



Language Arts at Laredo

Vision/Goals: The goal of the language arts department is to teach and inspire students to be strong readers, writers, speakers, and listeners. We strive to help students recognize the importance of literacy in their lives and to develop a love and passion for reading and writing. One way we do this is by challenging students to read 30 books by the end of the year. Students are given time in their language arts classes to read independently, and they also have time in their daily Literacy Block class. In addition, all students are expected to read a minimum of twenty minutes each night at home. We also teach students narrative writing, informational writing, and argumentative writing throughout the year using Lucy Calkins Units of Study curriculum.

6th Grade Units of Study:

- ◆ Nonfiction ◆ Poetry ◆ Short Stories ◆ Drama ◆ Folk Literature/ Multicultural Literature ◆

Reading, Writing, and Communicating Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Sixth Grade	
1. Oral Expression and Listening	1. Successful group discussions require planning and participation by all
2. Reading for All Purposes	1. Understanding the meaning within different types of literature depends on properly analyzing literary components 2. Organizing structure to understand and analyze factual information 3. Word meanings are determined by how they are designed and how they are used in context
3. Writing and Composition	1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice 2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop 3. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy
4. Research and Reasoning	1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation 2. Assumptions can be concealed, and require identification and evaluation 3. Monitoring the thinking of self and others is a disciplined way to maintain awareness

7th Grade Units of Study:

- ◆ Holocaust ◆ Narrative Writing and Short Stories ◆ Argument/Commentary ◆ The Outsiders ◆

Reading, Writing, and Communicating Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Seventh Grade	
1. Oral Expression and Listening	1. Formal presentations require preparation and effective delivery 2. Small and large group discussions rely on active listening and the effective contributions of all participants
2. Reading for All Purposes	1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts 2. Informational and persuasive texts are summarized and evaluated 3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts
3. Writing and Composition	1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features 2. Organization is used when composing informational and persuasive texts 3. Editing writing for proper grammar, usage, mechanics, and clarity improves written work
4. Research and Reasoning	1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources 2. Logical information requires documented sources 3. Reasoned material is evaluated for its quality using both its logic and its use of a medium

8th Grade Units of Study:

Short Stories ♦ The Hero's Journey ♦ Civil Rights/Research ♦ Romeo and Juliet/Urban Literature ♦ The Soundtrack of My Life ♦ Argument and Commentary

Reading, Writing, and Communicating Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Eighth Grade	
1. Oral Expression and Listening	<ol style="list-style-type: none">1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations2. A variety of response strategies clarifies meaning or messages
2. Reading for All Purposes	<ol style="list-style-type: none">1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment3. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts
3. Writing and Composition	<ol style="list-style-type: none">1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document
4. Research and Reasoning	<ol style="list-style-type: none">1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures2. Common fallacies and errors occur in reasoning3. Quality reasoning relies on supporting evidence in media