



## BPS ENGLISH LANGUAGE ARTS

### Middle School Grades 6-8

The Middle School Language Arts Program is primarily designed to be standards-based, contingent with the CGC Framework of Learning and the Common Core State Standards (CCSS). Fundamentally, the language coursework is built around enduring understandings and essential questions for inquiry to allow our learners to develop their literacy skills.

Generally, our learners will be exposed to different genres of text that are broad and with a global outlook. To open new worlds of reading, middle school learners will have access to novel excerpts, non-fiction narratives, memoirs, editorials, short stories and much more. Additionally, the language program fosters our learners' perspectives through offering opportunities to apply their knowledge and higher order thinking skills within various reading, writing, listening and speaking tasks. Furthermore, BPS has invested in a wide array of enriching digital content and print resources as means for learners to advance their language proficiency.

It is important to note that the learning engagements and the series of differentiated language activities developed by the faculty will allow our Grades 6-8 learners to demonstrate their learning through purposeful performance tasks. These tasks could be completed independently and/or in small-group learning contexts. Therefore, our program will clearly promote social collaboration as well as engage learners in a continuous cycle of self-reflection and goal setting.

*"Today a reader, tomorrow a leader." Margaret Fuller*



STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
<p><b>LISTENING &amp; SPEAKING</b></p>	<p><b>Learners understand that:</b></p> <p><b><i>LISTENING AND SPEAKING ARE FUNDAMENTALS OF READING AND WRITING.</i></b></p> <ol style="list-style-type: none"> <li>1. Listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.</li> <li>2. Listening skills are critical for learning and communicating.</li> <li>3. Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>4. A speaker selects a form and an organizational pattern based on the audience and purpose.</li> <li>5. A speaker's choice of words and style set the tone and define the message.</li> </ol>	<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Participate in age appropriate activities involving listening and speaking.</li> <li>• Speak clearly with volume appropriate to the setting.</li> <li>• Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.</li> <li>• Ask questions to clarify conversations, directions, exercises, and/or classroom routines.</li> <li>• Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age.</li> <li>• Identify and express physical sensations, mental states, and emotions of self and others.</li> <li>• Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).</li> <li>• Understand and use narrative language to describe people, places, things, locations, events, actions.</li> <li>• Understand and use common sayings and phrases such as "Better safe than sorry" and "Look before you leap".</li> </ul>	<p><b>Learners become:</b></p> <p>Integrity</p> <p>Resilience</p> <p>Reflection -<i>Metacognition</i></p> <p>Empathy</p> <p>Playful</p>



READING	CONCEPTS	COMPETENCIES	CHARACTER
	<p><b>Learners understand that:</b></p> <p><b><i>READING INFLUENCES US</i></b></p> <ol style="list-style-type: none"> <li>1. Readers use strategies to construct meaning.</li> <li>2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>3. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>4. Words powerfully affect meaning.</li> <li>5. Readers develop a deeper understanding through reflection of text.</li> </ol>	<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Students will locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.</li> <li>• Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.</li> <li>• Students will describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.</li> <li>• Students will explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.</li> </ul> <p><b><u>G6: Study of Literature</u></b></p> <ul style="list-style-type: none"> <li>• Recognize facts and opinions, source authority</li> <li>• Determine importance</li> <li>• Ask relevant questions of a text as they read</li> <li>• Use reading strategies such as questioning, inferring, analyzing text for literary features and supporting opinions with evidence</li> <li>• Conduct effective literary discussions</li> </ul>	<p><b>Learners become:</b></p> <p>Integrity</p> <p>Resilience</p> <p>Reflection -<i>Metacognition</i></p> <p>Empathy</p>



		<ul style="list-style-type: none"><li>• Identify stereotypes</li><li>• Shape their own persuasive message</li></ul> <p><b><u>G7: Study of Literature</u></b></p> <p><b>Adventure:</b></p> <ul style="list-style-type: none"><li>• Use textual evidence to support their understanding of adventure and conflict</li><li>• Identify how elements of fiction such as conflict, character development, and setting contribute to the genre of adventure</li></ul> <p><b>Outsiders:</b></p> <ul style="list-style-type: none"><li>• Formulate an original and thought-provoking thesis statement on how power influences social structures (dynamics); how the social roles (bully, bystander, victim, ally) are transient among fictional characters and in real life</li></ul> <p><b>Friendship:</b></p> <ul style="list-style-type: none"><li>• Interpret and analyze how individuals cope with the inevitable conflicts and external pressures that arise in friendships/ relationships</li><li>• Analyze quotations to support a thesis</li></ul> <p><b>Comparative Novel Study:</b></p> <ul style="list-style-type: none"><li>• Identify the essentials of the genre by comparing two novels</li></ul> <p><b><u>G8: Study of Literature</u></b></p> <p><b>The Future:</b></p> <ul style="list-style-type: none"><li>• Write a close analysis</li><li>• Use figurative language to convey empathy</li></ul> <p><b>Advertising:</b></p> <ul style="list-style-type: none"><li>• Analyze critically the ideas projected in our visual</li></ul>	Playful
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		<p>culture</p> <p><b>Perspective and Power:</b></p> <ul style="list-style-type: none"> <li>Analyze texts about the lives of people who have not traditionally had a voice in literature</li> </ul>	
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WRITING	CONCEPTS	COMPETENCIES	CHARACTER
	<p><b>Learners understand that:</b></p> <p><b><i>WRITING IS A PROCESS AND A MEDIUM OF COMMUNICATION</i></b></p> <ol style="list-style-type: none"> <li>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>Writers have a purpose for writing.</li> <li>Writing is a multi-stage process.</li> <li>Writing is a reflective process.</li> </ol>	<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>Students will write for a variety of purposes (e.g., narrative, informative, and persuasive).</li> <li>Students will write on a variety of tasks and for many different audiences (e.g., story based on a poem, reporting to a school committee, and a letter to the editor).</li> <li>Students will write from a variety of stimulus materials and within various time constraints. (e.g., respond to photographs, cartoons, charts, letters, and dialogue).</li> <li>Students will generate, draft, revise, and edit ideas and forms of expression in their writing.</li> <li>Students will display effective choices in the organization of their writing. They should include detail to illustrate and elaborate their ideas and use appropriate conventions of written English.</li> </ul> <p><b>GRADE 6</b></p> <ol style="list-style-type: none"> <li>Construct reports using details, hooks, and sentence range</li> <li>Construct an argument using details, hooks, and sentence range</li> <li>Write using evaluative language and sophisticated binding conjunctions</li> </ol>	<p><b>Learners become:</b></p> <p>Integrity</p> <p>Resilience</p> <p>Reflection -<i>Metacognition</i></p> <p>Empathy</p> <p>Playful</p>



		<p><b>GRADE 7</b></p> <p>1. Identify and actively work on a writing goal, <i>such as mastering sentence structure</i>, in the context of a self-directed project</p> <p>2. Gather information and draw evidence on how substantive and copy editing are both essential elements of the revising process</p> <p><b>GRADE 8</b></p> <p>1. Actively pursue a writing goal and independently research strategies that can be applied to the writing process</p> <p>2. Write an analysis and use various literary devices to convey theme</p>	
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LANGUAGE FOUNDATION	CONCEPTS	COMPETENCIES	CHARACTER
	<p>Learners understand the:</p> <p><b>CONVENTIONS OF LANGUAGE TO CONVEY MEANING EFFECTIVELY</b></p> <ol style="list-style-type: none"> <li>Written communication and mechanics promote fluency of communication.</li> <li>Rules, conventions of language, help readers understand what is being communicated.</li> <li>Words powerfully affect meaning.</li> <li>People communicate through words.</li> </ol>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>Determine or clarify the</li> </ul>	<p>Learners become:</p> <p>Integrity</p> <p>Resilience</p> <p>Reflection -<i>Metacognition</i></p>



	<p>5. Conventional spelling promotes common understanding.</p> <p>6. Using proper form in sentence and paragraph composition will help us clarify and express our thoughts.</p>	<p>meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <ul style="list-style-type: none"><li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li></ul> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p>	<p>Empathy</p> <p>Playful</p>
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