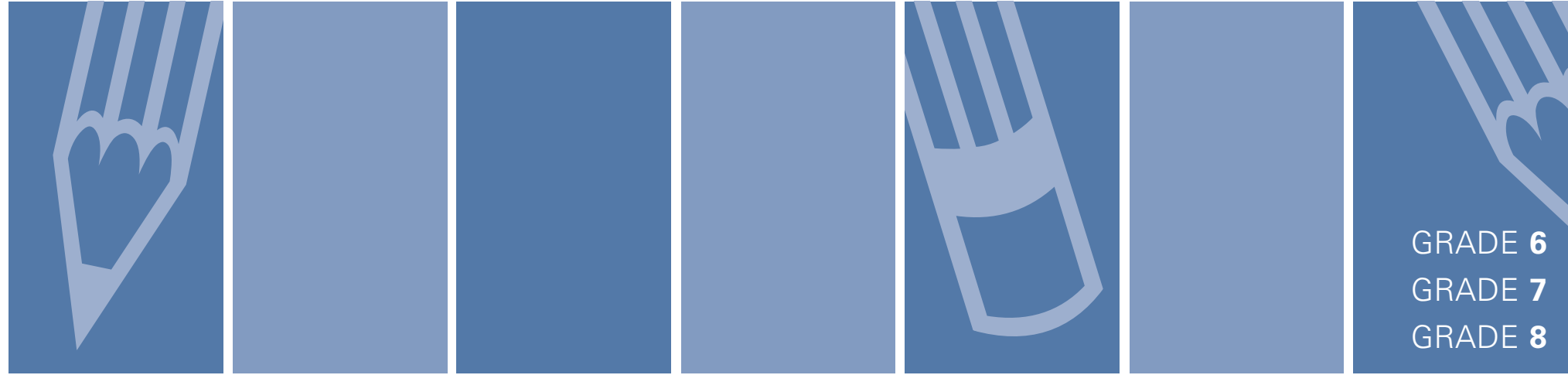


ENGLISH
LANGUAGE ARTS
**MIDDLE GRADES
CURRICULUM**



GRADE 6
GRADE 7
GRADE 8



ENGLISH LANGUAGE ARTS MIDDLE GRADES CURRICULUM MATRIX

STRANDS		ORAL LANGUAGE		WRITTEN LANGUAGE		OTHER MEDIA/TECHNOLOGY
GOALS	I. EXPRESSIVE	II. INFORMATIONAL	III. ARGUMENTATIVE	IV. CRITICAL	V. LITERARY	VI. GRAMMAR/ LANGUAGE USAGE
GRADE 6	<p>Use language to express individual perspectives drawn from personal or related experiences.</p> <p>Narrate expressive (fictional/ autobiographical) accounts.</p> <p>Explore expressive materials that are read, heard, and/or viewed.</p> <p>Interact in group settings.</p> <p>Reflect on learning experiences.</p>	<p>Explore and analyze information from a variety of sources.</p> <p>Explore informational materials that are read, heard, and/or viewed.</p> <p>Design and develop informational materials using multiple sources (print and non-print).</p>	<p>Examine the foundations and use of argument.</p> <p>Explore argumentative works that are read, heard, and/or viewed.</p> <p>Explore the problem solution process.</p> <p>Study arguments that evaluate.</p>	<p>Use critical thinking skills and create criteria to evaluate print and non-print materials.</p> <p>Determine the purpose of the author/creator.</p> <p>Analyze the communication and develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication.</p> <p>Recognize and develop stance of a critic.</p>	<p>Respond to various literary genres using interpretive and evaluative processes.</p> <p>Increase fluency, comprehension, and insight.</p> <p>Study characteristics of literary genres (fiction, nonfiction, drama, and poetry).</p>	<p>Understand and apply grammar and language usage.</p> <ul style="list-style-type: none"> Conventional written and spoken expression. Variety of sentence types. Subject/verb agreement and verb tense. Roles of the parts of speech in sentence construction. Pronouns (clear antecedents and correct case). Phrases and clauses. Vocabulary. Dialects.
GRADE 7	<p>Use language to express individual perspectives in response to personal, social, cultural, and historical issues.</p> <p>Narrate expressive accounts.</p> <p>Respond to expressive materials that are read, heard, and/or viewed.</p> <p>Interact in group settings.</p> <p>Reflect on learning experiences.</p>	<p>Synthesize and use information from a variety of sources.</p> <p>Respond to informational materials that are read, heard, and/or viewed.</p> <p>Design and develop informational materials using multiple sources (print and non-print).</p>	<p>Refine the understanding and use of argument.</p> <p>Explore and analyze argumentative works that are read, heard, and/or viewed.</p> <p>Explore and analyze the problem solution process.</p> <p>Study and create arguments that evaluate.</p>	<p>Refine critical thinking skills and create criteria to evaluate print and non-print materials.</p> <p>Analyze the purpose of the author/creator.</p> <p>Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication.</p> <p>Develop stance of a critic.</p>	<p>Respond to various literary genres using interpretive and evaluative processes.</p> <p>Increase fluency, comprehension, and insight.</p> <p>Study characteristics of literary genres (fiction, nonfiction, drama, and poetry).</p>	<p>Identify and edit errors in spoken and written English.</p> <ul style="list-style-type: none"> Using spelling rules. Proofreading. Varying sentence length and structure. Producing final drafts. Self correcting speech.
GRADE 8	<p>Use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.</p> <p>Narrate personal accounts.</p> <p>Analyze expressive materials that are read, heard, and/or viewed.</p> <p>Interact in group activities and/or seminars.</p> <p>Reflect on learning experiences.</p>	<p>Use and evaluate information from a variety of sources.</p> <p>Analyze and evaluate informational materials that are read, heard and/or viewed.</p> <p>Explore and create research projects (written and presentational) using multiple sources (print and non-print).</p>	<p>Refine the understanding and use of argument.</p> <p>Explore and evaluate argumentative works that are read, heard, and/or viewed.</p> <p>Continue to explore and analyze the use of the problem solution process.</p> <p>Evaluate and create arguments that persuade.</p>	<p>Continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.</p> <p>Analyze the purpose of the author/creator and the impact of that purpose.</p> <p>Analyze and develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication.</p> <p>Use stance of a critic.</p>	<p>Respond to various literary genres using interpretive and evaluative processes.</p> <p>Increase fluency, comprehension, and insight.</p> <p>Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry).</p>	

MIDDLE SCHOOL ENGLISH LANGUAGE ARTS

PURPOSE / OVERVIEW

The ultimate goal of the middle school English Language Arts curriculum is to foster personal, social, and civic literacy. Since our society depends upon language as communication, students must be provided daily opportunities to enhance control of the skills needed to communicate effectively. Students should have multiple opportunities to deepen their understanding of language by applying what they have learned.

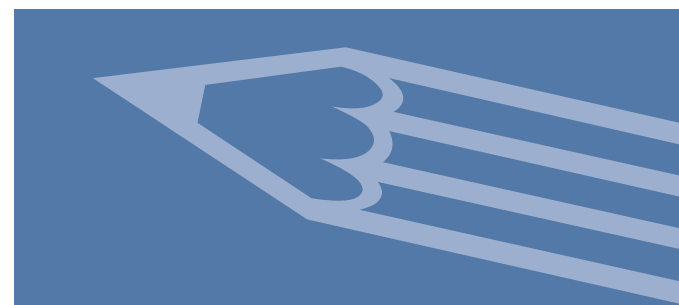
The English Language Arts curriculum for grades 6-8 is constructed around communication environments—settings for exchanging information that all of us enter when we need to communicate with clarity, purpose, and care. By teaching specific aptitudes that each environment requires from users of oral language, written language, and other media/technology, the curriculum strives to create real life learning experiences for students to communicate in different contexts, for different purposes, and with different audiences.

CONNECTIONS

The goals and objectives of the 6-8 English Language Arts curriculum are written to include all the strands. Teachers should build on the connections and overlapping areas of the curriculum, asking students to find insightful connections, revisit significant concepts, participate in meaningful conversations, and develop knowledge and skills. The middle school English Language Arts program is a spiraling program that is based on strong connections and interrelationships between:

- Strands of oral language, written language, and other media/technology.
- Environments that include the study of expressive, informational, argumentative, critical, and literary communication.
- Study of language and the conventions of grammar—which both under gird and permeate the entire study of English Language Arts.

Students in grades 6-8 will continue to show evidence of mastery of competencies developed at previous grade levels, particularly as they contribute to mastery of grade-level competencies.



For questions or additional information, contact:

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