

# Martensdale-St. Marys Community School

## Reading/Language Arts Curriculum

**Standard 1: Students will use multiple strategies to read a variety of texts.**  
**7<sup>th</sup>-9<sup>th</sup> Grades:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. Employ active reading strategies such as decoding, predicting, visualizing, connecting, questioning, clarifying, and evaluating</b>	<b>Independently reads a significant number of books and text each year, both fiction and nonfiction. (MCGF; G; T)</b>	<ul style="list-style-type: none"> <li>*Read-alouds</li> <li>*<u>Mosaic</u> strategy reference charts</li> <li>*Guide sheets</li> <li>*Small group discussion</li> <li>*Large group discussion</li> <li>*Student-teacher conferences</li> <li>*ITBS test preparation worksheets</li> <li>*Literature Circle</li> <li>*Five-Finger Rule as defined in Title I Handbook</li> </ul>	<ul style="list-style-type: none"> <li>*Formative assessment with charts and Fist to Five</li> <li>*Teacher observation</li> <li>*Quiz</li> <li>*Test</li> <li>*Hot Seat</li> <li>*ITBS sample tests</li> <li>*Homeroom.com</li> <li>*Literature Circle job sheets</li> <li>*ITBS results</li> </ul>	<p><b>Unit: Reading Strategies/Literary Devices (August/September)</b></p> <p><b>Unit: Theme of Iconoclasts and Revolutionaries (September/October)</b></p> <p><b>Unit: Literature Circles (November)</b></p> <p><b>Unit: Theme of Survival (December)</b></p>
<b>B. Apply the characteristics of literacy genre in order to understand a variety of texts.</b>	<p><b>1. Uses a variety of strategies and skills to comprehend and interpret fiction. (MCGF; G; T)</b></p> <p><b>2. Uses a variety of skills and strategies to comprehend non-fiction and informational texts.</b></p>	<ul style="list-style-type: none"> <li>*Interest Inventory</li> <li>*Think-alouds</li> <li>*Mosaic strategy reference charts</li> <li>*Guide sheets</li> <li>*Plot line, rollercoaster</li> <li>*Lecture and note taking</li> </ul>	<ul style="list-style-type: none"> <li>*Formative assessment with charts and Fist to Five</li> <li>*Teacher observation</li> <li>*Quiz</li> <li>*Test</li> <li>*Hot Seat</li> <li>*ITBS sample tests</li> </ul>	<p><b>Unit: Theme of Iconoclasts and Revolutionaries (September/October)</b></p> <p><b>Unit: Reading Strategies/Literary Devices (August/September)</b></p>

	<i>(MCGF; G; T; C)</i>	<i>*ITBS test preparation worksheets *Story Map</i>	<i>*Homeroom.com *Literature Circle job sheets *ITBS results</i>	
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**Standard 2: Students will read for fluency, comprehension, and purpose in content areas. 7<sup>th</sup>-9<sup>th</sup> Grades:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessment</b>	<b>Instructional Timeline</b>
<b>A. Employ active reading strategies for comprehension.</b>	<p>1. Uses a variety of strategies to develop and expand reading vocabulary. (MCGF; G; T)</p> <p>2. Reads with fluency silently and aloud to support comprehension.</p>	<p>*Frayer Model *Vocabulary Map *Vocabulary journals *Vocabulary drills *Vocabulary skits *Vocabulary game show *Literature Circles, popcorn reading *Literature Circles for small group discussion *Round robin reading in large group *Large group discussion</p>	<p>*Formative Frayer Model *Formative Vocabulary Map *Quiz *Test *Game show points *Homeroom.com *ITBS results</p>	<b>Year-long</b>
<b>B. Employ active reading strategies for fluency.</b>	<b>Reads with fluency silently and aloud to support comprehension.</b>	<p>*Literature Circles, popcorn reading *Reading duets or triads *Round Robin reading in large group *Strategies as defined in Title I Handbook</p>	<p>*Pre-mid-post test *Teacher observation *Rubric</p>	<b>September-November</b>
<b>C. Identify author's views or purposes.</b>	<b>Reads for a variety of purposes and across content areas. (MCGF; G)</b>	<p>*Think-alouds *ITBS preparation worksheets</p>	<p>*ITBS results *Quiz</p>	<b>September-December</b>

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**Standard 3: Students will demonstrate knowledge of process, audience, purpose, and format in written work. 7<sup>th</sup>-9<sup>th</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategy</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. Demonstrate understanding of varied formats in writing styles.</b>	<p>1. Uses knowledge of purpose, audience, format, and medium in developing written communication. (C)</p> <p>2. Applies writing skills and strategies to communicate effectively in a variety of genres with various audiences. (C)</p> <p>3. Uses writing as a tool for learning.</p> <p>4. Engages in the information literacy process: accesses, evaluates, and communicates information and ideas. (MCGF; G; T)</p> <p>5. Incorporates technology as a tool to enhance learning. (T)</p> <p>6. Is able to write on demand.</p>	<p>*Think-alouds</p> <p>*Student samples from <u>6 + 1 Traits of Good Writing</u></p> <p>*Student samples from previous years</p> <p>*Q and A interviews</p> <p>*Marzano's summarizing strategy</p> <p>*Essay guide sheet</p> <p>*Essay web site</p> <p>*Essay checklist</p> <p>*Teacher/student conference</p> <p>*Poetry guide sheets</p>	<p>*Formative Fist to Five</p> <p>*Teacher observation</p> <p>*Essay checklist</p> <p>*Varied rubrics</p> <p>*Pre-mid-post rubric</p>	
<b>B. Use prewriting and editing strategies to develop multi-paragraph compositions.</b>	<p>1. Uses an effective writing process. (C; T)</p> <p>2. Incorporates technology as a tool to enhance learning. (T)</p>	<p>*Graphic organizer</p> <p>*Editing checklist</p> <p>*Peer editing with highlighters</p> <p>*Workbook sheets</p> <p>*DOL</p> <p>*Multiple drafts on the computer</p>	<p>*Peer editing checklist</p> <p>*DOL points</p> <p>*Evidence of revisions on drafts</p> <p>*Quiz</p>	

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**Standard 4: Students will use correct grammar, mechanics, spelling, and usage in written work. 7<sup>th</sup>-9<sup>th</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategy</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. Apply the conventions of grammar and usage, mechanics, and spelling in written compositions.</b>	<b>Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax, and style. (C; G)</b>	<b>*MI bulletin board activities *DOL *Workbook sheets *Weekly spelling lists *Spelling Bee *Student-lead activities *Sing the preposition song</b>	<b>*MI checklist *Formative spelling quiz *Quiz *Test *Teacher/student conference *DOL points *Included on various writing rubrics *Presentation points *ITBS results</b>	
<b>B. Utilizes multiple resources to correct and improve written work.</b>	<b>Incorporates technology as a tool to enhance learning. (T)</b>	<b>*Peer editing with highlighters *Editing checklist *Teacher/student conference *Spell/Grammar check on computer</b>	<b>*Peer editing checklist *Evidence of revisions on drafts *Teacher observation</b>	

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**Standard 5: Students will consider purpose, audience, and roles in spoken communication. 7<sup>th</sup>-9<sup>th</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. Use techniques of clear and appropriate communication.</b>	<p>1. Produces a coherent message. (C)</p> <p>2. Participates in a variety of communication situations. (C; G; MCGF)</p> <p>3. Participates appropriately in one-on-one situations and group settings. (MCGF)</p> <p>4. Demonstrates use of presentation skill to communicate. (C; G)</p> <p>5. Recognizes the role of response in oral communication. (G; MCGF)</p> <p>6. Recognizes the role of evaluation in oral communication.</p>	<p>*Teacher modeling of various speech formats</p> <p>*Baby-step speeches from simple to complex</p> <p>*Listen to famous and eloquent speeches from various web sites</p> <p>*Large group discussion</p> <p>*Speech distracters tally sheet-peer evaluation</p> <p>*Hot Seat</p> <p>*View instructional video</p> <p>*Signal outlines</p>	<p>*Participation points</p> <p>*Teacher observation</p> <p>*Signal outline checklist</p> <p>*Various formative assessments</p> <p>*Various rubrics</p>	
<b>B. Select and organize material from personal and outside sources in order to give a contextually appropriate oral presentation.</b>	<p>1. Considers audience and variables in the speaking situation. (MCGF; C)</p> <p>2. Uses appropriate content and conventions for purpose, audience, occasion, and context. (MCGF; C; T)</p>	<p>*Teacher modeling</p> <p>*Independent practice</p> <p>*Works cited lesson (co-taught by librarian)</p> <p>*Listen to famous speeches from various web sites</p>	<p>**Participation points</p> <p>*Signal outline checklist</p> <p>*Formative assessments</p> <p>*Various rubrics</p> <p>*Quiz</p>	

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**Standard 6: Students will use listening skills for interpretation, feedback, and analysis. 7<sup>th</sup>-9<sup>th</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. Demonstrate active listening by giving verbal and nonverbal responses to oral communication.</b>	<p><i>Listens for information and understanding. (MCG; T)</i></p> <p><i>Listens for interpretation, analysis, and evaluation. (MCGF; T)</i></p> <p><i>Listens to establish, maintain, and enhance relationships.</i></p>	<p><i>*Small group discussion</i></p> <p><i>*Large group discussion</i></p> <p><i>*Hot Seat</i></p> <p><i>*Lecture</i></p> <p><i>*Guide sheet for speeches</i></p> <p><i>*Jigsaw discussion activity with novel themes</i></p>	<p><i>*Participation points</i></p> <p><i>*Teacher observation</i></p> <p><i>*Various formative assessments</i></p>	

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**Standard 7: Students will use multiple strategies for interpreting, analyzing, and applying viewed media. 7<sup>th</sup>-9<sup>th</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. Employ active viewing strategies such as decoding, predicting, visualizing, connecting, questioning, clarifying, and evaluating while viewing media.</b>	<p><i>Analyzes the effects of visual media on society and culture. (C; G)</i></p> <p><i>Uses a range of strategies to interpret visual media.</i></p> <p><i>Applies a variety of criteria to evaluate informational media. (G)</i></p> <p><i>Understands how literary forms can be represented in visual narratives. (MCG; TF)</i></p>	<p><i>*Large group discussion</i></p> <p><i>*Mosaic strategy charts</i></p> <p><i>*Narrative song/poem workpacket with <a href="http://www.YouTube">www.YouTube</a> videos</i></p> <p><i>*Show montage of movie clips related to anthology themes</i></p> <p><i>*Marzano's summarizing strategy</i></p> <p><i>*Venn diagram</i></p> <p><i>*Story Map</i></p>	<p><i>*Narrative song/poem workpacket</i></p> <p><i>*Narrative checklist</i></p> <p><i>*Viewing rubric</i></p> <p><i>*Summary writing rubric</i></p> <p><i>*Venn and Story Map points</i></p>	

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**Standard 8: Students will consider purpose, ethical concerns, and evaluative processes in research activities. 7<sup>th</sup>-9<sup>th</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. Employ a wide variety of strategies to gather information.</b>	<b>Identify potential sources and acquire information from online resources such as Web pages and online databases. (C; T; G)</b>	<b>*Teacher modeling *Fact v. opinion mystery solving puzzle *EBSCO lesson (co-taught by librarian) *Lecture *Graphic organizer *Small group mini lessons</b>	<b>*Various formative assessments *Quiz *Anthology rubric/checklist</b>	
<b>B. Synthesize information gathered from research.</b>	<b>Evaluate information for its authority, objectivity, quality, coverage, currency, and relevance. (G)</b>	<b>*Lecture *Teacher modeling Graphic organizer *Teacher/student conference *Essay outline</b>	<b>*Various formative assessments *Quiz</b>	
<b>C. Distinguish between and apply knowledge of bibliography/works cited page using a variety of formats.</b>	<b>Use a variety of electronic resources to cite sources and prepare works cited pages/bibliographies. (T)</b>	<b>*Teacher modeling *Small group mini lessons *Sample bibliography and worksheet *Sample works cited page and worksheet</b>	<b>*Worksheet points *Teacher observation *Quiz</b>	