

# Charyl Stockwell Academy

## Middle School Benchmarks and Grade Level Content Expectations

### Language Arts

(Benchmarks are in normal font and GLCES are in italics)

#### BENCHMARKS:

#### READING:

##### Literacy Strategies

- Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals
- Select and use a combination of comprehension strategies to construct meaning while reading or listening to selected texts and self-monitor progress when using these strategies
  - Connections (text-to-self, text-to-text, text-to-world)
  - Schema
  - Questioning
  - Inferring
  - Synthesis
  - Visualizing
  
  - *Metacognition*
    - *Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text, activating schema, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, synthesizing)*
    - *Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g., SQP3R, graphic organizers)*
  
- Employ multiple strategies to recognize words as they construct meaning, including the use of text clues, word roots, affixes, and syntax
  - *Word Study*

- *Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context*
  - *Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., origins and meanings of foreign words, words with multiple meanings, knowledge of major word chunks/rimes, syllabication, idioms, analogies, metaphors, similes to infer, knowledge of roots and affixes, syllabication, history of the English language, common word origins)*
  - *Recognize frequently encountered words automatically*
  - *Know the meaning of frequently encountered words in written and oral contexts*
  - *Apply strategies to construct meaning and identify unknown words*
  - *Read fluently appropriate leveled texts*
  - *Use strategies (e.g., connotation, denotation, text features, prior knowledge, structures) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., regional idioms, content area vocabulary, technical terms, historical terms, literary terms)*
- Reflect on their own developing literacy, set learning goals, and evaluate their progress as they explore goals and aspirations related to success
  - *Critical Standards*
    - *Compare, analyze, and evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others*
  - *Reading Attitude*
    - *Be enthusiastic about reading and do substantial reading on their own*
- Acquire information from multiple sources and then evaluate, organize, and communicate it in various contexts
- Determine the meaning of unfamiliar words by using a variety of strategies or resources (e.g., semantic and structural features, prior knowledge, reference materials, or electronic sources)
- Organize, analyze, and synthesize information from multiple texts
- Synthesize ideas from several texts, representing varied perspectives, on a topic in order to formulate and support a personal position
- Integrate listening, viewing, speaking, reading, and writing skills to prepare and present a multi-media project
- Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
  - *Narrative Text*
    - *Describe how characters in classic and contemporary literature recognized for quality and literary merit form opinions about one another in ways that can be fair and unfair*
    - *Identify and discuss how the tensions among characters, communities, themes, and issues in classic and contemporary literature recognized for quality and merit are related to their own experiences*
    - *Analyze elements and style of narrative genres (e.g., folktales, fantasy, adventure, action, mystery, poetry, memoir, drama, myths, legends, historical fiction, science fiction, realistic fiction)*
    - *Analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax*

- *Analyze how authors use dialogue, imagery, and understatement to develop plot*
  - *Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes*
  - *Analyze author's craft (e.g., theme, antagonists, protagonists, over and understatement, exaggeration, etc.)*
  - *Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator*
  - *Analyze how authors use symbolism, imagery, and consistency to develop credible narrators, rising and falling actions and minor characters*
  - *Investigate through classic and contemporary literature recognized for quality and literary merit various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences*
- *Informational Text*
  - *Analyze elements and style of informational genre (e.g., research report, how-to articles, persuasive essays, brochure, personal correspondence, autobiography/biography, comparative essays, newspaper writing, technical writing)*
  - *Analyze organizational patterns (e.g., compare/contrast, cause and effect, sequence, theory, evidence)*
  - *Explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., footnotes, bibliographies, introductions, summaries, conclusions, appendices, metaphors, similes, captions, diagrams, illustrations, author's pages, prefaces, marginal notes)*
- Compare the style and characteristics of individual authors and speakers, how they shape text, and influence their audience's perceptions
- Explore and reflect on universal themes and issues from oral, visual, and written texts
  - *Comprehension*
    - *Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text*
    - *Read, retell and summarize appropriate leveled narrative and informational texts*
    - *State global themes, universal truths, and principles within and across texts to create a deeper understanding*
    - *Apply significant knowledge from what has been read in appropriate leveled science and social studies texts*
- Investigate and demonstrate understanding of the cultural and historical contexts as depicted in literature and other texts
- Analyze themes and central ideas in literature and other texts in relation to issues in their own lives
- Integrate listening, viewing, speaking, reading, and writing skills to interview, record, and write a record of an oral history

### ***Listening and Viewing:***

- *Conventions*
  - *Respond to, evaluate, and analyze speeches and presentations delivered by peers*
  - *Demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations and critically examine the verbal and nonverbal strategies in the communication process*
  - *Distinguish facts from opinions and question their validity during speeches and presentations delivered by peers*
  - *Listen to and view a variety of peer speeches and presentations to analyze for key factors (e.g., main idea, significant details), fact and opinion, bias, propaganda, argumentation, or support*

- *Response*
  - *Summarize, take notes on key points, and ask clarifying questions*
  - *Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit*
  - *Identify a speaker's affective communications expressed through tone, mood, and emotional cues*
  - *Relate a speaker's verbal communications (e.g., tone of voice) to the nonverbal message communication (e.g., eye contact, posture, gestures)*
  - *Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to*
    - *compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes*
    - *anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions*
  - *Respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation*
  - *Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects*
  - *Identify, state, and react to a speaker's point of view and bias*
  - *Identify a speaker's attitude toward a subject*
  - *Ask probing questions of speakers, focusing on claims and conclusions presented*
  - *Evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased*
  - *React to a speaker's intent and apply a speaker's reasoning to other situations and topics*
  - *Paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation*
  - *Analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener*
  - *Interpret and analyze the various ways in which visual imagemakers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions*

### **Genres Study: (through reading and writing)**

- **Modern Fantasy:**
  - **Develop critical standards for fantasy based on aesthetic qualities and use them to explain choices**
  - **Compare the style and characteristics of individual authors, the way they shape text, and how authors influence their audiences' expectations**
  - **Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts**
  - **Describe and use characteristics of various fantasies and elements of fantasy techniques to convey ideas and perspectives**
  - **Explore and reflect on universal themes and substantive issues from fantasies (e.g., bravery, overcoming adversity, resourcefulness, trustworthiness)**
  - **Analyze and discuss shared themes and issues in the human experience that appear in fantasies and relate them to issues in their own lives**
- **Research**

- Recognize and use appropriate discourse, including terminology specific to the research topic
- Explain how characteristics of various texts and textual aids convey meaning
- Use resources that are most appropriate and readily available for investigating a particular question
- Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation
- Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations related to the topic
- Use oral, written, and visual texts to identify and present issues of importance related to the topic
- Generate questions about important issues that relate to the topic, narrow the questions to a clear focus; create a question or form an hypothesis for research
- Use different means of developing and presenting conclusions for a specific audience based on the investigation of an issue related to the topic
- Identify and use characteristics of various informational genre and aspects of the creativity and craft of the speaker, writer, and illustrator to formulate and express their ideas
- Mysteries
  - Use a combination of strategies to understand the characteristics and elements of mysteries
  - Investigate idiomatic phrases and words unique to mysteries and how they contribute to contemporary meaning
  - Recognize and use authors' techniques that convey meaning and build empathy with readers when composing a mystery
  - Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts related to mystery
  - Use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically
  - Select, read, listen to, view, and respond thoughtfully to both classic and contemporary mysteries recognized for quality and literary merit
  - Investigate and demonstrate understanding of the cultural and historical contexts of themes, issues, and our common heritage as depicted in mystery stories
  - Describe and use characteristics and elements of mysteries to convey ideas and perspectives and develop a thesis using key concepts, supporting evidence, and logical argument
  - Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem within a mystery
- Tales of Adventure
  - Select appropriate strategies to construct meaning while reading, listening to, or viewing adventure fiction stories
  - Compare the style and characteristics of individual authors of adventure fiction, noting how they shape text and influence their audiences' expectations
  - Describe and discuss shared human experiences, examples of distortion, and stereotypes that appear in adventure fiction
  - Respond to a variety of adventure fiction by making connections to their personal lives and the lives of others
  - Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience when developing a well-defined character for an adventure fiction story
  - Use resources that are most appropriate for investigating a locale to accurately describe a setting for an adventure fiction story
  - Begin to implement strategies to regulate effects of variables in the communication process by selecting a format that best tells an adventure fiction story to influence the reader's response
- Myths and Legends
  - Generate relevant questions about form and content to construct characteristics of myths and legends to identify the genre

- Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and common heritage depicted in selected myths or legends
- Discuss, analyze, and write fluently to produce an analysis of a contemporary movie based on the characteristics of a myth or legend focusing on heroes and heroines
- Respond to myths and legends by noting how issues in stories from long ago are relevant to the lives of middle school students today
- Drama
  - Develop fluency and monitor progress when reading drama using a variety of strategies to construct meaning
  - Read, listen to, view, and respond thoughtfully to a variety of plays recognized for quality and literary merit
  - Compare a prose version of a literary work with the dramatized version
  - Function as a literate individual by attending a live performance of a play or alternatively watching a video of a stage performance
  - Use critical standards based on individual, shared, and aesthetic standards to write a review of a live performance of a play
  - Demonstrate strategies for planning, drafting, revising, and editing a review of a live performance of a play
  - Practice verbal and nonverbal strategies (e.g., altering inflection, volume, and rate) that enhance understanding and effective listening behaviors when acting in a play
  - Recognize and used varied techniques to convey meaning and express feelings to influence an audience when acting in a play
- Realistic Fiction
  - Explore and reflect on universal themes and substantive issues found in realistic fiction (e.g., coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, survival, resourcefulness)
  - Explain and use resources that are most appropriate and readily available for learning about authors of realistic fiction and their work
  - Describe and use characteristics of the genre of realistic fiction to convey ideas and perspectives found in novels and stories
  - Identify and use aspects of the craft of the writer of realistic young adult fiction to express their ideas artistically
  - Develop critical standards based on aesthetic qualities and use them to explain choices in realistic fiction
  - Refine their own standards to evaluate fiction within a responsible and ethical system for the expression of ideas
- Historical Fiction
  - Keep a companion log to construct meaning while reading, listening to, viewing, or creating texts related to historical events
  - Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts about historical events
  - demonstrate their ability to use different voices in writing based on historical events to persuade, inform, entertain, and inspire their audience
  - demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for newspaper items based on historical events
  - describe and use characteristics of various informational genres (e.g., newspapers) and elements of expository text structure to convey ideas
- Perspectives on World Cultures
  - Read to investigate and develop understanding of the cultural and historical contexts of life as a teenager in different countries
  - Explain and use appropriate and available resources for investigating the lives of teenagers in different countries
  - Generate questions about important issues relating to teenagers in different countries and create a hypothesis for research
  - Acquire information regarding teenagers in different countries from multiple sources and evaluate, organize, and communicate the information to peers

- Develop a thesis about a teenager from a different country using key concepts, supporting evidence, and logical argument
- Demonstrate a variety of strategies for planning, drafting, revising, and editing a written and oral report concerning life as a teenager in different countries
- Integrate listening, viewing, speaking, reading, and writing skills to create a class presentation based on research about the lives of teenagers in other countries

## WRITING:

### Literacy Strategies:

- Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, profiles, reviews, and poetry
  - *Writing Genres*
    - *Write a cohesive narrative piece (e.g., personal narrative, adventure, tall tale, folk tale, fantasy) that includes elements of characterization for major and minor characters, internal and/or external conflict, and address issues of plot, theme, and imagery*
    - *Write a cohesive narrative piece that includes appropriate conventions to the genre (e.g., memoir, drama, legend, mystery, poetry, myth) and employ literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification)*
    - *Write an essay (e.g., personal, persuasive, or comparative) for authentic audiences that includes organizational patterns that support key ideas*
    - *Write a research report (e.g., I-search, website, traditional) for an authentic audience that includes appropriate organizational patterns (e.g., problem statement and solution, position statement and supporting evidence, compare and contrast), descriptive language, and text features*
    - *Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project*
- Plan, draft, revise, and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect
- *Writing Process*
  - *Set a purpose, consider audience, and replicate author' styles and patterns when writing narrative or informational text*
  - *Apply a variety of pre-writing strategies for both*
    - *narrative*
      - *graphic organizers such as story maps or webs designed to develop a plot that includes major and minor characters, build climax, and uses dialogue to enhance a theme*
      - *story maps that are designed to depict roles of antagonist and protagonist, internal and external conflict*
      - *story maps designed to depict rising and falling actions, roles of minor characters, credibility of narrator*
    - *informational text*
      - *position statement and supporting evidence*
      - *problem/solution*

- *sequence*
  - *compare/contrast*
  - *cause and effect,*
  - *sequential text patterns*
- *Experiment with various ways of sequencing information (e.g., ordering arguments, sequencing ideas chronologically or by importance)*
- *Review and revise drafts*
  - *with audience and purpose in mind regarding consistent voice and genre characteristics,*
  - *for coherence and consistency regarding word choice, cause and effect, and style,*
  - *and share work with another person for that reader's perspective in the interest of clarity*
- *Revise their writing to reflect different perspectives for multiple purposes*
- *Select and use titles, leads, and endings to achieve a specific purpose for specific audiences (revise writing to ensure that content, structure, elements of style and voice, literary devices, and textual features are consistent)*
- *Write for a specific purpose by using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, example)*
- *Edit their writing using proofreaders' checklists both individually and in peer editing groups*
- *Personal Style*
  - *Exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise, in informational text: emotional appeal, strong opinion, credible support)*
- Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection and applying their own standards to evaluate personal and public writing
  - *Writing Attitude*
    - *Be enthusiastic about writing*
- Plan, conduct, and prepare a written summary of an interview following the writing process
- Plan, draft, revise, and edit a report about a specific topic and use author's techniques to convey meaning and to build empathy with readers
- Plan and draft a piece of writing in response to a prompt, revise and edit for an audience beyond the classroom, and effectively help others revise and edit their texts (e.g., content, perspective, effect) using appropriate verbal and nonverbal strategies
- When editing and proofreading texts to enhance and clarify a message, select and use appropriate
  - language conventions, such as
    - grammatical constructions,
    - subject-verb agreement,
    - punctuation,
    - spelling
  - and mechanics, such as

- paragraphing,
- organizational patterns,
- variety in sentence structure,
- appropriate punctuation,
- grammatical constructions,
- conventional spelling,
- the use of connective devices
- *Grammar and Usage*
  - *Use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including*
    - *indefinite and predicate pronouns,*
    - *transitive and intransitive verbs,*
    - *participle phrases,*
    - *adjective and adverb phrases,*
    - *adverbial subordinate clauses,*
    - *adjective and adverb subordinate clauses,*
    - *comparative adverbs and adjectives,*
    - *superlatives,*
    - *conjunctions,*
    - *superlative adjectives and adverbs,*
    - *present/past/future,*
    - *continuous verb tenses,*
    - *compound sentences,*
    - *appositives,*
    - *independent and dependent clauses,*
    - *introductory phrases,*
    - *periods, commas, quotation marks, parentheses, and dashes and ellipses*
    - *singular and plural possessive forms,*
    - *indefinite pronouns,*
    - *the uses of underlining and italics for specific purposes,*
    - *infinitives,*
    - *gerunds,*
    - *participle phrases*
- *Spelling*
  - *Spell frequently misspelled words correctly (e.g., their, there, they're, etc.) in the context of their own writing*
  - *Correctly spell the derivatives of bases and affixes in the context of their own writing*
- *Handwriting*

- *Write legibly in their compositions*
- Demonstrate understanding of individual, shared, and academic standards used for formal academic writing and apply these standards to their own writing
- Listen to a text selection, read two other topic-related texts, and respond in writing to a prompt that requires synthesizing ideas from the texts
- Use characteristics of various forms of persuasive writing (e.g., speeches, letters, poems, essays, and songs) to convey ideas
- Demonstrate ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire audiences

## **ORAL LANGUAGE:**

### **Literacy Strategies:**

- Identify and use aspects of the speaker's craft to express their ideas artistically and show evidence of verbal and nonverbal strategies that enhance understanding of spoken messages
  - *Conventions*
    - *Ask and respond to questions and remarks to engage the audience when presenting texts*
    - *Use rhyme, rhythm, cadence, and word play for effect when presenting*
    - *Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English)*
    - *Use specialized language related to a topic and select words carefully to achieve precise meaning when presenting*
    - *Use slang, dialect, and colloquial language suitably to create interest and drama when presenting*
    - *Use enunciation and stress to emphasize key ideas and concepts when presenting*
    - *Use body language (e.g., gestures, posture, facial expressions), tone of voice, and pace of speaking to enhance meaning and influence interpretation when presenting*
  - *Discourse*
    - *Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols)*
    - *Discuss multiple text types in order to*
      - *compare/contrast ideas, form, and style to evaluate quality and to identify personally with a universal theme*
      - *explore problems and pose solutions*
      - *take a stand on an issue and support it*
      - *identify personally with a universal theme*
    - *Discuss their written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, suspense, description of relevant situations, well-chosen details, relevant dialogue, specific action, physical description of characters)*
    - *Presentation including:*

- *Plan*
  - *outline*
    - *including introduction,*
    - *points to be made,*
    - *transitions,*
    - *a summary,*
    - *effective conclusion*
- *and deliver a focused, coherent informational presentation that incorporates persuasive, non-verbal techniques*
  - *modulation of voice,*
  - *inflection,*
  - *tempo,*
  - *enunciation,*
  - *eye contact,*
  - *appropriate pace,*
- *uses a focus question to address information, is organized by a specific text pattern*
  - *theory and evidence,*
  - *problem/solution sequence,*
  - *persuasion,*
  - *sequence,*
- *makes use of rhetorical strategies*
  - *supportive narratives,*
  - *key information,*
  - *vivid descriptions*
- *and provides supporting details, explanations, and descriptions supportive of the focus of the presentation and to positively impact the intended audience*