

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



English Language Arts Curriculum Guide

Grade 6-8 Reading

**“Reading gives us an opportunity to have an intimate conversation with the text, with the author, with oneself, and then ultimately with others.”**

**- Kylene Beers & Bob Probst, *Disrupting Thinking***

## Mission Statement

Middle school is a critical period of development in our students' literate lives. The ability to **process information and make meaning** are vital to student success. This is what drives our work as teachers and further underscores the importance of designing learning experiences that develop students who see themselves as **skilled, engaged readers and see reading as a portal to lifelong learning**. The 6-8 English Language Arts program is built to **empower** readers to...

- Develop a genuine love of reading and appreciation of its benefits.
- Build stamina and active engagement with text.
- Access, adopt, and apply successful reading strategies that enhance their understanding of a text.
- Gain confidence when exploring different genres, text structures, and features.
- Notice textual nuance and develop meaningful interpretation of figurative language, text structures, author's purpose.

## Instructional Practices

**To support readers, educators will...**

- Build in time and opportunities for students to read independently.
- Create structures that promote regular reading habits outside of school.
- Provide direct instruction and modeling of high-order thinking skills.
- Expose students to diverse, engaging texts that have rich interpretive opportunities.
- Establish classroom norms and design experiences that value student-led inquiry and discussion.

## State Anchor Standards — Reading & Speaking/Listening

### Key Ideas and Details

1. Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Text Complexity

10. Independently and proficiently read and comprehend complex literary and informational texts.

### Speaking & Listening

#### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that: (1) Listeners can follow the line of reasoning. (2) The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



RI = Reading Informational

RL = Reading Literature

SL = Speaking/Listening

**Grade 6**

**Grade 7**

**Grade 8**

RI 6.2. Determine a text’s central idea(s) and how **particular details help convey the idea(s)**; provide a summary of a text distinct from personal opinions or judgments.

RL 6.1. **Cite textual evidence** to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

RI 6.3. Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as **well as how the characters respond or change as the plot moves toward a resolution**.

RI 6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, **including those that create repeated mood (i.e., emotional atmosphere)**.

SL 6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. **Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**

RI 7.2. Determine a text’s central idea(s) and analyze its/their **development over the course of the text**.

RI 7.6. **Determine an author’s point of view or purpose in a text** and analyze how the author distinguishes his or her position from that of others.

RI 7.1. **Cite several pieces of textual evidence** to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

RI 7.2. Determine a **theme or central idea of a text and analyze its development** over the course of the text.

RI 7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, **including the impact of repeated use of particular images** .

.SL 7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and clearly expressing their own.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. **Acknowledge new information expressed by others and, when warranted, modify their own views.**

RI 8.4. Analyze the impact of **specific word choices on meaning and tone**, including analogies or allusions to other texts.

RI 8.5. Analyze **in detail the structural elements of a text**, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.

RI 8.6. Determine an author’s purpose in a text and analyze **how the author responds to conflicting evidence or viewpoints**.

RL 8.1 Cite the textual **evidence that most strongly supports analysis** of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

RL 8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, **including its relationship to the characters, setting, and plot**; provide an objective summary of a text.

RL 8.3 Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.

SL 8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. **Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.**



Grade 6	Grade 7	Grade 8
<p><i>Great Books Roundtable</i> Selected stories:</p> <p>“Gaston”                      “Through the Tunnel”                      “Raymond’s Run”                      “The Veldt”</p> <p>Readers Workshop:</p> <ul style="list-style-type: none"> <li>• Deep Study of Character</li> <li>• Tapping the Power of Nonfiction</li> </ul>	<p><i>Great Books Roundtable</i> Selected stories:</p> <p>“The White Umbrella”                      “The White Circle”                      “Harrison Bergeron”                      “I Just Kept on Smiling”</p> <p>Charles Dickens’ <i>A Christmas Carol</i>                      Lois Lowry’s <i>The Giver</i></p>	<p><i>Great Books Roundtable</i> Selected Stories</p> <p>“Sucker”                      “Summer of the Beautiful White Horse”                      “The Destroyers”                      “A Visit of Charity”</p> <p>William Shakespeare’s <i>Romeo and Juliet</i></p>

The 6-8 English Language Arts program is built to empower readers to...	The typical 6th grade reader will be able to...	The typical 7th grade reader will be able to...	The typical 8th grade reader will be able to...
<p><b>Develop a genuine love of reading and appreciation of its benefits.</b></p>	<ul style="list-style-type: none"> <li>◇ Know the genres that they typically enjoy</li> <li>◇ Set and achieve reading goals (or have a reading plan)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explore genres outside of their typical reading preferences</li> <li>◇ Share their reading with others and active participate in a community of readers</li> </ul>	<ul style="list-style-type: none"> <li>◇ have conversations about the real-world implications and value of great writing</li> <li>◇ explore different texts based off their passions and social concerns</li> </ul>
<p><b>Build stamina and active engagement with text.</b></p>	<ul style="list-style-type: none"> <li>◇ Choose texts that they enjoy or are excited to read</li> <li>◇ Read for extended periods of time with deep engagement</li> </ul>	<ul style="list-style-type: none"> <li>◇ Independently apply the process of close reading</li> <li>◇ Independently apply annotation strategies to support comprehension and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>◇ Choose texts that challenge or expand reader perspectives</li> <li>◇ Engage with in class texts that are longer and more complex</li> </ul>
<p><b>Access, adopt, and apply successful reading strategies that enhance their understanding of a text.</b></p>	<ul style="list-style-type: none"> <li>◇ Identify and employ strategies that are most helpful for them</li> <li>◇ Use jots/annotating to promote and capture thinking</li> <li>◇ Begin “reading between the lines” (inferencing)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Use context clues to decode and define new vocabulary</li> <li>◇ Make inferences that begin to dig beyond the surface of a text</li> </ul>	<ul style="list-style-type: none"> <li>◇ Make meaningful inferences from a variety of texts</li> <li>◇ Identify common patterns and structures that authors apply</li> </ul>
<p><b>Gain confidence when exploring different genres, text structures, and features.</b></p>	<ul style="list-style-type: none"> <li>◇ Recognize and represent (visually or graphic organizer) the different structures of text</li> <li>◇ Identify different reading strategies and how they can be used in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand how genres and text structure dictate how we read</li> <li>◇ Apply appropriate reading strategies based on the specific genre and text structure</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognize and express the development of ideas in a text</li> <li>◇ Gain confidence in understanding text features and how they contribute to the overall text.</li> </ul>
<p><b>Notice textual nuance and develop meaningful interpretation of figurative language, text structures, author’s purpose.</b></p>	<ul style="list-style-type: none"> <li>◇ Identify examples of figurative language in text</li> <li>◇ Explore the nuances of a text through the discussion of an interpretive question</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify examples of figurative language and explain its impact (symbolism, foreshadowing, metaphor, simile, etc.)</li> <li>◇ Explore the nuances of a text through student-led inquiry</li> </ul>	<ul style="list-style-type: none"> <li>◇ Apply knowledge of figurative language while analyzing texts</li> <li>◇ Understand purpose and effect of the use of figurative language</li> <li>◇ Identifying author’s voice, tone</li> </ul>