ii. Capitalization of proper nouns;
 - iii. Commas in a series;
 - iv. First word of sentences;
 - v. Semi-colons and colons;
 - vi. Capitalized and punctuated titles;
 - vii. Appropriate end marks;
 - viii. Punctuation with phrases and clauses; and
- b. Use guides to edit written work, ensuring correct use of conventions of punctuation and capitalization.

6.3.6 Identify and correct vocabulary and conventions of spelling in written work.

- a. Apply basic spelling rules and conventions;
- b. Apply knowledge of frequently misspelled words such as homophones and homonyms to written work;
- c. Spell grade level words accurately and consistently; and
- d. Use dictionary and technological resources to correct spelling.

Advanced Language Arts

- a. Demonstrate exceptional knowledge of:
 - i. Parts of speech;
 - ii. Complex and complete sentences; and
 - iii. Punctuation in complex sentences involving dialogue.

Extended Learning

- a. Diagram simple sentences.

Key Academic Vocabulary

Eight parts of speech

- Nouns
- Verbs
- Adjectives
- Adverbs
- Pronouns
- Prepositions
- Conjunctions
- Interjections

Sentence structures

- Simple sentences
- Compound sentences

Sentence errors

- Fragments
- Run-ons
- Comma splices

Language usage

Modifiers

- Subject/Verb agreement
- Verb tense (time indicators)
- Principal parts of a verb

Topic sentences

Conventions

Homophones

Homonyms

Standard 4: Students read, write, speak, observe, and listen to synthesize information, analyze and evaluate arguments, and to develop and defend argumentative positions.

Strands: Reading, Speaking, and Listening
Domains: Critical Analysis

Essential Learning Results

6.4.1 Determine author’s purpose and point of view and look for the possibility of bias.

- a. Recognize an author or speaker’s point of view and purpose, separating fact from opinion; and
- b. Identify possible bias.

6.4.2 Express and defend responses to written, spoken, and visual messages by evaluating and analyzing content and its effectiveness.

- a. Explain the main point of writing or speaking and use relevant details to support explanation; and
- b. Demonstrate ideas and opinions that draw conclusions and analyze what is read, heard, or viewed.

6.4.3 Identify and use persuasive strategies in an argument, focusing on factual evidence and eliminating irrelevant arguments.

- a. Identify a position and defend it through clearly-structured supporting details that rely on factual evidence.

6.4.4 Identify persuasive messages and strategies employed by non-print media to send those messages.

- a. Recognize and explain persuasive messages used in mass media and advertisements.

Advanced Language Arts

- a. Draw conclusions and support them with details from complex texts;
- b. Distinguish fact from opinion in complex text; and
- c. Evaluate oral presentations, using elements of reasoning as the basis.

Extended Learning

- a. Analyze content of more than one text with a similar theme; and
- b. Apply deductive reasoning to written or spoken words.

Key Academic Vocabulary

Synthesize	Persuasion
Fact/Opinion	Evidence
Point of view	Mass media
Relevant/Irrelevant	
Non-print media	

Standard 5: Students apply research skills to locate, select, and make use of relevant information.

Strand: Research

Domain: Research

Essential Learning Results

6.5.1 Develop a research project by (a) posing relevant questions with a scope narrow enough to result in a focused topic, (b) using a variety of sources, (c) documenting research, and (d) presenting findings in a logical, consistent and standard format.

- a. Identify a guiding research question, using feedback from others when needed;
- b. Use print and electronic sources to locate information;
- c. Select information to support ideas and justify the selection;
- d. Summarize and organize information in a variety of ways;
- e. Credit reference sources; and
- f. Create a logical, consistent work from findings.

6.5.2 Determine the appropriateness of an information source and use organizational features (e.g. table of contents, titles, headings, indexes, glossaries, bulletin boards, databases, keyword searches) of printed/electronic text (e.g. internet, electronic media, CD-ROM, DVD, search engines) to locate and gather information. (C)

- a. Scan and select sources relevant to topic; and
- b. Show application and use of technology to locate and gather information.

6.5.3 Organize information from texts through the use of graphic organizers (C), note taking, paraphrasing, and summarizing to produce a finished product (e.g. report, essay, chart, media presentation) that is coherent and clearly articulated.

- a. Organize information from a variety of sources using multiple graphic organizers provided by the teacher, including the formal outline; and
- b. Distinguish one's own ideas from information created by others.

6.5.4 Create accurately documented (e.g. bibliography, works-cited lists) oral and written projects.

- a. Use a style sheet method for citing secondary sources, such as MLA or APA.

Advanced Language Arts

- a. Organize information into complex graphic organizers using selected relevant information.

Extended Learning

- a. Organize information into complex graphic organizers using selected relevant information;
- b. Create visual organizers to organize information; and
- c. Explore documentation for multiple publications (e.g. magazine, internet site).

Key Academic Vocabulary

Research question

Investigation

Print sources

Electronic sources

Formal outlines

Graphic organizers

Credit reference sources

- Works cited
- Bibliography

Style sheet method

- Modern Language Association (MLA)
- American Psychological Association (APA)

Standard 6: Literary Analysis: Students read, understand, and interpret literature as a record and expression of human experience.

Strand: Reading

Domain: Literary Analysis

Essential Learning Results

6.6.1 Read a variety of literary works representing a broad spectrum of cultures and genres (e.g. myths, legends, poetry, realistic fiction, science fiction, fantasy, mystery).

- a. Identify and define elements of narrative structure;
- b. Distinguish among forms of fiction and describe the major characteristics of each including short story, novel, folk literature, mystery, and drama; and
- c. Develop knowledge that poetry can be rhymed, patterned, and/or free verse.

6.6.2 Identify features of themes conveyed through characters, actions, and images including those elements in classic literature.

- a. Define theme through the author's use of literary elements such as character, setting, and plot; and
- b. Identify characters, themes, and conflicts found in classical literature.

6.6.3 Identify literary structure such as plot elements, character, setting, foreshadowing, and flashback across texts.

- a. Use correct literary terms in describing literature selections; and
- b. Identify characters, setting, problem/conflict, action/plot/events, resolution/solution, theme and sequence in literature.

6.6.4 Interpret the use of specific literary devices and techniques to draw conclusions. (C)

- a. Examine the author's use of figurative language, basic symbolism, dialogue and dialect.

6.6.5 Identify the qualities and motives of characters' thoughts, words, and actions and discuss effect on plot and/or theme.

- a. Identify how a character's actions affect theme; and
- b. Analyze how human qualities of characters affect the plot and/or resolution of the conflict.

6.6.6 Respond (e.g. oral, written) to literature by reflecting upon characteristics of different genres, points of view, connections to self and other works, and purpose of text from diverse cultures and authors.

- a. Summarize story focusing on central details;
- b. Develop and answer questions which enrich interpretation of a literary work; and
- c. Analyze the influence of setting on the problem and its resolution.

6.6.7 Examine the author’s view of human experience in text from diverse cultures, supporting with details from text.

- a. Connect literature with personal knowledge of the human experience and cultural influences; and
- b. Use increasing awareness of cultural, ethnic, and historical influences upon authors and their works as a springboard for reflection and dialogue.

Advanced Language Arts

- a. Interpret figurative language in sophisticated text.

Extended Learning:

- a. Identify literary techniques such as humor and dialect.

Key Academic Vocabulary

Genre

- Short story
- Novel
- Folk literature
- Drama
- Poetry
 - Rhymed
 - Patterned
 - Free verse

Narrative structure

Interpretation

Qualities and motives of characters

Classic literature

- “Every man” characters
- Timeless themes
- Universal conflicts

Literary Structure

- Plot elements
 - Exposition
 - Rising action
 - Climax
 - Conflict
 - Falling action
 - Conclusion
(Resolution)
(Denouement)
- Conflict
 - Internal
(man vs. himself)
 - External
(man vs. man)
(man vs. nature)

(man vs. society)

- Characters
 - Protagonist
 - Antagonist
 - Flat and round
 - Dynamic and Static
- Theme
- Point of view
 - First person
 - Third person limited
 - Third person omniscient
- Foreshadowing
- Flashback

Literary devices

- Figurative language
 - Metaphor
 - Simile
 - Alliteration
- Onomatopoeia
- Personification
- Symbolism
- Imagery
- Dialogue
- Dialect
- Idiom
- Irony
- Hyperbole

Ethnicity

Culture

Boulder Valley School District
Middle School Language Arts
Information Literacy and *Technology Integration*
Teacher Guidelines and Resources

Standard 1: Students read and understand a variety of materials.

- Derives meaning from information presented in a variety of formats available in the school library; and
- Use and understand features of web pages and data bases such as bold print, site maps and links to increase comprehension of web based material. Your school librarian is able to assist.

Standard 2: Students listen, observe, speak, and write for a variety of purposes and audiences.

- Cite information using MLA documentation: see (<http://kclibrary.nhccd.edu/mlastyle.htm><http://www.mla.org/>);
- Selects information appropriate to the problem or question at hand;
- Use Microsoft Word or WYNN (special education) in the processes of drafting, revision, and editing. For differentiation, permit the use of PowerPoint to support a speech or oral presentation; outlining through the use of PowerPoint or Word; writing through Web page authoring using Microsoft Word or Publisher as a scaffolding or extension technique;
- Only after the above processes are completed, use Microsoft Word, Publisher, or WYNN (special education) for formatting and publishing student work;
- Use Language Workshop software in each middle school to work on writing skills; and
- Use TimeLiner 5.0 (unlimited license in all buildings) as a graphic organizer to produce time lines, plot story lines, or rank items.

Standard 3: Students use grammatical and mechanical conventions of language in speaking and writing.

- Use a dictionary, tools such as Dictionary.com <http://dictionary.reference.com/>, Microsoft Thesaurus, Essential English Grammar, or Writers Inc. Collaborate with your school librarian for additional resources;
- Use Power Proofreading on CD or on the web to reinforce grammar, mechanics and punctuation skills (http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm);
- Enable Microsoft Word's "check grammar with spelling" feature "as they are typing" which highlights potential errors in subtle underline mode but allows the student to evaluate and make decisions about potential errors; and
- Use appropriate online grammar resources such as <http://www.webenglishteacher.com/grammar.html> or <http://www.chompchomp.com/exercises.htm>.

Standard 4: Students use reading, writing, speaking, observing, and listening to synthesize information, analyze and evaluate arguments, and develop and defend argumentative positions.

- Evaluate web sites for accuracy, relevance and bias by using a tool such as: <http://coled.law.du.edu/lacarlson/classweb/websiteevaluation1.htm>;
- Select, transfer and apply relevant information from a text to a graphic organizer (Venn diagram, mind map, word web, and matrix);
- For differentiation or extension, use PowerPoint to support a persuasive speech or work;
- Use appropriate Media Literacy sites such as:
 - http://www.media-awareness.ca/english/teachers/media_literacy/what_is_media_literacy.cfm;
 - http://www.medialit.org/reading_room/article227.html; and
 - <http://www.youthlearn.org/learning/activities/multimedia/medialit.asp>.

Standard 5: Students apply research skills to locate, select, and make use of relevant information.

Use the research method that is taught collaboratively by your teacher and your school librarian to accomplish information literacy objectives.

- Investigate higher level questions that require evaluation, analysis and or synthesis using:
 - What if questions – hypothetical questions;
 - Should - ethical questions;
 - Why - cause and effect questions; and
 - How – comparison questions;
- Identify information and locate a variety of sources needed to answer a research question;
- Conduct effective electronic searches that retrieve desired information through identifying and combining key words that are neither too broad nor too narrow and by using advanced search options;
- Support main ideas and conclusions with accurate, relevant, citable information from print and electronic sources including newspapers, magazines, books encyclopedias, interviews, web pages and databases available in the school Library;
- Use information ethically as taught collaboratively by the teacher and school librarian, including
 - Taking notes, paraphrasing text, crediting quotes, and correctly citing sources using MLA documentation; see (<http://kclibrary.nhmccd.edu/mlastyle.htm><http://www.mla.org/>); and
 - Avoiding plagiarism and ensuring academic integrity;
- Revise Research Plan after evaluating information found in initial research and make decisions about further research needed to draw conclusions and develop new understandings;
- Employ electronic research resources in classrooms (www.google.com, www.vivismo.com), the school library (library catalog, online databases), and

- public resources (via e-mail, the classroom telephone, and the Colorado Virtual Library at www.aclin.org);
- Use Excel to create graphs and tables for inclusion in reports, Time Liner 5.0 to produce time lines or sequence plots for research projects, or MapMaker's Toolkit to produce maps and collect data on countries; and
 - Use district-wide license to www.countrywatch.com for current events, maps, and key data.

Standard 6: Literary Analysis: Students read, understand, and interpret literature as a record and expression of human experience.

- Utilize the advance search features of the on-line catalog in the media center to locate multi-cultural materials and different genres using key word and subject heading searches; and
- Understand and use call numbers and signage in the library to locate materials.

6th Grade Reading Curriculum

Middle Level Language Arts Committees

Original Sixth Grade Curriculum Committee 2002

Josh Baldner
Holly Anna Bates
Sue Croell
Sheila Malcolm, TAP
Michelle Morrison
Kevin Purdy
Nancy Shaw
Kathryn Singey
Mary Ellen Steele
Tracy Stegall
Marsha Stern
Barbara Wolpoff
Dr. Judy Skupa

Aspen Creek K-8
Platt MS
Broomfield Heights MS
Nevin Platt MS
Louisville MS
Centennial MS
Southern Hills MS
Casey MS
Base Line MS
Monarch K-8
Angevine MS
Burbank MS

Director of Curriculum for Reading and Literacy

Middle Level Language Arts Curriculum Council

Amanda Avallone
Cheryl Scott
Darla Humphrey
Dory Parsons
Elena Hershey
Karen Percy
Mary Ellen Steele
Neal Zettas
Nancy Murray
Patti Wagner
Paula Prentup
Sarah Costin
Scott Harper
Sharon Nehls
Stephanie Spencer
Susan Cambier
Susan Kandyba
Tracy Stegall
Virginia Caskie-Johnson

Summit MS
Centennial MS
Monarch K-8
Louisville MS
Nederland MSHS
Angevine MS
Manhattan MS
Summit MS
Angevine MS
Broomfield Heights MS
Nevin Platt MS
Eldorado K-8
Nevin Platt MS
Southern Hills MS
Casey MS
Broomfield Heights MS
Casey MS
Monarch K-8
Aspen Creek K-8

Middle Level Language Arts Curriculum Writing Team

Charlotte Brooks
Darla Humphry
Ginny Vidulich
Isabelle Cordova
Karen Malacalza
Kate Lanz
Michelle Morrison
Patti Wagner
Sharon Nehls
Stephanie Spencer
Sue Croell
Susan Kandyba
Suzanne Girard
Val Wheeler
Susan Cambier

Louisville MS
Monarch K-8
Louisville MS
Angevine MS
Broomfield Heights MS
Monarch K-8
Louisville MS
Broomfield Heights MS
Southern Hills MS
Casey MS
Broomfield Heights MS
Casey MS
Louisville MS
Casey MS
Broomfield Heights MS

Boulder Valley School District

Sixth Grade Reading Curriculum Alignment

Background

The Boulder Valley Board of Education approved district standards and benchmarks, which were based on state approved standards, for language arts on June 25, 1998. The Academic Content Standards outline what students should know and be able to do in grades K through 12.

The Sixth Grade Reading Curriculum Council has aligned curriculum with the approved standards. Through a review of course content, assessment needs, and analysis of the benchmarks and standards, the council designated essential learning results for grade 6 reading and instructional responsibilities for teachers that enable all students to achieve the desired results.

Middle Level Essential Learning Results (ELRs) were revised during the 2005-2006 school year. These ELRs have been included in this document.

Use of This Document

- A. The listing of the main content standards and a listing of standards with numbered grade 5 — 8 benchmarks is available for easy reference;
- B. The Circle of Literacy indicates the essential indicators of an instructional program that meets the needs of all learners;
- C. The curriculum alignment document contains a variety of information:
 - Each standard is identified at the top of the page;
 - Each standard has a set of identified benchmarks. The number(s) in parenthesis under each benchmark identifies the benchmark or combination of benchmarks that are addressed and can be found in the Content Standards;
 - Each standard has a set of Essential Learning Results that specify what students will know and be able to do in reading at grade 6;
 - ELRs have designated teacher instructional responsibilities. The document indicates how instruction supports grade 6 students to meet the ELRs and how instruction should be differentiated based on the needs of the students. The differentiation of instruction is closely aligned to the Circle of Literacy: support for all students, support for students in need of intervention, second language acquisition students, and students in need of intensive intervention; and
 - An additional section on instructional support has been added for content area teachers; and
- D. Support materials are included to provide assistance for teachers as they plan instruction. The Grade 6 CSAP Reading and Writing Frameworks are included so teachers will be aware of the demands of the test. Teachers will need to help prepare students for the content and format of the test.

6th Grade Reading Curriculum

Essential Learning Results

Standard 1: Students read and understand a variety of material.

Strand: Reading

Domains: Comprehension, Word Study and Vocabulary, Metacognition, Genres

Essential Learning Results

6R.1.1 Recognize and discuss the elements and purposes of different text structures (e.g. reports, procedures, biographies, narratives, advertisements, dramas, documentaries, poetry, and essays). (C)

a. Associate key questions with text language:

Comparison:

- How are these things alike?
- How are these things different?

Classification:

- Into what groups could you organize these things?
- What are the rules for membership in each group?
- What are the defining characteristics of each group?

Inference:

- Based on the facts, what can you conclude?
- Based on this information, what is a likely conclusion?

Cause/Effect

- If you know what has happened, what do you know will have to occur?
- Why would someone consider this to be good, bad, or neutral?
- What is the reasoning behind this perspective?
- What is an alternative perspective and what is the reasoning behind it?

Constructing Support:

- What is an argument that would support this claim?
- What are the limitations or assumptions underlying this argument?
- How is this information trying to persuade you?

Problem/solution:

- What is trying to be accomplished?
- What will get in the way of achieving this goal?
- What are ways that I can overcome what can't be done or what is in the way?
- What solution was tried?
- How did it work?
- Do I try again?; and

b. Develop purposes for reading content area texts.

(C) = CSAP Assessed

6R.1.2 Use a full range of skills and strategies to construct meaning from text: predict, set purpose, question, self-correct, re-read, reads-on, adjust rate, sub-vocalize, skim/scan, and prior knowledge.

- a. Pre-read by:
 - i. Accessing prior knowledge;
 - ii. Making critical connections;
 - iii. Creating mental images;
 - iv. Questioning;
 - v. Predicting;
 - vi. Engaging in discussions of text structure;
- b. Integrate prior knowledge with information from text; and
- c. Articulate purpose for reading.

6R.1.3 Apply skills and strategies to comprehend a variety of written works.

(C)

- a. Compare and contrast a variety of texts with similar themes and ideas;
- b. Summarize and synthesize texts and genres (narrative and expository);
- c. Locate and paraphrase main idea and supporting details in a variety of narrative and expository texts;
- d. Infer using information from a variety of narrative and expository texts and genres and provide justification for these inferences;
- e. Sequence events and procedures;
- f. Interpret symbolic/metaphorical meaning;
- g. Identifying cause and effect and predicting outcomes;
- h. Extract and organize important information using graphic organizers and diagrams;
- i. Draw inferences from context clues and background information;
- j. Demonstrate understanding of text through written response; and
- k. Locate and recall information in text using different structures (e.g., cause/effect; and compare/contrast; problem/solution).

6R.1.4 Apply strategies to determine the meaning of unfamiliar words using word recognition skills and context clues. (C)

- a. Use context to define words;
- b. Identify word parts in order to apply meaning to new words; and
- c. Use a variety of word reference resources.

Extended Learning

- a. Connect topics to personal experiences, other topics, or other texts;
- b. Analyze content area text to determine particular structures:
 - i. cause/effect;
 - ii. problem/solution;
 - iii. compare/contrast;
 - iv. description;
 - v. narration;

- vi. explanation;
 - vii. listing; and
 - viii. sequence/directions.
- c. Demonstrate text-to-text, text-to-world, and text-to-self connections;
 - d. Support conclusions drawn from a text quoting external references; and
 - e. Demonstrate understanding of text by:
 - i. providing focus questions to guide students' thinking as they read;
 - ii. activating prior knowledge (anticipation guide, concept);
 - iii. KWL;
 - iv. reciprocal teaching;
 - v. cloze procedure;
 - vi. journals;
 - vii. think alouds; and
 - viii. make connections to prior concepts learned (e.g., addition/multiplication, respiratory system and the circulatory system).

Key Academic Vocabulary

Summarize

Paraphrase

Narrative

Skim/scan

Predict

Theme

Problem/solution

Expository

Inference

Compare/contrast

Cause/effect

Visualize

Classification

Standard 2: Students listen, observe, speak, and write for a variety of purposes and audiences.

Strands: Writing

Domains: Writing Process, Writing Genre

Essential Learning Results

6R.2.1 Listen in order to evaluate reliability, accuracy, and relevancy of information and respond with teacher guidance.

- a. Ask direct questions about fact and opinions.

6R.2.2 Identify and analyze the 6+1 Traits in the writing of self and others. (C)

- a. Gain meaning from oral and written communications by identifying the intended main idea or concepts.

6R.2.3 Discuss selection of words, clauses, or phrases for their shades of meaning and impact on style.

- a. Explore effect of words and syntax for clarity and effect (e.g. mood and tone).

6R.2.4 Generate a written response to a text using recount, procedure, report, explanation, exposition, and narrative forms. (C)

- a. Apply knowledge of prewriting strategies to organize focus;
- b. Elaborate the central idea in an organized manner;
- c. Develop ideas and content with significant details, examples, and/or reasons; and
- d. Choose form to suit purpose and audience.

6R.2.5 Use the 6+1 Traits to guide written responses:

- a. Develop ideas and content with significant details, examples, and/ or reasons;
- b. Organize writing so that there is an inviting introduction, a logical progression of ideas, and a purposeful conclusion;
- c. Use clear and precise language;
- d. Write with voice and form appropriate to purpose and audience;
- e. Use a variety of sentence forms;
- f. Attends to conventions;
- g. Use text language to:
 - i. signal cause and effect using *if, then, because, so, since, result it brings about, hence, consequently, subsequently*;
 - ii. signal comparisons using *like, different from, however, resembles, whereas, similar*;
 - iii. signal alternatives using *on the other hand, otherwise, conversely, either, instead (of), whether*;
 - iv. signal time order using *later, meanwhile, subsequently, initially, finally, and*
 - v. signal description using *on, over, beyond, within*; and
- h. Create readable documents with legible handwriting or word processing.

Extended Learning

- a. Express a well-reasoned point of view and justify a position orally or in writing;
- b. Generate expectations based on genre, author, or topic;
- c. Respond to reading frequently (journals, literature logs), summarize information and keep facts and events in mind in order to synthesize information;
- d. Write in a content journal according to purposes (clarification of new learning, key terms, explaining a concept in their own terms); and
- e. Encourage students to re-write all kinds of text for different audiences (e.g., re-write a chapter from a science text for younger readers or re-write a math text to provide a clearer explanation).

Key Academic Vocabulary

Mood

Tone

Point of view

Fact/opinion

Key/main idea and supporting detail

Audience

Purpose

Summarize

Genre

Ideas

Organization

Voice

Conventions

Word choice

Presentation

Standard 4: Students read, write, speak, observe, and listen to synthesize information, analyze and evaluate arguments, and to develop and defend argumentative positions.

Strands: Reading, Speaking

Domains: Critical Analysis

Essential Learning Results

6R.4.1 Determine an author's purpose.

- a. Recognize an author or speaker's point of view and purpose, separating fact from opinion;
- b. Discuss instances of stereotyping in narrative and expository texts;
- c. Identify possible bias; and
- d. Identify ways authors present people from different cultural and socioeconomic groups.

6R.4.2 Differentiate fact from opinion in a variety of narrative and expository texts.

- a. Discuss the way authors present people from different cultural and socioeconomic groups.

6R.4.3 Make predictions and draw conclusions from texts in various genres. (C)

- a. Use background knowledge and information from the text to form tentative theories about the significance of the events.

6R.4.4 Explain the text's main point and use relevant details to support the explanation. (C)

- a. Summarize and take notes;
- b. Analyze topic/ question;
- c. Generate questions; and
- d. Organize responses for responding.

6R.4.5 Use reading to solve a variety of problems and answer questions.

- a. Ask critical questions and comment on content and authors' intention; and
- b. Delineate different points of view in text;

6R.4.5 Identify techniques and graphic features designed to influence readers. (C)

- a. Analyze illustrations or other graphic features as to how they evoke responses and communicate meaning;
- b. Analyze figurative language; and
- c. Analyze the whole text to determine how illustrations, text, and format communicate meaning in an integrated way;

6R.4.6 Provide evidence from the text to support thinking.

- a. Explain the main point of writing or speaking and use relevant details to support explanation; and

- b. Demonstrate ideas and opinions that draw conclusions and analyze what is read, heard, or viewed.

Extended Learning

- a. Read a variety of author's viewpoints, purposes, and bias in increasingly complex material;
- b. Write about the same topic from different point of view;
- c. Give opinions through a variety of print/non print materials (literacy journals, dialogue, Socratic seminars, graphic organizers, diagrams, graphs, charts, debate);
- d. Identify what is not stated but implied in the text;
- a. Create sensory images related to character, plot, setting, theme, topic, or supporting details;
- b. Provide evidence from the text to support their thinking;
- c. Make generalizations based on interpretation of texts read (e.g. confirms, extends, or amends own knowledge through reading);
- d. Analyze the accuracy of information;
- e. Assess qualifications of the writer to produce an authentic narrative or expository text;
- f. Recognize devices which influence construction of meaning (e.g. physical appearance, clothing, language, stereotypical roles/situations);
- g. Distinguish when information comes directly from the text or requires thinking beyond the text; and
- h. Write personal reactions to texts, such as advertisements, essays, editorials, narratives, and informational.

Key Academic Vocabulary

Synthesize

Bias

Stereotype

Genre

Analyze

Standard 5: Students apply research skills to locate, select, and make use of relevant information.

Strand: Research

Domain: Research

Essential Learning Result

6R.5.1 Summarize and organize information about a topic in a variety of ways (e.g. graphic organizers, Venn diagrams, outline, time line) from references, technical sources, and media. (C)

- a. Use organizational features of printed text (for example, captions, chapter review, summaries, prefaces, annotations, changes in print, and appendices) to locate information;
- b. Locate meanings and pronunciations of unfamiliar words using dictionaries, glossaries, and other sources;
- c. Locate others' ideas, images, or information in a bibliography, works-cited page, or text features (for example, quotations, italics, parentheses, and footnotes);
- d. Use organizational features of electronic information (for example, keyword searches and icons) to locate information; and
- e. Select relevant information to support ideas and justify the selection.

Extend Learning

- a. Extract and organize relevant information from increasingly complex print and electronic sources;
- b. Explore unfamiliar references (print and electronic); and
- c. Extend and refine summarization skills.

Key Academic Vocabulary

Thesaurus

Dictionary

Icon

Glossary

Index

Headnote

Relevant

Organization

Summarize

Appendix

Standard 6: Literary Analysis: Students read, understand, and interpret literature as a record and expression of human experience.

Strand: Reading

Domain: Literary Analysis

Essential Learning Results

6R.6.1 Read and respond to a variety of narrative and expository texts with an integration of other content areas, cultures and ethnic backgrounds. (C)

- a. Examine, analyze, and discuss narrative and expository text through shared, guided, and independent reading;
- b. Identify and define elements of narrative and expository structures;
- c. Distinguish among forms of fiction and describe the major characteristics of each
- d. Develop knowledge that poetry can be rhymed, patterned, and/or free verse;
- e. Examine the author's use of figurative language, basic symbolism, dialogue and dialect;
- f. Use increasing awareness of cultural, ethnic, and historical influences upon authors and their words as a springboard for reflection and dialogue; and
- g. Identify similarities and differences in stories and the ways in which these stories reflect the ethnic background of the author and the culture.

Extended Learning

- a. Identify literary techniques such as humor and dialect in supplementary text;
- b. Explore summarization of less familiar genres;
- c. Interpret figurative language in sophisticated text; and
- d. Construct meaning from more complex forms of poetry.

Key Academic Vocabulary

Genre

Expository structure

Narrative structure

Literary structure

Theme

Point of view

Figurative language

Symbolism

Dialogue

Dialect

7th Grade Language Arts Curriculum

Boulder Valley School District

7th Grade Language Arts Curriculum

Standard 1: Students read and understand a variety of material.

Strand: Reading

Domains: Comprehension, Word Study and Vocabulary, Metacognition, Genres

Essential Learning Results

7.1.1 Define the purpose for reading and use strategies appropriate to genre and purpose with limited teacher guidance.

- a. Explain the purpose of reading using the following indicators: to enjoy, to solve problems, to answer specific questions, to form an opinion, to skim for facts.

7.1.2 Self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by independent readers to increase comprehension.

- a. Apply the following strategies when reading fiction and informational text:
 - i. Previewing;
 - ii. Accessing background knowledge;
 - iii. Constructing mental images;
 - iv. Visually representing ideas in text;
 - v. Questioning before and during reading;
 - vi. Making connections;
 - vii. Rereading or listening again;
 - viii. Inferring; and
 - ix. Engaging in interpretive discussions.

7.1.3 Employ a variety of strategies to determine word meaning, improve comprehension, and expand personal vocabulary.

- a. Determine the meaning of complex vocabulary in context;
- b. Apply knowledge of word parts to determine meaning of new words; and
- c. Use a variety of word reference resources.

7.1.4 Apply multiple strategies to read and understand a variety of developmentally appropriate materials. (C)*

- a. Locate and paraphrase main idea with supporting details in a variety of text;
- b. Locate and recall the sequence of events;
- c. Draw inferences from context clues and background information;
- d. Summarize and synthesize information in nonfiction and fiction;
- e. Locate information in texts of varying genre; and
- f. Clarify an understanding of texts by creating graphic organizers (e.g. outlines, notes, summaries and reports).

* (C) = CSAP Assessed

Advanced Language Arts

- a. Identify essential details and main ideas in increasingly complex text; and
- b. Cite similarities and differences in meaning among selected works of literature.

Extended Learning

- a. Justify and support conclusions about text; and
- b. Compare texts with similar themes.

Key Academic Vocabulary

Content vocabulary	Decoding	Affixes (prefixes, suffixes)
Personal vocabulary	Comprehension	Scaffolding/Prior knowledge
Graphic organizers	Summarizing	Background information
Inference	Visualizing/Mental imagery	Root words
Analyzing	Interpretive discussion	Making connections (text-to-self, text-to-world, text-to-text)
Skimming	Scanning	
Structure	Self-monitor	
Predicting		

Standard 2: Students listen, observe, speak, and write for a variety of purposes and audiences.

(Writing is a flexible and recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. Frequent practice, coupled with teacher and self-evaluation, is seen as critical.)

Strands: Writing, Speaking, and Listening

Domains: Writing Process, Writing Genre, Speaking, Listening

Essential Learning Results

7.2.1 Discuss the reliability, accuracy, and relevancy of information and develop an awareness of the difference between inferential and literal oral messages.

- a. Gain meaning from oral communications by identifying main ideas and concepts implied or inferred by the speaker;
- b. Determine speaker's attitude toward the subject by considering voice, inflection, tempo, enunciation, and eye contact; and
- c. Use speaker's information to enhance class dialogue.

7.2.2 Use conventional techniques for oral presentations, exploring impact on audience.

- a. Employ verbal and nonverbal communication skills to match the purpose, message, and intended impact of the communication, noting the effect on the audience.

7.2.3 Explore and implement use of stylistic elements to prepare and deliver oral presentations appropriately matched to purpose and audience.

- a. Arrange stylistic elements to impact message and audience, maintaining a clear and consistent focus; and
- b. Select words to increase clarity and effect (e.g. mood and tone).

7.2.4 Create cohesive multiple paragraph essays that convey a clear focus and are well-supported with clarifying details and examples; use a variety of planning, editing, and revision strategies that consider purpose and audience. (C)

- a. Apply knowledge of prewriting strategies to aid in gathering and organizing information;
- b. Elaborate the central idea in an organized manner;
- c. Develop a viable thesis statement;
- d. Develop ideas and content with significant details, examples, and/or reasons;
- e. Organize writing so that there is an inviting introduction, a logical progression of ideas, and a purposeful conclusion;
- f. Use clear and precise language;
- g. Write with voice and form appropriate to purpose and audience;
- h. Identify and use simple, compound, and complex sentences;
- i. Attend to conventions;
- j. Create readable documents with legible handwriting or word processing; and
- k. Reflect upon own writing following the use of a rubric to self-evaluate writing.

Advanced Language Arts

- a. Complete various pieces of writing using a three-phase revision process based on peer review, teacher feedback, and self-evaluation; and
- b. Analyze the effect on the viewer of images, text, and sound in electronic journalism.

Extended Learning

- a. Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and its overall impact upon the listener;
- b. Use precise vocabulary, including figurative language and visual imagery;
- c. Create readable, fluent, and nearly error-free text;
- d. Meet all the requirements of the writing prompt; and
- e. Engage the audience.

Key Academic Vocabulary

Stylistic elements

- Attitude
- Voice
- Tone

Oral presentation techniques

- Inflection
- Tempo
- Enunciation

Standard 3: Students use grammatical and mechanical conventions of language in speaking and writing.

Strands: Writing and Speaking

Domains: Grammar and Usage, Spelling, Handwriting

Essential Learning Results

7.3.1 Identify the eight parts of speech in context.

- a. Identify the following in speaking and writing:
 - i. Nouns;
 - ii. Pronouns;
 - iii. Verbs;
 - iv. Adverbs;
 - v. Adjectives;
 - vi. Conjunctions;
 - vii. Prepositions; and
 - viii. Interjections.

7.3.2 Identify phrases/clauses in order to develop more complex sentences.

- a. Differentiate among a variety of phrases; and
- b. Use effective coordination and subordination to express complete thoughts.

7.3.3 Define correct grammatical structures in writing. (C)

- a. Articulate use of, and apply, the following correctly:
 - i. Placement and usage of modifiers;
 - ii. Subject/verb agreement;
 - iii. Pronoun usage;
 - iv. Verb tense; and
 - v. Principal parts of verbs; and
- b. Edit for correct grammar/usage using checklist and occasional teacher guidance.

7.3.4 Compose a structurally correct multiple paragraph essay.

- a. Apply knowledge of the following in a multi-paragraph essay:
 - i. Topic sentence;
 - ii. Thesis statement;
 - iii. Introduction;
 - iv. Body;
 - v. Conclusion;
 - vi. Indentation; and
 - vii. Support and detail; and
- b. Arrange sentences sequentially to demonstrate coherence and unity of thought.

7.3.5 Apply conventions of punctuation and capitalization in written work. (C)

- a. Demonstrate knowledge of the following by applying correctly in written work:
 - i. Punctuation in dialogue;
 - ii. Capitalization of proper nouns;
 - iii. Commas in a series;
 - iv. First word of sentences;
 - v. Semi-colons and colons;

- vi. Capitalized and punctuated titles;
- vii. Appropriate end marks;
- viii. Punctuation with phrases and clauses; and
- b. Edit written work to ensure correct use of conventions of punctuation and capitalization.

7.3.6 Apply knowledge of vocabulary and conventions of spelling in written work.

- a. Apply basic spelling rules and conventions;
- b. Apply knowledge of frequently misspelled words such as homophones and homonyms to written work;
- c. Spell grade level words accurately and consistently; and
- d. Use dictionary and technological resources to correct spelling or aid in word selection.

Advanced Language Arts

- a. Learn and develop four main sentence types and use in variety throughout writing assignments; and
- b. Develop grammar usage as a system of thought rather than a set of rules.

Extended Learning

- a. Place modifiers properly and use the active voice; and
- b. Identify and use infinitives and participles and make clear references between pronouns and antecedents.

Key Academic Vocabulary

Sentence structures

- Coordination (compound)
- Subordination (complex)

Thesis statement

Phrases

Clauses

Standard 4: Students read, write, speak, observe, and listen to synthesize information, analyze and evaluate arguments, and to develop and defend argumentative positions.

Strands: Reading, Speaking, and Listening

Domains: Critical Analysis

Essential Learning Results

7.4.1 Explore author’s purpose, point of view, and possible bias in increasingly complex material.

- a. Distinguish fact from opinion in fiction and non-fiction text noting possibilities of bias; and
- b. Identify author’s purpose.

7.4.2 Formulate and express original ideas, opinions, and responses to written, spoken, and visual messages by analyzing content and defending ideas through the use of persuasion.

- a. Ask questions and infer writer’s or speaker’s message using relevant details to support; and
- b. Distinguish ideas and opinions through more complex responses that draw conclusions and analyze with increasing clarity.

7.4.3 Develop basic persuasive arguments using factual evidence, addressing reader concerns and counter arguments.

- a. Construct a well-developed, persuasive argument through structured factual evidence acknowledging others’ view points and arguments.

7.4.4 Identify the impact of print and non-print media on consumers.

- a. Evaluate advertisements, editorials, and feature stories for relationships between intent and factual content.

Advanced Language Arts

- a. Practice oral presentation of persuasive arguments through debates and Socratic seminars;
- b. Create a title for a reading selection and provide a rationale to justify it; and
- c. Draw conclusions, solve problems, and answer questions based on complex text.

Extended Learning

- a. Make predictions from complex text;
- b. Determine an author’s purpose and point of view; and
- c. Make inferences based on information in given passages of text.

Key Academic Vocabulary

Bias

Consumers

Editorials

Counter arguments

Feature stories

Standard 5: Students apply research skills to locate, select, and make use of relevant information.

Strand: Research

Domain: Research

Essential Learning Results

7.5.1 Develop a research project from a focused question by (a) identifying a topic and/or a thesis statement, (b) using a variety of sources, (c) documenting research, and (d) presenting findings in a logical, consistent and standard format.

- a. Create and narrow a guiding research question;
- b. Use print and electronic sources to locate information;
- c. Select information relevant to needs of research;
- d. Use graphic organizers to process information;
- e. Define the meaning and consequences of plagiarism;
- f. Paraphrase, summarize, and synthesize information;
- g. Credit reference sources; and
- h. Create a logical, consistent work from findings.

7.5.2 Determine the appropriateness of an information source and use organizational features (e.g. table of contents, titles, headings, indexes, glossaries, bulletin boards, databases, keyword searches) of complex printed/electronic text (e.g. internet, electronic media, CD-ROM, DVD, search engines) to locate and gather information. (C)

- a. Choose sources relevant to topic and needs of research;
- b. Show application and use of technology to locate and gather information; and
- c. Use primary and secondary sources for information.

7.5.3 Organize information from texts through the use of graphic organizers (C), note taking, paraphrasing, and summarizing to produce a finished product (e.g. report, essay, chart, media presentation) that is coherent and clearly articulated.

- a. Choose from a variety of possible graphic organizers to effectively organize information;
- b. Create formal outlines; and
- c. Differentiate one's own information from information created by others.

7.5.4 Create accurately documented (e.g. bibliography, works cited lists) oral and written projects.

- a. Use a style sheet method for citing secondary sources, such as MLA or APA.

Advanced Language Arts

- a. Organize and synthesize information from complex texts;
- b. Identify organizational features of a complex text; and
- c. Find pertinent information in a complex text.

Extended Learning

- a. Provide evidence and data to support a claim, issue, or thesis statement.

Key Academic Vocabulary

Paraphrase

Synthesize

Plagiarism

Primary source

Secondary source

Standard 6: Literary Analysis: Students read, understand, and interpret literature as a record and expression of human experience.

Strand: Reading

Domain: Literary Analysis

Essential Learning Results

7.6.1 Read a variety of literary works representing a broad spectrum of cultures and genres (e.g. short stories, biography/ autobiography, multicultural).

- a. Articulate the elements of fiction and non-fiction including short story, biography/ autobiography, and multi-cultural literature; and
- b. Develop increased awareness of the purposes and characteristics of different forms of poetry.

7.6.2 Identify and analyze features of themes conveyed through characters, actions, and images, including those elements in classic literature.

- a. Analyze author's use of literary elements to convey theme; and
- b. Identify characters, themes, and conflicts, both internal and external, found in classical literature.

7.6.3 Identify and analyze literary structure such as plot elements, character, setting/mood, foreshadowing, and flashback across texts.

- a. Explain relationship between and among elements of literature;
- b. Identify main conflict and explain how it is resolved;
- c. Interpret a character's actions, motives, and appearances and their importance to the plot and theme; and
- d. Understand theme and its message through the author.

7.6.4 Interpret the use of specific literary devices and techniques as to their influence on the message and style of the text. (C)

- a. Recognize how and why specific literary devices and techniques are used to enhance the appreciation of literature.

7.6.5 Analyze the qualities and motives of characters' thoughts, words, and actions both explicit and implicit and discuss effect on plot and/or theme.

- a. Explain how authors use characters to impact plot and theme;
- b. Analyze characterization as delineated through a character's thoughts, words, speech patterns, and deeds; and
- c. Analyze characterization from the narrator's description or other character's interactions, speech, or thoughts.

7.6.6 Respond (e.g. oral, written) to a variety of literature (e.g. multiple genres across cultures) reflecting upon characteristics of different genres, points of view, connection to personal knowledge and other works, and purpose.

- a. Develop and defend one's interpretation of a literary work; and
- b. Evaluate a literary work through inferential questions and class discussion.

7.6.7 Examine the author’s view of human experience and characters representing diverse world cultures, supporting with details from text.

- a. Describe connections between cultural influences and literary selections; and
- b. Analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author.

Advanced Language Arts

- a. Identify and analyze the use of figurative language in complex texts;
- b. Interpret abstract concepts within a text; and
- c. Make inferences in complex texts based on evidence.

Extended Learning

- a. Apply personal experience to text to enrich connections.

Key Academic Vocabulary

Literary devices

- Suspense
- Mood
- Tone

Character motivation

Explicit

Implicit

Biography

Autobiography

Boulder Valley School District
Middle School Language Arts
Information Literacy and Technology Integration
Teacher Guidelines and Resources

Standard 1: Students read and understand a variety of materials.

- Derives meaning from information presented in a variety of formats available in the school library; and
- Use and understand features of web pages and data bases such as bold print, site maps and links to increase comprehension of web based material. Your school librarian is able to assist.

Standard 2: Students listen, observe, speak, and write for a variety of purposes and audiences.

- Cite information using MLA documentation: see (<http://kclibrary.nhmccd.edu/mlastyle.htm><http://www.mla.org/>);
- Selects information appropriate to the problem or question at hand;
- Use Microsoft Word or WYNN (special education) in the processes of drafting, revision, and editing. For differentiation, permit the use of PowerPoint to support a speech or oral presentation; outlining through the use of PowerPoint or Word; writing through Web page authoring using Microsoft Word or Publisher as a scaffolding or extension technique;
- Only after the above processes are completed, use Microsoft Word, Publisher, or WYNN (special education) for formatting and publishing student work;
- Use Language Workshop software in each middle school to work on writing skills; and
- Use TimeLiner 5.0 (unlimited license in all buildings) as a graphic organizer to produce time lines, plot story lines, or rank items.

Standard 3: Students use grammatical and mechanical conventions of language in speaking and writing.

- Use a dictionary, tools such as Dictionary.com <http://dictionary.reference.com/>, Microsoft Thesaurus, Essential English Grammar, or Writers Inc. Collaborate with your school librarian for additional resources;
- Use Power Proofreading on CD or on the web to reinforce grammar, mechanics and punctuation skills (http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm);
- Enable Microsoft Word's "check grammar with spelling" feature "as they are typing" which highlights potential errors in subtle underline mode but allows the student to evaluate and make decisions about potential errors;
- Use appropriate online grammar resources such as <http://www.webenglishteacher.com/grammar.html> or <http://www.chompchomp.com/exercises.htm>.

Standard 4: Students use reading, writing, speaking, observing, and listening to synthesize information, analyze and evaluate arguments, and develop and defend argumentative positions.

- Evaluate web sites for accuracy, relevance and bias by using a tool such as: <http://coled.law.du.edu/lacarlson/classweb/websiteevaluation1.htm>; and
- Select, transfer and apply relevant information from a text to a graphic organizer (Venn diagram, mind map, word web, and matrix).
- For differentiation or extension, use PowerPoint to support a persuasive speech or work;
- Use appropriate Media Literacy sites such as:
 - http://www.media-awareness.ca/english/teachers/media_literacy/what_is_media_literacy.cfm;
 - http://www.medialit.org/reading_room/article227.html; and
 - <http://www.youthlearn.org/learning/activities/multimedia/medialit.asp>.

Standard 5: Students apply research skills to locate, select, and make use of relevant information.

Use the research method that is taught collaboratively by your teacher and your school librarian to accomplish information literacy objectives.

- Investigate higher level questions that require evaluation, analysis and or synthesis using:
 - What if questions – hypothetical questions;
 - Should - ethical questions;
 - Why - cause and effect questions; and
 - How – comparison questions;
- Identify information and locate a variety of sources needed to answer a research question;
- Conduct effective electronic searches that retrieve desired information through identifying and combining key words that are neither too broad nor too narrow and by using advanced search options;
- Support main ideas and conclusions with accurate, relevant, citable information from print and electronic sources including newspapers, magazines, books encyclopedias, interviews, web pages and databases available in the school Library;
- Use information ethically as taught collaboratively by the teacher and school librarian, including
 - Taking notes, paraphrasing text, crediting quotes, and correctly citing sources using MLA documentation; see (<http://kclibrary.nhmccd.edu/mlastyle.htm><http://www.mla.org/>); and
 - Avoiding plagiarism and ensuring academic integrity.
- Revise Research Plan after evaluating information found in initial research and make decisions about further research needed to draw conclusions and develop new understandings;
- Employ electronic research resources in classrooms (www.google.com, www.vivismo.com), the school library (library catalog, online databases), and public resources (via e-mail, the classroom telephone, and the Colorado Virtual Library at www.aclin.org);

- Use Excel to create graphs and tables for inclusion in reports, Time Liner 5.0 to produce time lines or sequence plots for research projects, or MapMaker's Toolkit to produce maps and collect data on countries; and
- Use district-wide license to www.countrywatch.com for current events, maps, and key data.

Standard 6: Literary Analysis: Students read, understand, and interpret literature as a record and expression of human experience.

- Utilize the advance search features of the on-line catalog in the media center to locate multi-cultural materials and different genres using key word and subject heading searches; and
- Understand and use call numbers and signage in the library to locate materials.

8th Grade Language Arts Curriculum

Boulder Valley School District

8th Grade Language Arts Curriculum

Standard 1: Students read and understand a variety of material.

Strand: Reading

Domains: Comprehension, Word Study and Vocabulary, Metacognition, Genres

Essential Learning Results

8.1.1 Independently establish purpose of reading and apply strategies accordingly.

- a. Understand and analyze the differences in structure and purpose among various categories of text; and
- b. Vary reading strategies according to identified purpose.

8.1.2 Self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by independent readers to increase comprehension.

- a. Apply the following strategies consistently and efficiently when reading increasingly complex fiction and informational text:
 - i. Previewing;
 - ii. Predicting;
 - iii. Accessing background knowledge;
 - iv. Constructing mental images;
 - v. Visually representing ideas in text;
 - vi. Questioning before and during reading;
 - vii. Making connections;
 - viii. Rereading or listening again;
 - ix. Inferring; and
 - x. Engaging in interpretive discussions.

8.1.3 Apply vocabulary strategies to unfamiliar words in order to enhance overall communication skills.

- a. Make inferences using key vocabulary;
- b. Demonstrate knowledge of more complex words by identifying and defining vocabulary in isolation; and
- c. Seek the meaning of unknown words as an important part of understanding the text.

8.1.4 Apply multiple strategies in an efficient way to read and understand a variety of developmentally appropriate materials. (C)*

- a. Use knowledge of genre characteristics to analyze the main idea and supporting details of a text;
- b. Analyze effectiveness of sequence of events;
- c. Draw inferences from context clues and background information;
- d. Summarize and synthesize information in nonfiction and fiction;
- e. Locate information in texts of varying genre; and
- f. Clarify an understanding of texts by creating graphic organizers (e.g. outlines, notes, summaries and reports).

*(C) = CSAP Assessed

Advanced Language Arts

- a. Analyze and share metacognitive strategies, seeking refinement; and
- b. Analyze the form and function of words in given contexts.

Extended Learning

- a. Complete a sequence of closely related and /or complex events and details;
- b. Identify details and discriminate between information; and
- c. Use details from multiple sources to make comparisons.

Key Academic Vocabulary

Content vocabulary	Decoding	Affixes (prefixes, suffixes)
Personal vocabulary	Comprehension	Scaffolding/Prior knowledge
Graphic organizers	Summarizing	Scanning
Background information	Inference	
Visualizing/Mental imagery	Root words	
Analyzing	Predicting	
Interpretive discussion	Skimming	
Structure	Self-monitor	
Making connections (text-to-self, text-to-world, text-to- text)		

Standard 2: Students listen, observe, speak, and write for a variety of purposes and audiences.

(Writing is a flexible and recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. Frequent practice, coupled with teacher and self-evaluation, is seen as critical.)

Strands: Writing, Speaking, and Listening

Domains: Writing Process, Writing Genre, Speaking, Listening

Essential Learning Results

8.2.1 Formulate own ideas and questions based on the reliability, accuracy, and relevancy of information recognizing the difference between inferential and literal oral messages.

- a. Gain meaning from oral presentations by paraphrasing speaker's main ideas and concepts and connecting to other information;
- b. Analyze a speaker's attitude toward the subject, noting any changes during the communication;
- c. Ask probing questions to elaborate and clarify ideas; and
- d. Offer supportive statements to communicate agreement, understanding, or acceptance of others' ideas.

8.2.2 Select conventional techniques for oral presentations and adjust according to audience.

- a. Employ and evaluate the use of verbal and nonverbal communication skills to match the purpose, message, and intended impact of the communication; and
- b. Use verbal and nonverbal communication skills to manipulate audience and purpose.

8.2.3 Use stylistic elements to improve the presentation of ideas and create a work appropriate for varying purposes and audiences.

- a. Use stylistic elements effectively in a variety of forms (e.g. debate, formal speech, persuasive argument) to show commitment to topic; and
- b. Manipulate words and phrases for clarity and creation of desired tone and mood.

8.2.4 Compose cohesive and coherent multiple paragraph essays across a variety of genres that convey a clear thesis and are well-supported with clarifying details and examples; use a variety of planning, editing, and revision strategies that consider purpose and audience and lead to an enhanced final product. (C)

- a. Use prewriting strategies to plan a discernible progression of ideas;
- b. Elaborate the central idea in an organized manner;
- c. Craft a viable thesis statement and plan for its development;
- d. Develop ideas and content with significant details, examples, and/or reasons;
- e. Organize writing so that there is an inviting introduction, a logical progression of ideas, and a purposeful conclusion;
- f. Consider audience and message when choosing clear and precise language;
- g. Write with voice and form appropriate to purpose and audience;
- h. Use a variety of sentence forms and explore their effect upon final product;
- i. Edit for conventions;
- j. Publish according to purpose and audience in a way that enhances the message; and

- k. Set writing goals following self-evaluation of own writing.

Advanced Language Arts

- a. Meet all the requirements of a writing prompt in a complex, well-developed manner.

Extended Learning

- a. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's delivery and purpose;
- b. Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, photographers,) communicate information and affect impressions and opinions;
- c. Use words that are accurate, specific, and appropriate for the purpose of the writing; and
- d. Plan speaking and writing to specifically engage the audience.

Key Academic Vocabulary

Debate

Formal speech

Persuasive argument

Paraphrasing

Thesis statement

Standard 3: Students use grammatical and mechanical conventions of language in speaking and writing.

Strands: Writing and Speaking

Domains: Grammar and Usage, Spelling, Handwriting

Essential Learning Results

8.3.1 Develop a working understanding of the eight parts of speech in context.

- a. Use knowledge of the following in speaking and writing:
 - Nouns;
 - Pronouns;
 - Verbs;
 - Adverbs;
 - Adjectives;
 - Conjunctions;
 - Prepositions; and
 - Interjections.

8.3.2 Apply knowledge of phrases/clauses to develop complex sentences that increase writing fluency.

- a. Distinguish phrases from clauses; and
- b. Use a variety of sentence structures to enhance fluency, style, and voice.

8.3.3 Analyze and apply correct grammatical structure in writing. (C)

- a. Apply knowledge of the following consistently when writing or speaking:
 - i. Placement and usage of modifiers;
 - ii. Subject/verb agreement;
 - iii. Pronoun usage;
 - iv. Verb tense;
 - v. Principal parts of verbs; and
- b. Edit independently for correct grammar/usage.

8.3.4 Plan and produce a structurally correct multiple paragraph essay.

- a. Demonstrate a working knowledge of the following in a multi-paragraph essay:
 - i. Topic sentence;
 - ii. Thesis statement;
 - iii. Introduction;
 - iv. Body;
 - v. Conclusion;
 - vi. Indentation;
 - vii. Support and detail; and
- b. Access multiple methods to logically sequence thoughts, affecting voice of written work.

8.3.5 Analyze conventions of punctuation and capitalization in written work. (C)

- a. Demonstrate increasing command of the following consistently when reading and writing:
 - i. Punctuation in dialogue;
 - ii. Capitalization of proper nouns;
 - iii. Commas in a series;

- iv. First word of sentences;
 - v. Semi-colons and colons;
 - vi. Capitalized and punctuated titles;
 - vii. Appropriate end marks; and
 - viii. Punctuation with phrases and clauses; and
- b. Edit written work with increasing independence to ensure correct use of conventions of punctuation and capitalization.

8.3.6 Analyze conventions of spelling and employ advanced vocabulary in written work.

- a. Apply basic spelling rules and conventions to the usage of more challenging words;
- b. Edit written work to correct frequently misspelled words such as homophones and homonyms;
- c. Access dictionary and technological resources to confirm or check spelling and aid in vocabulary selection; and
- d. Use conventions of correct spelling in written compositions.

Advanced Language Arts

- a. Use subordination, coordination, apposition, and other devices to clearly indicate relationships.

Extended Learning

- a. Accurately apply standard English usage in written and oral contexts.

Key Academic Vocabulary

Fluency

Style

Voice

Standard 4: Students read, write, speak, observe, and listen to synthesize information, analyze and evaluate arguments, and to develop and defend argumentative positions.

Strands: Reading, Speaking, and Listening

Domains: Critical Analysis

Essential Learning Results

8.4.1 Analyze, make inferences, and evaluate the author’s purpose and point of view including bias.

- a. Evaluate clarity and accuracy of information;
- b. Explore connections to other text with similar purposes and points of view;
- c. Infer plausible reasons for an author’s point of view or purpose; and
- d. Explore the relationship between fact and opinion in the text and its effect upon the message.

8.4.2 Formulate and express original ideas, opinions, and responses to written, spoken, and visual messages by analyzing content and using effective persuasion to defend ideas.

- a. Analyze written or spoken text’s main idea and use relevant details to support the analysis; and
- b. Defend ideas and opinions through complex responses with evidential support and clarity.

8.4.3 Develop a formal persuasive work with a clear and articulate defense.

- a. Craft a persuasive defense with a thesis statement that conveys a judgment using clearly articulated arguments and counter arguments of relative evidence.

8.4.4 Identify and elaborate the impact of print and non-print media on consumers.

- a. Describe the cause/effect relationship between mass media coverage and public opinion trends.

Advanced Language Arts

- a. Develop skills of augment formulation; and
- b. Apply thinking skills of analysis and synthesis to complex texts; and
- c. Collect and organize data from multiple complex sources to form and defend an opinion.

Extended Learning

- a. Identify author’s secondary purposes; and
- b. Explore persuasive defense positions of multiple authors.

Key Academic Vocabulary (all previously listed vocabulary plus the words listed below)

Thesis statement

Cause/Effect relationship

Public opinion trends

Standard 5: Students apply research skills to locate, select, and make use of relevant information.

Strand: Research

Domain: Research

Essential Learning Results

8.5.1 Develop a research project from a focused question by (a) identifying a topic and/or a thesis statement, (b) using a variety of sources, (c) documenting research, and (d) presenting findings in a logical, consistent and standard format.

- a. Create and narrow a guiding research question;
- b. Use print and electronic sources to locate and select relevant information;
- c. Evaluate information for specific needs and credibility;
- d. Use a variety of graphic organizers to process information;
- e. Define the meaning and consequences of plagiarism;
- f. Paraphrase, summarize, and synthesize information;
- g. Credit reference sources;
- h. Use parenthetical documentation; and
- i. Create a logical, consistent work from findings.

8.5.2 Determine the appropriateness of an information source and use organizational features of printed/electronic text (e.g. table of contents, index, glossaries, headings, bold-faced print, graphic organizers, databases, internet browsers) of complex printed/electronic text (e.g. internet, electronic media, CD-ROM, DVD, search engines) to plan and conduct multiple step searches to locate and gather information. (C)

- a. Assess relevancy of multiple sources appropriate to topic;
- b. Show application and use of technology to locate and gather information; and
- c. Choose primary and secondary sources which provide comprehensive support for research.

8.5.3 Organize information and ideas from multiple sources in systematic ways to produce a finished product (e.g. report, essay, chart, media presentation) that is coherent and clearly articulated.

- a. Synthesize information, carefully selecting an appropriate method to organize;
- b. Use formal outlines to effectively present logical sequence of ideas; and
- c. Articulate clearly one's own information from information created by others.

8.5.4 Create accurately documented (e.g. bibliography, works cited lists, parenthetical documentation) oral and written projects.

- a. Use a style sheet method for citing secondary sources, such as MLA or APA; and
- b. Cite sources of information using standard methods of documentation.

Advanced Language Arts

- a. Develop an issue of significance in written form; and
- b. Use advanced concept maps to organize thinking prior to writing.

Extended Learning

- a. Analyze expository text structure.

Key Academic Vocabulary

Parenthetical documentation

Standard 6: Literary Analysis: Students read, understand, and interpret literature as a record and expression of human experience.

Strand: Reading

Domain: Literary Analysis

Essential Learning Results

8.6.1 Read a variety of literary works representing a broad spectrum of cultures and genres (e.g. poetry, essays, documents, historical fiction).

- a. Define the characteristics of major literary genres such as novel, short story, essay, poetry, and drama;
- b. Articulate the differences in text structures of informational text and fiction; and
- c. Determine and articulate the relationship between expressed purposes and characteristics of different forms of poetry (e.g. ballad, lyric, couplet, epic, elegy, sonnet).

8.6.2 Identify and analyze recurring themes across literary works as conveyed through characters, actions, and images including those elements in classic literature.

- a. Compare and contrast recurrent themes in literature by applying knowledge of characters, point of view, mood, tone, and author's purpose; and
- b. Analyze the elements of classical literature through character's actions, plot conflicts, and the author's use of theme.

8.6.3 Identify and analyze literary structure such as plot elements, character, setting/mood, foreshadowing, flashback, and how they are employed by the authors within and between texts.

- a. Analyze relationship between author's style, literary form, and the intended impact on the reader; and
- b. Compare and contrast texts with similar forms or authors.

8.6.4 Interpret the use of specific literary devices and techniques as to their influence on the message and style within and between texts. (C)

- a. Compare and contrast similar works noting how word choice and language structure convey an author's viewpoint in fiction and non-fiction text; and
- b. Analyze the author's use of specific literary devices and techniques in fiction.

8.6.5 Analyze the qualities and motives of characters' thoughts, words, and actions, both explicit and implicit, and discuss the author's intent to affect plot and/or theme.

- a. Determine character traits with multiple examples from texts;
- b. Infer character motivation as delineated through the interactions of characters and how those interactions affect plot and theme; and
- c. Compare and contrast motivations and reactions of literary characters facing similar situations/conflicts across texts.

8.6.6 Respond (e.g. oral, written) to a wide range of literature (e.g. multiple genres across cultures) critically reflecting upon characteristics of different genres, points of view, connections to personal knowledge and other works or authors, and purpose.

- a. Examine a literary selection from a critical perspective; and

- b. Explain how a literary selection can expand or enrich personal viewpoints or experiences.

8.6.7 Explore and analyze how the author’s view of human experience and characters is represented by text from diverse cultures.

- a. Explain the influence of historical context on the form, style, and point of view of a written work;
- b. Compare and contrast structure and images as represented in literature of different cultures; and
- c. Analyze how a work of literature reflects the context in which it was created (e.g. period, ideas, customs, popular opinions of society).

Advanced Language Arts

- a. Develop culminating unit experiences that trace selected themes across time periods, cultures, and varying pieces of literature; and
- b. Use vocabulary webs to explore how words have changed over time.

Extended Learning

- a. Determine character traits with multiple examples from complex text; and
- b. Identify and apply knowledge of literary techniques to understand complex text.

Key Academic Vocabulary (all previously listed vocabulary plus the words listed below)

Author’s Purpose (see Standard 4)

Essay

Historical context

Critical perspective

Compare/contrast

Boulder Valley School District
Middle School Language Arts
Information Literacy and *Technology Integration*
Guidelines and Resources for Teachers

Standard 1: Students read and understand a variety of materials.

- Derives meaning from information presented in a variety of formats available in the school library; and
- Use and understand features of web pages and data bases such as bold print, site maps and links to increase comprehension of web based material. Your school librarian is able to assist.

Standard 2: Students listen, observe, speak, and write for a variety of purposes and audiences.

- Cite information using MLA documentation: see (<http://kclibrary.nhmccd.edu/mlastyle.htm><http://www.mla.org/>);
- Selects information appropriate to the problem or question at hand;
- Use Microsoft Word or WYNN (special education) in the processes of drafting, revision, and editing. For differentiation, permit the use of PowerPoint to support a speech or oral presentation; outlining through the use of PowerPoint or Word; writing through Web page authoring using Microsoft Word or Publisher as a scaffolding or extension technique;
- Only after the above processes are completed, use Microsoft Word, Publisher, or WYNN (special education) for formatting and publishing student work;
- Use Language Workshop software in each middle school to work on writing skills; and
- Use TimeLiner 5.0 (unlimited license in all buildings) as a graphic organizer to produce time lines, plot story lines, or rank items.

Standard 3: Students use grammatical and mechanical conventions of language in speaking and writing.

- Use a dictionary, tools such as Dictionary.com <http://dictionary.reference.com/>, Microsoft Thesaurus, Essential English Grammar, or Writers Inc. Collaborate with your school librarian for additional resources;
- Use Power Proofreading on CD or on the web to reinforce grammar, mechanics and punctuation skills (http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm);
- Enable Microsoft Word's "check grammar with spelling" feature "as they are typing" which highlights potential errors in subtle underline mode but allows the student to evaluate and make decisions about potential errors; and
- Use appropriate online grammar resources such as <http://www.webenglishteacher.com/grammar.html> or <http://www.chompchomp.com/exercises.htm>.

Standard 4: Students use reading, writing, speaking, observing, and listening to synthesize information, analyze and evaluate arguments, and develop and defend argumentative positions.

- Evaluate web sites for accuracy, relevance and bias by using a tool such as: <http://coled.law.du.edu/lacarlson/classweb/websiteevaluation1.htm>;
- Select, transfer and apply relevant information from a text to a graphic organizer (Venn diagram, mind map, word web, and matrix);
- For differentiation or extension, use PowerPoint to support a persuasive speech or work;
- Use appropriate Media Literacy sites such as:
 - http://www.media-awareness.ca/english/teachers/media_literacy/what_is_media_literacy.cfm;
 - http://www.medialit.org/reading_room/article227.html; and
 - <http://www.youthlearn.org/learning/activities/multimedia/medialit.asp>.

Standard 5: Students apply research skills to locate, select, and make use of relevant information.

Use the research method that is taught collaboratively by your teacher and your school librarian to accomplish information literacy objectives.

- Investigate higher level questions that require evaluation, analysis and or synthesis using:
 - What if questions – hypothetical questions;
 - Should - ethical questions;
 - Why - cause and effect questions; and
 - How – comparison questions;
- Identify information and locate a variety of sources needed to answer a research question;
- Conduct effective electronic searches that retrieve desired information through identifying and combining key words that are neither too broad nor too narrow and by using advanced search options;
- Support main ideas and conclusions with accurate, relevant, citable information from print and electronic sources including newspapers, magazines, books encyclopedias, interviews, web pages and databases available in the school Library;
- Use information ethically as taught collaboratively by the teacher and school librarian, including
 - Taking notes, paraphrasing text, crediting quotes, and correctly citing sources using MLA documentation; see (<http://kclibrary.nhmccd.edu/mlastyle.htm><http://www.mla.org/>); and
 - Avoiding plagiarism and ensuring academic integrity;
- Revise Research Plan after evaluating information found in initial research and make decisions about further research needed to draw conclusions and develop new understandings;
- Employ electronic research resources in classrooms (www.google.com, www.vivismo.com), the school library (library catalog, online databases), and public resources (via e-mail, the classroom telephone, and the Colorado Virtual Library at www.aclin.org);

- Use Excel to create graphs and tables for inclusion in reports, Time Liner 5.0 to produce time lines or sequence plots for research projects, or MapMaker's Toolkit to produce maps and collect data on countries; and
- Use district-wide license to www.countrywatch.com for current events, maps, and key data.

Standard 6: Literary Analysis: Students read, understand, and interpret literature as a record and expression of human experience.

- Utilize the advance search features of the on-line catalog in the media center to locate multi-cultural materials and different genres using key word and subject heading searches; and
- Understand and use call numbers and signage in the library to locate materials.