

SIXTH GRADE CHALLENGE LANGUAGE ARTS

	Language Arts	Challenge Language Arts
<p>READING</p> <p><i>Titles may vary from year to year</i></p>	<ul style="list-style-type: none"> • Novel Study: <i>Crispin</i> • Realistic Fiction Book Report differentiated based on interest and reading levels • Fantasy Book Report focusing on point of view • Adventure Book Report focusing on theme • Class Read Alouds: to be determined • Literature Circles based on WWII historical fiction novels 	<ul style="list-style-type: none"> • Condensed Novel Study : with <i>Crispin</i> and translated version of <i>Canterbury Tales</i> • Realistic Fiction Book Report differentiated based on interest and reading levels • Fantasy Book Report focusing on point of view • Adventure Book Report focusing on theme and writer’s craft • Class Read Alouds (to be determined) • Literature Circles based on WWII historical fiction novels and projects coordinating with the themes and settings
<p>WRITING</p>	<ul style="list-style-type: none"> • Supporting a Theme: Mosaic Poster with quotes cited and explained in relation to the universal theme of an adventure book • Journal Entries with a given prompt emphasis on details and elaboration • Essay (narrative, comparative, social letter, descriptive) focusing on capitalization, punctuation, simple and compound sentence types, 6-traits of writing • Note-taking, outlining and citing sources on a given topic 	<ul style="list-style-type: none"> • Supporting theme, character analysis, or author’s style: Mosaic Poster with quotes cited and explained in relation to the universal theme of an award-winning book • Journal Entries focused on writer’s craft and style • Essay (narrative, comparative, social letter, descriptive) Focusing on the same areas as regular LA with the following additions: figurative language, repetition for effect, full circle endings, hyphenated modifiers. • Note-taking, outlining, and citing sources on a given topic
<p>LANGUAGE</p>	<ul style="list-style-type: none"> • Daily Challenge focusing on complete thoughts, combining sentences, parts of speech, capitalization and ending punctuation • Rebecca Sitton Spelling • Parts of speech: Identify nouns, verbs, adverbs and adjectives • 6-Traits of Writing • <i>King Lexicon</i> simulation focused on dictionary skills and usage • Sentence writing: simple sentences, compound sentences, identification of subject and verb 	<ul style="list-style-type: none"> • Daily Challenge focusing on analyzing authors style, language use, punctuation use • Sadlier Oxford vocabulary • Parts of speech: Identify and evaluate the use of nouns, verbs, adverbs and adjectives • 6-Traits of Writing • <i>King Lexicon</i> simulation focused on dictionary skills and usage • Condensed sentence writing: (pretest) simple sentences, compound sentences, identification of subject and verb
<p>SPEAKING/LISTENING</p>	<ul style="list-style-type: none"> • Oral book report dressed and speaking from a character’s point of view • Class poem performances based on humorous pieces 	<ul style="list-style-type: none"> • Oral book report from the point of view of an animate or inanimate object in the book • Class poem performances based on high level poems • Digital retelling of topics taught throughout the year

SEVENTH GRADE CHALLENGE LANGUAGE ARTS

	Language Arts	Challenge Language Arts
READING	<p>Novels</p> <ul style="list-style-type: none"> • <i>The True Confessions Of Charlotte Doyle</i> • Student selected auto/biography • <i>Hope was Here</i> • <i>Touching Spirit Bear</i> <p>Short Stories*</p> <ul style="list-style-type: none"> • <i>An Ordinary Day with Peanuts</i> (inference) • <i>Thank you M'am</i> (internal/external conflict) • <i>Seventh Grade</i> <p>Literature Circles</p> <p>* Stories selected may vary from year to year. The majority of short stories (unlisted) are read in both Language Arts and Challenge Language Arts</p>	<p>Novels</p> <ul style="list-style-type: none"> • Mandatory: <i>Bud not Buddy</i>. Student choice: <i>The Pearl, The True Confessions of Charlotte Doyle, Touching Spirit Bear, Julie of the Wolves, Hope was Here, The Adventures of Tom Sawyer</i> • Student selected auto/biography • <i>The Golden Compass</i> • Student selected/teacher approved book of choice (e.g. <i>Little Women, The Adventures of Huckleberry Finn, Emma</i>) <p>Short Stories*</p> <ul style="list-style-type: none"> • <i>Dark They Were and Golden Eyed</i> (inference) • <i>A Retrieved Reformation</i> (internal/external conflict) • <i>Zebra</i> (theme) • <i>Names/Nombres</i> • <i>After Twenty Years</i> • <i>The War of the Wall</i> <p>Literature Circles</p>
WRITING	<ul style="list-style-type: none"> • I Am Poem • Personal Narrative from Prompt • Expository essay identifying and analyzing common themes between 2 short stories using contextual support from each • Procedural paragraphs (using transitions) • Writing dialogue: creating scene from teacher assigned scenario • Analyze author's style in opening hooks and revise portfolio piece • Dependent Clause Poem • Free-write descriptive passage upon listening to Adagio with Strings • I-Search 	<ul style="list-style-type: none"> • I Am Poem (must incorporate figurative language) • Personal Narrative from Prompt • Expository essay identifying and analyzing common themes between 2 short stories using contextual support from each • Expository essay identifying and analyzing common themes between 2 novels using contextual support from each • Rapid Transitions Activity (using transitions) • Writing dialogue: Revise portfolio piece incorporating dialogue • Analyze author's style in opening hooks and revise portfolio piece • Write 250 word piece (minimum) with strong hook • Dependent Clause Poem (focus on rhythm of language) • Free-write descriptive passage upon listening to Adagio with Strings. Produce written response (250 word minimum) such as short story, memoir, poem, etc • I-Search
LANGUAGE	<ul style="list-style-type: none"> • Words on the Vine (Greek and Latin Roots) • Pre-tests on all parts of speech, sentence types, homonyms. Independent projects based on student interest are offered to students who test out. Each study must have a reading/writing component (Identification) • Daily Grammar 	<ul style="list-style-type: none"> • Sadlier Oxford • Pre-tests on all parts of speech, sentence types, homonyms. Independent projects based on student interest are offered to students who test out. Each study must have a reading/writing component (Identification and application) • Daily Grammar
SPEAKING/LISTENING	<ul style="list-style-type: none"> • I Am poem presentation • Autobiography/Biography presentation: <i>Mobiles</i> • Dramatized scene (with script) based on <i>The True Confessions of Charlotte Doyle</i> • Storytelling: Greek Myths 	<ul style="list-style-type: none"> • I Am poem presentation • Autobiography/Biography presentation: Project presentation • Dorothea Lange Living Photo project • Round Robin Monologues • "Sudden Performance" (3 days to select, read, and analyze elements of short story and present to class) • Storytelling: Greek Myths

EIGHTH GRADE CHALLENGE LANGUAGE ARTS

	Language Arts	Challenge Language Arts
READING <i>Titles may vary from year-to-year</i>	<ul style="list-style-type: none"> • Reading strategies emphasized • <i>The Giver</i> by Lois Lowry • <i>Bless the Beasts and the Children</i> by Glendon Swarthout • <i>A Midsummer Night's Dream</i> - students follow the play on tape w/ study guides • <i>The Call of the Wild</i> by Jack London • <i>The Diary of Anne Frank</i> by Hackett • <i>Flowers for Algernon</i> by Keyes • Shorts Stories: Analyze elements of fiction, author's style. • Differentiated student choice novel unit: 12 title choices • Literature Circles 	<ul style="list-style-type: none"> • Literature Circles/student-centered discussions centered around theme • <i>The Giver/Gathering Blue/The Messenger</i> Comparative Unit • <i>The Outsiders</i> by SE Hinton/<i>Welcome to the Ark</i> by Stephanie Tolan Thematic comparison of differences and the definition of family. • <i>A Midsummer Night's Dream</i>: students read aloud and/or listen to tape and view the DVD. • <i>The Call of the Wild</i> by Jack London • Differentiated student choice novel unit: 12 choices, classic and higher reading levels • <i>The Diary of Anne Frank</i> by Hackett • <i>Flowers for Algernon</i> by Keyes • Short Stories: Irony, satire, author's style, voice
WRITING	<ul style="list-style-type: none"> • Personal Journals • Essays: Responding to themes from literature using specific textual support. • Persuasive Essay: In MLA form research both sides of an issue, take a position on the issue and write a 5 paragraph essay including 2 paragraphs in support and 1 paragraph of the opposing view's arguments. • <i>Memoirs and More Autobiographical Scrapbook</i> (essays, paragraphs, letters, poems) • Free verse poems 	<ul style="list-style-type: none"> • Essay Journals to respond to themes/issues in literature • Essays: Analyzing themes from literature using specific textual support and relating the theme to our world • Essays: Identifying and analyzing common themes among 2-3 novels using specific textual support from each • Essays: <i>America and Me</i>, essay competition. • Persuasive Essay: In MLA form, research both sides of an issue, take a position on the issue, and write a 5 paragraph essay including 2 paragraphs in support and 1 paragraph of the opposing view's arguments • <i>Memoirs and More Autobiographical Scrapbook</i> (essays, paragraphs, letters, poems) • Free verse poems
LANGUAGE	<ul style="list-style-type: none"> • Daily Oral Grammar: parts of speech, parts of a sentence, capitalization, punctuation, in cursive writing. Includes diagramming. • Specific grammar units • Sadlier Oxford Vocabulary Program – practice using usage, synonyms and antonyms. A quiz on each unit and a Mastery Test after 3 units. 	<ul style="list-style-type: none"> • Daily Oral Grammar 1st semester • Specific grammar units • <i>Magic Lens</i> by Thompson: 4 level analysis plus diagramming, 2nd semester • Sadlier Oxford Vocabulary Program – practice using usage, synonyms and antonyms. Analyzing the etymology of the words and their suffixes and prefixes when appropriate. Mastery Test after 3 units.
SPEAKING/LISTENING	<ul style="list-style-type: none"> • <i>Bless the Beasts and the Children</i> by Glendon Swarthout Individual presentations—12 choices. • <i>A Midsummer Night's Dream</i>: Memorize a 7 line monologue or 7 lines of a Shakespearean sonnet. 	<ul style="list-style-type: none"> • <i>The Outsiders</i> by SE Hinton/<i>Welcome to the Ark</i> by Stephanie Tolan: CD Project: choosing music that depicts specific scenes for one or both novels. • <i>A Midsummer Night's Dream</i>: Individual memorization of a Shakespearean monologue (any play) or a group dramatization of a scene from <i>A Midsummer Night's Dream</i>