

Glenwood Community Schools

MS ELA Curriculum

Mission Statement

Our mission is to engage all students in a challenging, sequential, and differentiated ELA curriculum that will develop critical thinkers, problem solvers, and effective communicators.

We believe that all students should have access to a high-quality ELA education that provides them with the skills and knowledge they need to be well-informed citizens, to be prepared for college and careers, and to understand and appreciate the ELA world.

A special thank you to the following individuals for their hard work and dedication who have served on the District MS ELA Subject Area Committee.

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Glenwood Community Middle School
6th Grade English Language Arts Curriculum
Approved Date – June 2020

Course Purpose: By the end of this course the sixth grade student will read and comprehend grade level literature and informational texts using research based strategies as needed to determine meaning. The student will produce clear and coherent writing in routine time frames in a range of tasks, purposes and audiences. The student will:

- Read and comprehend literature including stories, dramas, and poems with scaffolding as needed for high-end range. (RL.6.10)
- Read and comprehend literary nonfiction in text complexity bands proficiently with needed scaffolding at the high end range. (RI.6.10)
- Will employ a wide range of research based comprehension strategies and evidence to support claims. (IA.6.1)
- Will produce clear and coherent writing in a variety of context and styles. (W.6.4)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 6.) (W.6.5)
- Write routinely over an extended time frame for research and reflection, including revision for shorter time frames, and a range of discipline-specific tasks, purposes and audiences. (W.6.10)
- 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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1 a-d)
- Will adapt speech to a variety of context and tasks, demonstrating command of formal English language. (SL.6.6)

Course Outcomes	Outcome Components	Description	Iowa Core
LA.06.01	The student will analyze, comprehend, interpret, and evaluate a wide range and level of complex texts across different mediums.		RL.6.10 RI.6.10
		<i>In both literary and informational text student will:</i>	
	LA.06.01.01	Apply textual evidence to support answers and inferences.	RL.6.1 RI.6.1 RI.6.8 W.6.9
	LA.06.01.02	Determine the theme of the story and how the plot unfolds.	RL.6.2 RL.6.3
	LA.06.01.03	Determine author's purpose/claim and identify examples from text that describe or support purpose/claim.	RI.6.3 RI.6.7
	LA.06.01.04	Determine and provide evidence of the author's point of view or purpose of text in a variety of mediums.	RL.6.6 RI.6.6 SL.6.2
	LA.06.01.05	Compare and contrast paired texts that describe or relate to the same topic or event.	RL.6.7 RL.6.9 RI.6.9 SL.6.2
	LA.06.01.06	Determine how word choice changes meaning in a text.	RL.6.4

	LA.06.01.07	Distinguish and explain if a summary/text contains facts and/or opinions.	RL.6.2 RI.6.2
	LA.06.01.08	Identify figurative language in text: simile, metaphor, personification, irony, hyperbole.	RL.6.4 RI.6.4 L.6.5
	LA.06.01.09	Describe how a passage aids in the understanding of a text.	RL.6.5 RI.6.5
LA.06.02	The student will develop clear writing in a variety of forms for various purposes and audiences.		W.6.10
	LA.06.02.01	Develop a clear topic or claim.	W.6.1 W.6.2 W.6.3
	LA.06.02.02	Support the topic using relevant evidence (reason, details and facts).	W.6.1 W.6.2 W.6.3
	LA.06.02.03	Apply logical organization strategies appropriate for the purpose of writing.	W.6.4
	LA.06.02.04	Develop writing with complete ideas to convey the logical progression of the intended writing.	W.6.4
	LA.06.02.05	Identify and demonstrate types of text structures in a variety of writing (compare/contrast, cause/effect, problem/solution).	W.6.4
LA.06.03	The student will develop written work by prewriting, drafting, editing, revising and providing feedback with a focus on specific tasks, purposes, and audiences with the intention of producing error-free work.		
	LA.06.03.01	Identify the task, audience, and purpose.	W.6.4
	LA.06.03.02	Compose ideas in a logical order.	W.6.4
	LA.06.03.03	Demonstrate and apply revision techniques or practices using feedback from others to make improvements to the writing.	W.6.5 W.6.6
	LA.06.03.04	Apply proof-reading techniques (to the format, mechanics, typing errors) to compose a final copy of the writing.	W.6.5 W.6.6
	LA.06.03.05	Compose a final copy of the writing for the intended audience.	W.6.6
LA.06.04	The student will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.		
		<i>Identify and make use of:</i>	
	LA.06.04.01	Nouns	L.6.1
	LA.06.04.02	Proper Nouns	L.6.1
	LA.06.04.03	Pronouns - proper case, vague, intensive, pronoun shifts	L.6.1 a, b, c, d
	LA.06.04.04	Verbs	L.6.1
	LA.06.04.05	Adjectives	L.6.1
	LA.06.04.06	Subject/Verb agreement	L.6.1e
	LA.06.04.07	Past and present tense agreement	L.6.1e
	LA.06.04.08	Varied sentence structure	L.6.3
	LA.06.04.09	Correct capitalization, punctuation, and spelling	L.6.2
	LA.06.04.10	Grade-level domain specific words	L.6.4 L.6.6
LA.06.05	The student will initiate and participate effectively in a range of discussions or presentations, responding to diverse perspectives and expressing ideas clearly and persuasively.		
	LA.06.05.01	Apply appropriate techniques to agree and/or disagree in a range of conversations in diverse settings (1 on 1, small group, teacher-led)	SL.6.1 SL.6.3 SL.6.6
	LA.06.05.02	Summarize information presented in a variety of mediums.	SL.6.2
	LA.06.05.03	Identify and explain a speaker's point of view.	SL.6.3
	LA.06.05.04	Organize and present information with supporting evidence that enhances understanding for the audience with appropriate voice volume and clear pronunciation.	SL.6.4
	LA.06.05.05	Create multi-media or visual displays for a presentation.	SL.6.5

LA.06.06	The student will construct and sustain short research projects based on focused questions, demonstrating understanding of the subject under investigation.		
	LA.06.06.01	Identify the topic or problem.	W.6.01.a W.6.02.a W.6.07
	LA.06.06.02	Identify reliable and valid websites for use in the research project.	W.6.08
	LA.06.06.03	Apply collection of relevant data or information to support the topic or problem.	W.6.08
	LA.06.06.04	Interpret the research data relevant to the topic or problem.	W.6.01 W. 6.02
	LA.06.06.05	Explain research findings.	W.6.01 W 6.02
	LA.06.06.06	Demonstrate author citation methods within their research project.	W.6.08

Glenwood Community Middle School
7th Grade English Language Arts Curriculum
Approved Date – June 2020

Course Purpose: The student will draw evidence from literary or informational texts to support analysis and reflection. The student will:

- Employ the full range of research based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (RL& RIIA.1)
- Writing will be used routinely over extended time frames and shorter time frames (a single sitting or a day or two) for a range of discipline -specific tasks, purposes, and audiences. (W.7.10)
- By the end of the year, the student will read and comprehend literary and nonfiction texts proficiently, both silently and orally, at the appropriate grade level, with accuracy and fluency to support comprehension, scaffolding as needed. (RL.7.10 &RI.7.10)
- Identify the central idea/theme of a text, citing evidence, engaging in collaborative discussions building on others’ ideas and expressing their own clearly both orally and in writing.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.4
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) W.7.5
- 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 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, 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. SL.7.1

Course Outcomes	Outcome Components	Description	Iowa Core
LA.07.01	The student will analyze, comprehend, interpret, and evaluate a wide range and level of complex texts across different mediums.		RL.7.10 RI.7.10
		<i>In both literary and informational text students will:</i>	
	LA.07.01.01	Apply textual evidence to support answers and inferences.	RL.7.1 RI.7.1 RI.7.8 W.7.9
	LA.07.01.02	Identify a theme or central idea or author’s claim and interpret its development through the text.	RL.7. RL.7.3
	LA.07.01.03	Analyze a text and write an objective summary.	RL.7.2 RI.7.2
	LA.07.01.04	Evaluate how the point of view changes depending on the perspective of the characters in text.	RL.7.9
	LA.07.01.05	Distinguish and explain if a summary/text contains facts and/or opinions.	RL.7.2 RI.7.2
	LA.07.01.06	Identify figurative language in text: simile, metaphor, irony, personification, alliteration, onomatopoeia, hyperbole.	RL.7.4 RI.7.4 L.7.5
	LA.07.01.07	Determine and provide evidence of the author’s purpose of a text in a variety of mediums.	RI.7.3 RI.7.7
	LA.07.01.08	Compare and contrast the author's craft on the same topic across the texts.	RL.7.7 RL.7.9

			SL.7.2
LA.07.02	The student will develop clear writing in a variety of forms for various purposes and audiences.		W.7.10
	LA.07.02.01	Develop a clear topic or claim.	W.7.1 W.7.2 W.7.3
	LA.07.02.02	Support the topic by selecting and applying relevant evidence (reason, details and facts).	W.7.1 W.7.2 W.7.3
	LA.07.02.03	Apply logical organization appropriate for purpose.	W.7.4
	LA.07.02.04	Develop writing with complete ideas and model correct conventions.	W.7.2 W.7.3 W.7.6 L.7.2
	LA.07.02.05	Identify opposing claims.	W.7.1
	LA.07.02.06	Apply transitions.	W.7.2 W.7.3
LA.07.03	The student will develop written work by prewriting, drafting, editing, revising and providing feedback with a focus on specific tasks, purposes, and audiences with the intention of producing error-free work.		
	LA.07.03.01	Identify the task, audience, and purpose.	W.7.4
	LA.07.03.02	Compose ideas in a logical order.	W.7.4
	LA.07.03.03	Demonstrate revision techniques or practices using feedback from others to make improvements to writing.	W.7.5 W.7.6
	LA.07.03.04	Apply proof-reading techniques (to the format, mechanics, typing errors) to compose a final copy of the writing.	W.7.5 W.7.6
	LA.07.03.05	Compose a final copy of the writing for the intended audience.	W.7.6
LA.07.04	The student will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.		
		<i>Demonstrate and make use of, adding to what is taught in 6h grade:</i>	
	LA.07.04.01	Adverbs	L.7.1
	LA.07.04.02	Prepositions	L.7.1
	LA.07.04.03	Verbals - Infinitives	L.7.1
	LA.07.04.04	Coordinating/subordinating conjunctions	L.7.1
	LA.07.04.05	Complex and compound sentences	L.7.3
	LA.07.04.06	Commas when using transitions	L.7.2
	LA.07.04.07	Correct spelling	L.7.2.b
	LA.07.04.08	Grade-level domain specific words	L.7.4 L.7.6
LA.07.05	The student will initiate and participate effectively in a range of discussions or presentations, responding to diverse perspectives and expressing ideas clearly and persuasively.		
	LA.07.05.01	Elaborate on the topic that is being discussed or presented.	SL.7.1
	LA.07.05.02	Apply appropriate techniques to agree and/or disagree in a range of conversations in diverse settings (1 on 1, small group, teacher-led)	SL.7.1 SL.7.6
	LA.07.05.03	Participate actively in group discussions.	SL.7.5
	LA.07.05.04	Provide credible claims and findings in a clear manner.	SL.7.4
	LA.07.05.05	Present information in a group setting.	SL.7.4
	LA.07.05.06	Model appropriate eye contact, voice volume, and clear pronunciation.	SL.7.6
LA.07.06	The student will construct and sustain short research projects based on focused questions, demonstrating understanding of the subject under investigation.		
	LA.07.06.01	Identify the topic or problem and interpret the appropriate audience.	W.7.4
	LA.07.06.02	Apply multiple sources of evidence to support the topic or problem.	W.7.8
	LA.07.06.03	Interpret and explain the research data relevant to the topic or problem for use in a research project.	W.7.7
	LA.07.06.04	Explain research findings.	W.7.2
	LA.07.06.05	Demonstrate author citation methods within their research project.	W.7.8

Glenwood Community Middle School
8th Grade English Language Arts Curriculum
Approved Date – June 2020

Course Purpose: The student will read, comprehend, and analyze a wide variety of grade -level texts, both informational and literary. The student will use different comprehension strategies to compare and contrast, make claims, write narratives, and create arguments to show effective writing skills. The student will effectively convey ideas about given topics both written and orally. The student will:

- RI.8.10 Read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
- RL.8.10 Read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-s specific tasks, purposes, and audiences.
- SL.8.1a-d 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. 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. Also, follow rules for collegial discussions and decision- making, track progress toward specific goals and deadlines, and define individual roles as needed. Thirdly, Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Finally, acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- RL/ RI IA.1 Employ the full range of research -based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
- RL/ RIIA.2 Read on -level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.

Course Outcomes	Outcome Components	Description	Iowa Core
LA.08.01	The student will analyze, comprehend, interpret, and evaluate a wide range and level of complex texts across different mediums.		RL.8.10 RI.8.10
		<i>In both literary and informational text student will:</i>	
	LA.08.01.01	Apply textual evidence and make inferences that most strongly support the answer.	RL.8.1 RI.8.1 RI.8.8 W.8.9
	LA.08.01.02	Determine theme, central idea, and/or author’s claim and explain how it influences the development of a variety of texts.	RL.8.2 RL.8.3 RL.8.9 RI.8.2
	LA.08.01.03	Summarize a text using deduction to find key details.	RL.8.2 RI.8.2
	LA.08.01.04	Identify point of view and specify, using evidence, if the narrator is reliable and how that may change the meaning of texts.	RL.8.6 RI.8.3
	LA.08.01.05	Evaluate texts from multiple sources and multimedia formats that relate to the same topic or event.	RL.8.7 RI.8.7 SL.8.2
	LA.08.01.06	Determine and justify the difference between opinions and facts in non-fiction texts.	RI.8.6 RI.8.9
	LA.08.01.07	Identify figurative language in fictional texts: analogies, allusions, etc.	RL.8.4 RI.8.4

			L.8.5
	LA.08.01.08	Determine connotative meanings of words and phrases in a text.	RL.8.4
	LA.08.01.09	Analyze how a passage aids in the understanding of a text.	RL.8.5 RI.8.5
LA.08.02	The student will develop clear writing in a variety of forms for various purposes and audiences.		W.8.10
	LA.08.02.01	Develop a topic, thesis, or claim which establishes a clear point of view.	W.8.1 W.8.2 W.8.3
	LA.08.02.02	Support the topic or opinion by selecting and applying relevant evidence, facts and/or details.	W.8.1 W.8.2 W.8.3
	LA.08.02.03	Outline information using logical organization appropriate for purpose.	W.8.4
	LA.08.02.04	Develop writing with complete ideas and model correct conventions.	W.8.4
	LA.08.02.05	Develop an opposing claim and rebuttal.	W.8.1
	LA.08.02.06	Apply varied transitions.	W.8.2 W.8.3
LA.08.03	The student will develop written work by prewriting, drafting, editing, revising, and providing feedback with a focus on specific tasks, purposes, and audiences with the intention of producing error-free work.		
	LA.08.03.01	Identify the task, audience, and purpose.	W.8.4
	LA.08.03.02	Compose ideas in a logical order.	W.8.4
	LA.08.03.03	Demonstrate and apply revision techniques or practices using feedback from others to make improvements to writing.	W.8.5 W.8.6
	LA.08.03.04	Apply proof-reading techniques (to the format, mechanics, typing errors) to compose a final copy of the writing.	W.8.5 W.8.6
	LA.08.03.05	Compose a final copy of the writing for the intended audience.	W.8.6
LA.08.04	The student will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.		
		<i>Demonstrate and make use of, adding to what is taught in 6th & 7th grade:</i>	
	LA.08.04.01	Active and passive voice.	L.8.1.b
	LA.08.04.02	Differences between verbals: gerunds, participles, and infinitives.	L.8.1.a
	LA.08.04.03	Subject-verb agreement.	L.8.3
	LA.08.04.04	Quotation marks while using dialogue and citing evidence.	L.8.2
	LA.08.04.05	Commas when using coordinating conjunctions, ellipsis, or dashes.	L.8.2.a
	LA.08.04.06	Varied sentence structure.	L.8.3
	LA.08.04.07	Correct spelling.	L.8.2.c
	LA.08.04.08	Grade-level domain specific words.	L.8.4 L.8.6
LA.08.05	The student will initiate and participate effectively in a range of discussions or presentations, responding to diverse perspectives and expressing ideas clearly and persuasively.		
	LA.08.05.01	Analyze a topic that is being discussed or presented in a range of conversations in diverse settings (1 on 1, small group, teacher led).	SL.8.1 SL.8.6
	LA.08.05.02	Prove or disprove a point of view or opinion.	SL.8.3
	LA.08.05.03	Take part in group discussions (questioning, responding, listening, countering).	SL.8.1.b
	LA.08.05.04	Distinguish credible claims and findings and present in a clear manner.	SL.8.4
	LA.08.05.05	Formulate questions and responses that connect information from multiple speakers.	SL.8.1.c
	LA.08.05.06	Model appropriate posture, eye contact, voice volume, and clear pronunciation.	SL.8.4
	LA.08.05.07	Justify opinion or point of view in response to the presented evidence.	SL.8.1.d
	LA.08.05.08	Improve presentation using multi-media or visual displays.	SL.8.5
LA.08.06	The student will construct and sustain short research projects based on focused questions, demonstrating understanding of the subject under investigation.		
	LA.08.06.01	Identify the topic and adapt it to the audience.	W.8.1.a W.8.2.a W.8.7
	LA.08.06.02	Determine and evaluate relevant information from multiple sources and apply it to support a topic.	W.8.8
	LA.08.06.03	Explain research findings.	W.8.1 W.8.2

	LA.08.06.04	Apply correct citations when using direct quotes and/or paraphrasing.	W.8.8
	LA.08.06.05	Select evidence from literary and informational texts to support analysis, reflection, or research.	W.8.9

Glenwood Community Middle School
 Creative Writing Curriculum
 Approved Date – August 2020

Course ID:	Course Purpose: Creative Writing explores different genres of writing, through both reading and writing, as well as the other necessary elements needed to improve writing and composition skills. This course is designed with the goal of inspiring the student to develop original pieces and ideas. Writing genres may include but are not limited to: Autobiographies, folktales, fairy tales, fantasies, short stories, poems, and journals.
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Course Outcomes	Outcome Components	Description	Iowa Core
CW.08.01	The student will analyze, interpret, and evaluate a wide range and level of complex texts across different mediums and develop clear writing in a variety of forms.		
	CW.08.01.01	Determine the author's purpose and interpret its importance throughout the work.	
	CW.08.01.02	Analyze character, plot, and/or setting development and determine its significance to the writing.	
	CW.08.01.03	Identify the theme and explain its relevance to the work as a whole.	
	CW.08.01.04	Evaluate the impact of tone, word choice, style, content, point of view, literary elements, and figurative language.	
	CW.08.01.05	Compare and contrast two or more pieces of writing on the same subject with different viewpoints, and analyze the importance of each author's (character's) perspective on the topic.	
	CW.08.01.06	Evaluate an essential question and create a clear, written response.	
	CW.08.01.07	Create diverse characters in a piece of writing and analyze each character's significance to the work as a whole.	
	CW.08.01.08	Demonstrate personal style and voice effectively to support the purpose in a written piece.	
	CW.08.01.09	Apply imagery, allusion, and foreshadowing in written pieces.	
CW.08.02	The student will develop written work by prewriting, drafting, editing, feedback and revision with a focus for specific purposes and audiences with the intention of creating a piece that is error free.		
	CW.08.02.01	Identify the task, audience, and purpose of assigned writing.	
	CW.08.02.02	Compose ideas in a logical order that is intended for a specific style/type of writing.	
	CW.08.02.03	Demonstrate revision techniques or practices using feedback from others to make improvements to the writing.	
	CW.08.02.04	Apply proof-reading techniques (format, mechanics, typing errors) to compose a final copy of the writing.	
	CW.08.02.05	Compose a final copy of the writing for the intended audience with the intention of an error free piece of work.	