

# **Middle School ELA Learning Goals**

# 6th Grade Learning Goals

## Short Stories

- Students will be able to identify the parts of plot (Conflict, Rising Action, Climax, Resolution) in a story.
- Students will be able to make inferences based on the story and their own background knowledge.
- Students will be able to identify how character's roles are important to the plot of the story.
- Students will be able to identify the title, setting, characters, plot/problem, events, and problem solution
- Students will determine a theme of the text conveyed through details
- Students will provide a summary of the text distinct from personal opinions or judgements

## Crispin: Cross of Lead

- Students will be able to describe the living conditions in Medieval Europe.
- Students will be able to identify and describe the four main tiers of the feudal system: Royalty, Clergy, Nobles, and Peasants.
- Students will be able to elaborate on the role of the Catholic Church in Medieval England.
- Students will determine the meaning of words and phrases as they are used in the text
- Students will write informative texts with analysis of ideas of relevant content, to demonstrate understanding of a text

## Comparing & Contrasting

- Students will be able to identify and record on a graphic organizer the differences and similarities of two given items.
- Students will be able to answer questions about the compared/contrasted items in the form of a paragraph.
- Students will learn how to enter information in a variety of graphic organizers.

# 6th Grade Learning Goals

## Greek Mythology

Students will be able to identify the reasons that Greek's wrote myths.

Students will be able to identify and describe at least five main gods, goddesses, or heroes of Greek Mythology.

Students will be able to identify the characteristics of a myth.

## Poetry

Students will be able to define and identify the following figures of speech: simile, metaphor, alliteration, and personification.

Students will be able to identify different types of poems depending on the rhyme scheme and pattern.

Students will be able to analyze a poem and describe the poem's meaning.

## Inferences

Students will be able to define background knowledge.

Students will be able to connect the text and their background knowledge on a subject to make an inference.

Students will know the formula for making an inference.

# 6th Grade Learning Goals

## Persuasive Writing

Students will be able to write a complete five-paragraph essay (introduction, three supporting paragraphs, conclusion).

Students will be able to gather information on a given subject and determine its validity.

Students will experience each part of the writing process (brainstorming, planning, drafting, editing, and publishing)

Students will use Word 2010 to create a certificate document.

## Spelling

Students will be able to correctly spell high frequency words (as identified for their individual writing) in journal entries.

## Journal Writing

Students will write a one paragraph response (topic sentence, three details, three elaborations, conclusion) to a given prompt.

Students will use three details related to the subject and will elaborate with three relevant elaborations.

Students will be able to include relevant background knowledge in their journal entries.

Students will use appropriate parts of speech and correct word forms in sentences

Students will recognize subjects, predicates, and complete sentences

# 7th Grade Learning Goals

## Behind Rebel Lines

Students will be able to describe Emma Edmonds' role in the Civil War.

Students will be able to identify the causes of, the two sides of, and the outcome of the Civil War.

Students will be able to describe how the Civil War may have been different from a woman's point of view.

## My Brother Sam is Dead

Students will be able to identify the cause of, the two sides of, and the ending result of the American Revolution.

Students will be able to describe, in detail, at least three of the conflicts between the British and the Colonists.

Students will be able to complete a detailed sequence chart about the trip to Verplanck's Point and back.

## Lyddie

Students will be able to describe the working conditions in the factories of the Industrial Revolution.

Students will be able to connect information found in documents, to their own background knowledge about the Industrial Revolution, to complete a DBQ writing task on Lyddie.

Students will be able to identify some of the contributions of the Industrial Revolution to modern day society.

# 7th Grade Learning Goals

## Poetry

Students will be able to define and identify the following figures of speech: simile, metaphor, onomatopoeia, alliteration, personification, and hyperbole.

Students will be able to decipher the meaning of any given poem by breaking down the parts of the poem.

Students will be able to identify different types of poems depending on the rhyme scheme and pattern.

## Plays

Students will be able to define and identify the following literary elements: theme, characterization, conflict, setting, protagonist, antagonist, and point of view.

Students will be able to identify the reason for writing (and reading) a play.

# 7th Grade Learning Goals

## Essay Writing

Students will be able to write a complete five-paragraph essay (introduction, three supporting paragraphs, conclusion).

Students will be able to research relevant information on the Internet and in paper resources for inclusion in their essay.

Students will be able to accurately cite the sources of their information with correct bibliographic form.

## Journal Writing

Students will write a one paragraph response (topic sentence, four details, two elaborations, two pieces of background knowledge, and conclusion) to a given prompt.

Students will use four details related to the subject and will elaborate with two relevant elaborations and two relevant pieces of background knowledge.

# 8th Grade Learning Goals

## Students will:

Cite textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

Write arguments to support claims with clear reasons and relevant evidence

Introduce claims and organize the reasons and evidence logically

Analyze how a text makes connections among and distinctions between individuals, ideas, or events through the categories of social, technological, economic, political, and geographical factors of a time period

Describe the milieu of a literary selection by analyzing the text

Draw conclusions about characters' actions and interactions when considering the time period of the selection



# 8th Grade Learning Goals

*One paragraph response* written at a proficient level based on the short response scoring rubric

*Public Speaking* at a proficient level based on the presentation scoring rubric

*Extending a paragraph into a four paragraph compare and contrast essay* whereby students use notes from peers' presentation to find an individual who shares similarities or are different from their own identity, to be scored using the extended response rubric

*Integrate transitional word and phrases* in their writing

*Interpret, analyze and evaluate a speech* by making connections to: other texts, cultural perspectives, eras

*Recognize repetition as a literary device* used for effect

*Write explanatory texts* to examine a topic and convey ideas, concepts, and information at a proficient level assessed using the New York State writing rubrics.