

# FORT ATKINSON MIDDLE SCHOOL LANGUAGE ARTS CONTENT MAP

(revised June 2008)

The intent of this document is to provide an overview of what is taught at each grade level. Some topics will be introduced but not necessarily assessed. (See assessment/reporting documents for further information.)

Language Arts Area of Focus	6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
<p><b>Reading/Writing Genre Study:</b> In the following genres students should</p> <ul style="list-style-type: none"> <li>identify characteristics.</li> <li>read &amp; apply comprehension strategies.</li> <li>apply literary terms and/or text features.</li> <li>produce a final piece using the writing process.</li> </ul>	<p><b>Memoir</b> <b>Short Story</b> <b>Informative Report*</b></p> <p><i>*This writing requires research: See "research &amp; inquiry" for details.</i></p>	<p><b>Free Verse Poetry</b> <b>Feature Article*</b> <b>Persuasive Letter*</b></p> <p><i>*This writing requires research: See "research &amp; inquiry" for details.</i></p>	<p><b>Book Review</b> <b>Essay*</b></p> <p><i>*This writing requires research: See "research &amp; inquiry" for details.</i></p>
<p><b>Additional Reading Genres:</b> In the following genres students should</p> <ul style="list-style-type: none"> <li>identify characteristics.</li> <li>read &amp; apply comprehension strategies.</li> <li>apply literary terms and/or text features.</li> </ul> <p><i>At least one novel will be read at each grade level (whole group or literature study group).</i></p>	<p><b>Fiction:</b> Novel</p> <p><b>Nonfiction:</b> Autobiography (Excerpts) Biography (Excerpts)</p> <p><b>Oral Tradition:</b> Myths Fables Folktales</p>	<p><b>Fiction:</b> Science Fiction Historical Fiction</p> <p><b>Nonfiction:</b> Newspaper Magazine</p> <p><b>Poetry:</b> Structured Form Ballad</p>	<p><b>Fiction:</b> Realistic</p> <p><b>Drama</b></p> <p><b>Oral Tradition:</b> Legend</p>
<p><b>Literary Terms/Elements:</b> Students should</p> <ul style="list-style-type: none"> <li>define and apply literary terms.</li> </ul> <p><i>Use Language of Literature Glossary of Literary Terms as a guide.</i></p>	<p><b>Fiction &amp; Nonfiction</b> <b>Types of Conflict</b> <b>Plot</b> exposition, conflict, rising action, climax, falling action, resolution <b>Point of View</b> first &amp; third <b>Character Development</b> <b>Theme</b></p>	<p><b>Poetry Terms</b> sound (rhythm, rhyme, repetition, onomatopoeia, alliteration); form (lines and stanzas);imagery; speaker, tone &amp; mood <b>Figurative Language</b> Simile/Metaphor/Personification <b>Theme</b> <b>Fact Vs. Opinion</b> <b>Techniques of Persuasion</b> bandwagon, loaded language, overgeneralization, testimonial <b>Parts of a Newspaper</b> column, byline, headline, caption, subheading</p>	<p><b>Irony</b> <b>Foreshadowing</b> <b>Flashback</b> <b>Idioms</b> <b>Allusion</b> <b>Hyperbole</b> <b>Drama Terms</b> act, cast of characters, prop, scene, stage directions, scenery, dialogue, script, sound effect</p>
<p><b>Comprehension Strategies:</b> Students should</p> <ul style="list-style-type: none"> <li>be cognizant of which strategies they are using as they read.</li> </ul>	<p><b>connecting, questioning, visualizing, inferring, determining importance, synthesizing</b></p>	<p><b>connecting, questioning, visualizing, inferring, determining importance, synthesizing</b></p>	<p><b>connecting, questioning, visualizing, inferring, determining importance, synthesizing, evaluating</b></p>

<p><b>Writing:</b> Students should</p> <ul style="list-style-type: none"> <li>• use the 6 traits.</li> <li>• use the writing process.</li> </ul>	<p><b>Traits</b> <b>Ideas, Organization, Voice, Word Choice, Conventions, &amp; Sentence Fluency</b> <b>Process</b> Pre-Write, Draft, Revise, Edit, &amp; Publish</p>	<p><b>Traits</b> <b>Ideas, Organization, Voice, Word Choice, Conventions, &amp; Sentence Fluency</b> <b>Process</b> Pre-Write, Draft, Revise, Edit, &amp; Publish</p>	<p><b>Traits</b> <b>Ideas, Organization, Voice, Word Choice, Conventions, &amp; Sentence Fluency</b> <b>Process</b> Pre-Write, Draft, Revise, Edit, &amp; Publish</p>
<p><b>Grammar:</b> Students should</p> <ul style="list-style-type: none"> <li>• understand proper usage.</li> </ul>	<p><b>Simple Sentences</b></p> <ul style="list-style-type: none"> <li>• Subject &amp; Predicate</li> <li>• Fragments &amp; Run-ons</li> <li>• Simple Subjects &amp; Predicates</li> <li>• 4 Kinds of Sentences</li> <li>• Compound Subjects &amp; Predicates</li> </ul> <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• Identification</li> <li>• Common &amp; Proper</li> <li>• Singular &amp; Plural</li> <li>• Possessive</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• Action &amp; Linking</li> <li>• Main &amp; Helping</li> <li>• Verb Tense</li> <li>• Principal parts of verbs</li> <li>• Irregular verbs</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• Pronouns &amp; Antecedents</li> <li>• Subject &amp; Object Pronouns</li> <li>• Possessive Pronouns</li> <li>• Indefinite Pronouns</li> </ul>	<p><b>Compound Sentences</b></p> <ul style="list-style-type: none"> <li>• Independent clauses</li> <li>• Coordinating conjunctions</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• Kinds of adjectives</li> <li>• Articles</li> <li>• Demonstrative adjectives</li> <li>• Predicate adjectives</li> <li>• Comparative adjectives</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>• What are adverbs?</li> <li>• Comparative adverbs</li> <li>• Double negatives</li> <li>• Adjectives vs. Adverbs</li> </ul> <p><b>Prepositions</b></p> <ul style="list-style-type: none"> <li>• What are prepositions?</li> <li>• Using prepositional phrases</li> <li>• Objects of prepositions (including relative pronouns)</li> </ul> <p><b>Interjections</b></p>	<p><b>Complex Sentences</b></p> <ul style="list-style-type: none"> <li>• Subordinate clauses</li> <li>• Subordinating conjunctions</li> </ul> <p><b>Parts of Speech Application</b></p>
<p><b>Punctuation:</b> Students should</p> <ul style="list-style-type: none"> <li>• use correctly in writing.</li> </ul>	<p><b>End Punctuation</b> declarative, interrogative, exclamatory, imperative</p> <p><b>Quotation Marks</b> direct &amp; interrupted</p> <p><b>Apostrophes</b> possessive &amp; contractions</p>	<p><b>Commas</b> in a series, in compound sentences, &amp; introductory phrases &amp; words</p> <p><b>Semi-colons</b></p> <p><b>Colons</b></p> <p><b>Hyphens</b></p> <p><b>Parentheses</b></p> <p><b>Ellipses</b></p> <p><b>Quotation Marks</b> intertextual citation</p>	<p><b>Commas</b> direct address, introductory clauses, appositives, interrupters</p> <p><b>Underlining &amp; Italicizing Titles</b></p>

<p><b><u>Research &amp; Inquiry</u></b> Students should</p> <ul style="list-style-type: none"> <li>• use &amp; apply the following skills to complete various tasks</li> </ul> <p><i>Use Writer's Craft text as a guide.</i></p>	<p><b>Note taking</b></p> <ul style="list-style-type: none"> <li>• Paraphrasing/Avoiding plagiarism</li> <li>• Organizing notes with a graphic organizer</li> </ul> <p><b>Understanding Sources</b></p> <ul style="list-style-type: none"> <li>• Using basic printed text (magazine, encyclopedia, nonfiction book, etc.)</li> <li>• Locating these sources in the IMC</li> <li>• Giving sources proper credit/Create a reference page</li> </ul>	<p><b>Note taking</b></p> <ul style="list-style-type: none"> <li>• Recording information during an interview</li> </ul> <p><b>Understanding Sources</b></p> <ul style="list-style-type: none"> <li>• Locating &amp; using internet sources</li> <li>• Researching through interviewing</li> <li>• Evaluating source reliability</li> <li>• Keeping track of sources</li> </ul>	<p><b>Note taking</b></p> <ul style="list-style-type: none"> <li>• Using the index card method</li> <li>• Organizing notes into outline form</li> <li>• Use quotation marks to indicate borrowed text</li> </ul> <p><b>Understanding Sources</b></p> <ul style="list-style-type: none"> <li>• Creating source cards</li> <li>• Including internal citations/parenthetical documentation</li> <li>• Creating a bibliography/works cited page</li> </ul>
<p><b><u>Oral Communication:</u></b> Students should</p> <ul style="list-style-type: none"> <li>• enhance their speaking and listening skills through the listed activities.</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Expressive oral reading of prose</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Summarize information received in oral format (recall detail &amp; sequence)</li> <li>• Distinguish purpose for listening (gain information, entertainment, etc.)</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Expressive oral reading of poetry</li> <li>• Prepare and conduct an interview</li> <li>• Deliver informal presentation</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Summarize information obtained during an interview</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Expressive oral reading of drama</li> <li>• Prepare &amp; deliver a formal speech</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Follow a speaker's argument &amp; represent it in notes.</li> <li>• Evaluate reliability of speaker</li> </ul>
<p><b><u>Word Study:</u></b></p>	<p><b>Synonyms &amp; Antonyms</b> <b>Spelling Generalizations</b></p>	<p><b>Homonyms</b> <b>Spelling Generalizations</b></p>	<p><b>Analogies</b> <b>Spelling Generalizations</b></p>