

# **Polson Middle School**

## **English/Language Arts**

### **Madison Public Schools Long Term Reading Goals**

Students will be able to independently use their learning to:

- Comprehend and engage with a variety of texts in order to become independent, critical thinkers.
- Choose and read a variety of genres and texts with purpose, engagement, and enjoyment.
- Evaluate the author's message and purpose, citing text evidence to support conclusions.
- Compare and contrast text sets and synthesize information to grow and change a position.
- Engage in evidence-based discourse to consider multiple perspectives and come to a position on a topic.
- Design and research using a variety of modalities to expand knowledge and understanding of a topic.

### **Madison Public Schools Long Term Writing Goals**

Students will be able to independently use their learning to:

- Use all they know as readers and writers every time they write.
- Use a variety of planning tools and sources to create independent goals and ideas for writing.
- Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.
- Synthesize information from a variety of sources to take and support a position.
- Reflect on their writing and the writing of mentor authors to evaluate their progress and make goals for future growth.

## **Grades 7-8 English/Language Arts Overview**

Middle School English/Language Arts students will read and write in great volume as they embark on the Readers' and Writers' workshop instructional model. This model focuses on reading and writing with joy and purpose in a creative and collaborative setting. Teachers will read and write alongside students and provide whole group, small group, and individual instruction to guide and inspire each reader and writer. Students will self-select interesting and engaging texts for reading and topics for writing as they work independently and collaboratively to set goals for their work. Readers' and Writers' notebooks will be a large part of student work as they gather and analyze evidence from read texts to craft writing pieces and to prepare for text-based debates and collaborative discussions. Writers' notebooks will anchor our writing curriculum and will serve as places for students to collect important, interesting and challenging ideas, topics and information to explore as writers of many genres. The writers' notebook will gather the seeds that will grow into memoirs, essays, and stories. Writers will use the writing process to explore, plan, draft, revise, edit, publish and reflect on their growth and goals for writing. This balanced literacy approach embeds the important work of editing, grammar and vocabulary growth in meaningful, active reading and writing. Students will engage in the following units of study by grade level:

## Grade 7

Timeline	Reading	Writing
September/October	Launching the Readers' Workshop: <i>Closer Reading Strategies</i>	Launching the Writers' Workshop: <i>Memoir Writing</i>
November/December	Characters Across Series: <i>Interpretation through Fiction Book Clubs</i>	Writing About Reading: <i>The Literary Essay</i>
January	Interpreting Theme	
February- April	Inquiry: <i>Critical Reading of Informational Text</i>	Research/Argument Essay
May/June	Exceptionalities: <i>Examining Social Issues Through Fiction, Informational Articles, and Documentaries</i>	Agency and Choice: <i>What Genres Inspire Your Writing Voice</i>

## Grade 8

Timeline	Reading	Writing
September	Ownership and Agency	Ownership: <i>Writers Have a Voice – the Writer's Notebook</i>
October – November	Archetypical Patterns in Literature: <i>The Hero's Journey</i>	Narrative Writing: <i>Bringing the Hero's Journey to Life</i>
December – February	Interpreting Literature: <i>The World of Dystopian Novels</i>	Literary Analysis
March – April	Journalism: <i>Reading the Media</i>	Journalistic Writing: <i>News, Investigation, Editorial</i>
May - June	Self-Directed Book Clubs: <i>The Non-Fiction Hero Through Adversity</i>	