

# Grades 6 - 8 Curriculum



Gorham Public Schools  
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 English Language Arts Curriculum

**I=introduce; P=practice; M=meet; T=test/assess**

## Standard A: READING

Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.

### *A1. Interconnected Elements: Comprehension, Vocabulary, Alphabetic, Fluency*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students read and make generalizations from texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabetic, and fluency.</b>			
a. Students use a range of before, during, and after reading strategies to deepen their understanding of the author’s message.	I/P	M	M
b. Students demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.	P	P	P
c. Students determine the meaning of unknown words by using a variety of strategies including context cues, definition, example, restatement, and compare/contrast.	I/P	P	P/M
d.6 Students use phonics, word parts, and word relationships when necessary to maintain fluency and meaning as they read	M		
d.7 Students use origins and meanings of foreign words that are frequently used in English to aid comprehension as they read.		I/P	
d. 8 Students use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to maintain fluency and meaning as they read science, social studies, and mathematical texts			P
e. Students fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.	M	M	M
f. 6. Students demonstrate comprehension by summarizing and making generalizations of whole texts, parts of texts, and across texts.	P/M		



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*A1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency (continued)*

f. 7 Students demonstrate comprehension by summarizing, generalizing, drawing conclusions, making judgments, and making connections between prior knowledge and multiple texts.		M	
f. 8 Students demonstrate comprehension by summarizing, generalizing, drawing conclusions, making judgments, interpreting text, and synthesizing information within and across texts.			P/M

*A2. Literary Texts*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students read fiction, nonfiction, drama., and poetry, within a grade appropriate span of text complexity, and analyze the characteristics noting how structural features and common literary devices help shape the reader's response.</b>			
a.6 Students describe the external and internal conflicts of the characters and their effect on the plot.	P		
a. 7 Students analyze an author's characterization techniques including the character's thoughts, words, and actions; the narrator's description; and the thoughts, words, and actions of other characters.		M	
a. 8 Students analyze the effect of the qualities of character on the plot and on the resolution of the conflict			M
b. 6 Students analyze the influence of the setting on the problem and its resolution.	P		
b. 7. Students identify events that advance the plot and determine how each event explains past or present action or foreshadows future action.		M	
b. 8 Students evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development, and the way in which conflicts are (or are not) addressed and resolved.			M
c. 6 Students explain the difference between first-person and third-person narration.	M		



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*A2. Literary Texts (continued)*

c. 7 Students contrast points of view including first person, third person, limited and omniscient in a literary text.		M	
c. 8 Students explain how different points of view can affect the overall theme of the work.			P
d. 6 Students explain how the effects of common literary devices, including imagery, symbolism, or metaphors, in a variety of fictional and literary nonfictions texts, help the reader.	P		
d. 7 Students identify the relationship between the use of literary devices and a writer's style to understand the text.		P	
d. 8 Students analyze the literary devices that define a writer's style and use those elements to interpret the text.			P
e. 6 Students describe the theme of a selection, whether implied or stated directly.	M		
e. 7 Students compare how similar themes are presented in different works.		P	
e. 8 Students identify and analyze recurring themes that appear frequently across traditional and contemporary works.			P
f. 6 Students identify how meaning is conveyed in poetry through figurative language, rhythm, alliteration, and rhyme.	P		
f. 7 Students identify how meaning is conveyed in poetry through word choice, sentence structure, line length, and punctuation.		P	
f. 8 Students describe the use of diction, figurative language, repetition, rhyme, and tone to convey meaning in poetry			M
g. 6 Students identify various genres of literature and their purposes.	M		
g. 7 Students analyze the characteristics of various genres of literature and their purposes.		P/M	
g. 8 Students evaluate the characteristics of various genres of literature and their purposes.			M



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*A3 – Informational Texts*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students read various informational texts, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the text structures affect the information presented.</b>			
a. Students create and revise questions that can be answered by using text structures and information found within texts.	I/P	P	P
b. 6 Students identify the text structures of informational publications including newspapers, magazines, and online sources and use them to obtain information.	I/P		
b. 7 Students analyze the amount of coverage and organization of ideas in varied informational materials.		P	
b. 8 Students analyze differences in the structures and purposes of varied informational materials.			P
c.6 Students identify and trace the development of an author’s argument, purpose, position, or perspective to aid comprehension.	P		
c.7 Students draw conclusions about a text and its purpose, and support them with evidence from the text.		M	
c. 8 Students evaluate the appropriateness of the evidence presented for an author’s conclusions and evaluate whether the author adequately supports inferences			P
d.6 Students make reasonable statements and draw conclusions that are supported with evidence from the text.	M		
d.7 Students make comparisons about information from several passages or articles from different texts.		P/M	
d.8 Students draw conclusions about information from multiple texts and support them with evidence from the texts			P
e 6. Students follow multi-step instructions related to a content area text or technical manual..	P		
e.7 Students follow multi-step instructions in a technical manual or content area text to complete a task or use a simple device.		P	
e.8 Students follow multi-step instructions to complete an application or a complex task			P



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*A4 – Persuasive Texts*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the structural features and rhetorical devices affect the information and argument(s) presented in these texts.</b>			
a.6 Students recognize arguments for and against issues.	M		
a.7 Students recognize organizational patterns of compare/contrast proposition/support and problem/solution to aid in comprehension.		P	
a. 8 Students explain how organizational patterns shape an author’s argument			I
b. 6 Students identify the author’s position or perspective.	P		
b. 7 Students identify and use ways to detect bias.		P	
b. 8 Students analyze the author’s perspective, noting instances of bias, stereotyping and generalizations.			I
c. 6 Students distinguish among facts, supported inferences, and opinions.	M		
c. 7 Students identify problems with an author’s use of figures of speech, logic, or reasoning.		I	
c.8. Students explain instances of propaganda and faulty reasoning.			I/P
d. 6 Students summarize the author’s position or perspective.	M		
d.7 Students make reasonable judgments about a text through accurate, supporting evidence.		I	
d.8 Students evaluate positions presented and take a supported stand.			P
e. Students identify purpose and intended audience of a text.		P	
f.6. Students identify rhetorical devices an author uses to persuade the reader including bandwagon, peer pressure, repetition, and testimonial.	I/P		
f.7 Students identify rhetorical devices an author uses to persuade the reader including bandwagon, peer pressure, repetition, testimonial, hyperbole, and loaded words.		P	
f.8. Students identify rhetorical devices an author uses to persuade the reader including bandwagon, peer pressure, repetition, testimonial, hyperbole, loaded words, transfer, amplification, and extended metaphor.			I/P



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**Standard B: WRITING**

Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

*B1 – Interconnected Elements*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students use a writing process to communicate for a variety of audiences and purposes.</b>			
a. Students determine a purpose for writing.	P	M	M
b. Students decide which information is included to achieve the desired purpose.	P	M	M
c. Students revise drafts to improve focus, effect, and voice incorporating peer response when appropriate.	P	M	M
d. Students edit for correct grammar, usage, and mechanics.	P	P/M	P/M
e. Students write to achieve a specific purpose.	P	P/M	P/M
f. Students create legible final drafts.	M	M	M

*B2 - Narrative*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students write narratives that convey complex ideas, observations, events, or reflections.</b>			
a. Students establish a plot or other narrative structure, point of view, setting, and conflict.	P	P	P
b. Students develop characters.	P	P	P
c. Students use a range of narrative strategies for effect including dialogue and suspense.	P	P	P
d. Students use stylistic devices including figurative language and point of view to clarify, enhance, and develop ideas.	P	P	M



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*B3 – Argument/Analysis Expository*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students write academic essays that state a clear position, supporting the position with relevant evidence.</b>			
a. Students summarize and paraphrase and/or explain information from reading, listening, or viewing.	M	P	P/M
b. Students write essays that support an idea and build a logical argument excluding extraneous information and differentiating between facts and opinions.	P	P	P

*B4 – Persuasive*

<b>Performance Indicators and Descriptions</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students write persuasive essays addressed to a specific audience for a particular purpose.</b>			
a. Students employ a variety of persuasive techniques, including presenting alternate views objectively or addressing potential counterclaims, in an essay that support an idea using facts, supported inferences, and/or opinions appropriate to the audience and purpose and is intended to influence the opinions, beliefs, or positions of others.	I	P	P

*B5 – Practical Application*

<b>Performance Indicators and Descriptions</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students write simple business letters and documents related to career development.</b>			
a. Students write information purposefully and succinctly to meet the needs of the audience.	I	P/M	
b. Students write to convey specific requests for detailed information.	I	P/M	
c. Students follow a conventional format for writing resumes, memoranda, and/or proposals.	I		
d. Students write multi-step directions, with annotation where appropriate, for completing a task.	I	P	



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**Standard C: RESEARCH\***

Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.

*CI - Research*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students propose and revise research questions, collect information from a wide variety of primary and/or secondary sources, and follow the conventions of documentation to communicate findings.</b>			
a. Students determine the nature and extent of information needed.	I	P	P
b. Students locate and access relevant information.	I/P	P	P
c. Students demonstrate facility with note-taking, organizing information, and creating bibliographies.	I/P	P	P
d. Students distinguish between primary and secondary sources.	I	I	P
e. Students evaluate and verify the credibility of the information found in print and non-print sources.	I	I	P
f. Students use additional sources to resolve contradictory information.	I	I	P
g. Students summarize and interpret information presented in various sources, and/or from fieldwork, experiments, and interviews.	I	I	NA
h. Students present findings by paraphrasing, quoting sources, and using proper citation.	I	I	P
i. Students use information ethically and legally.	I	I/P/M	P/M

\* **Implemented across the curriculum**





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**Standard D: LANGUAGE**

Students write and speak using the conventions of Standard American English. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

*D1 – Grammar and Usage*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.</b>			
a. Students use forms of nouns, pronouns, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions, and interjections correctly.	P/M	P/M	P/M
b. Students use compound complex sentences.	P	P	P/M
c. Students use active and passive voices effectively.	I/P	I	P

*D2 - Mechanics*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students apply the rules of capitalization, punctuation, and spelling to communicate effectively.</b>			
a. Students use correct capitalization and punctuation including commas and semi-colons.	P/M	M	M
b. Students correctly spell frequently misspelled words and common homophones.	P/M	M	M



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**Standard E: LISTENING AND SPEAKING\***

Students listen to comprehend and speak to communicate effectively.

*E1 – Listening*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students adjust listening strategies to understand formal and informal discussion, debates or presentations and then apply the information.</b>			
a. Students ask appropriate clarifying questions.	P	P	
b. Students summarize and apply information presented.	P	P	
c. Students acknowledge and build upon the ideas of others.	P	P	

*E2 - Speaking*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students adjust speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</b>			
a. Students organize and present information logically.	P	P	P/M
b. Students adjust volume, tone, eye contact, and gestures to suit the audience.	P	P	M
c. Student use conventions of Standard American English.	P	P	M
d. Students seek feedback and revise to improve effectiveness of communication.	I/P	P	M
e. Students select appropriate media, relevant to audience and purpose that support oral, written, and visual communication.	I	P	P

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**Standard F: MEDIA**

Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

*F1 – Analysis of Media*

<b>Performance Indicators and Descriptors</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media.</b>			
a. Students describe and evaluate the text features of visual and non-visual media.	I/P	I/P	P
b. Students explain the role of the media in shaping opinions.	I/P	P	M
c. Students note instances of bias, stereotyping, and propaganda.	I/P	P	M