

## READING

- ◆ Use semantic, structural, picture, phonetic and contextual cues
- ◆ Vary reading technique and rate for purpose and content (reread, skim, preview)
- ◆ Read orally with fluency and expression
- ◆ Self-correct
- ◆ Recall details of a selection
- ◆ Compare message of a selection to real life
- ◆ Predict outcome
- ◆ Retell events in order
- ◆ Identify the speaker and recognize the difference between first and third person narration
- ◆ Locate specific information in a selection
- ◆ Draw conclusions after reading a selection
- ◆ Describe characters through emotions, speech, and appearance
- ◆ Identify the main idea when it is implied
- ◆ Identify explicit cause and effect relationships
- ◆ Infer feelings of characters
- ◆ Compare/contrast characters and their situations
- ◆ Find proof to support an answer
- ◆ Examine the author's purpose in writing
- ◆ Identify the audience for which certain information is intended
- ◆ Determine methods of characterization used by authors
- ◆ Give examples of an author's technique or style
- ◆ Recognize bias
- ◆ Apply reading skills to all areas of the curriculum
- ◆ Demonstrate an interest in reading
- ◆ Evaluate specific material by date, source, bias, suitability to purpose, propaganda, research base
- ◆ Identify the purpose of specific communications: entertainment, persuasion, information, mixed purposes
- ◆ Compare and contrast ideas in a selection to one's own ideas
- ◆ Distinguish between fact and opinion
- ◆ Distinguish between reality and fantasy
- ◆ Recognize propaganda techniques
- ◆ Make generalizations and draw conclusions
- ◆ Make predictions and comparisons

## LITERATURE

- ◆ Develop personal insight into reading
- ◆ Identify story elements: characters, setting, plot, climax, conflict, irony, exposition, rising action, falling action
- ◆ Discuss how story elements impact one another
- ◆ Recognize techniques and elements of style: exaggeration, figurative and idiomatic language, sound, graphics, flashback, foreshadowing, imagery, personification, point of view
- ◆ Compare fictional and historical characters
- ◆ Discuss imagery
- ◆ Identify instances of personification
- ◆ Interpret the meanings of metaphors
- ◆ Discuss literary passages to happenings in the real world
- ◆ Listen to , read and discuss a variety of literary styles including biography, historical fiction, informational article, play, poem, non-fiction, science fiction
- ◆ Respond to literature by advancing and supporting a judgment
- ◆ Analyze characters and their motivation in specific literary works

## LANGUAGE ARTS

### *Oral Language*

- ◆ Listen and comment appropriately
- ◆ Listen and respond for a variety of purposes
- ◆ Listen to identify a speaker's point of view
- ◆ Practice correct usage when speaking
- ◆ Demonstrate self-confidence when speaking in a group
- ◆ Speak clearly
- ◆ Demonstrate the ability to adjust manner and style of speaking to suit audience and situation; e.g. formal and informal
- ◆ Offer an opinion and support it
- ◆ Clarify, illustrate, or expand on a response
- ◆ Ask questions for clarification
- ◆ Recall a story using own words
- ◆ Use various styles of communication: discussion, interview, making announcements, giving directions, storytelling, reporting, debate
- ◆ Recognize devices of persuasion

- ◆ Participate in a variety of oral interpretation activities

### *Written Language*

- ◆ Take notes from an oral presentation
- ◆ Proofread and edit own writing
- ◆ Demonstrate knowledge of sentence structure: subject, predicate, parts of speech
- ◆ Write in a variety of modes (letter, imaginary story, description, news story, poetry, research report, journal, essay)
- ◆ Engage the reader by establishing and developing a plot, setting, and point of view
- ◆ Create an organizing structure appropriate to purpose, audience, and content
- ◆ Include sensory details and concrete language (vivid verbs, descriptive adjectives, and varied sentence structure)
- ◆ Use a range of strategies (suspense, figurative language, dialogue, expanded vocabulary, expressions)
- ◆ Exclude extraneous details and inconsistencies
- ◆ Provide a sense of closure
- ◆ Develop a topic and supporting details
- ◆ Write for a variety of purposes: description, narration, persuasion, exposition
- ◆ Write dictated material
- ◆ Apply spelling skills in all written work
- ◆ Write effective sentences
- ◆ Capitalize and punctuate correctly
- ◆ Write a major report using note cards and an outline, multiple sources, table of contents and bibliography
- ◆ Use writing as a means of creative expression
- ◆ Implement the writing process: Prewriting, draft, edit, publish
- ◆ Edit, proofread, and revise own writing
- ◆ Demonstrate an interest in writing
- ◆ State a clear and concise thesis
- ◆ Present information in a variety of ways: proposal, letter, manual, form, checklist, resume, brochure, pamphlet, summary
- ◆ Divide written work correctly into subordinate parts: paragraph, stanza, scene, introduction, conclusion, etc.
- ◆ Write without plagiarism

- ◆ Write a sound three part theme of at least six paragraphs
- ◆ Use traditional structures for conveying information (e.g. chronological order, cause and effect, similarity and difference, and posing and answering a question)
- ◆ Give credit for both quoted and paraphrased information in a bibliography

#### *Vocabulary*

- ◆ Learn, understand, utilize new vocabulary
- ◆ Practice correct word usage in writing
- ◆ Determine the meaning of unfamiliar words by using word, sentence, and paragraph clues
- ◆ Identify and interpret words with multiple meanings
- ◆ Use reference skills to determine pronunciation, meaning, alternate word choice, and parts of speech of words
- ◆ Explore understanding of new words found in subject area texts

#### *Grammar*

- ◆ Identify and use nouns: abstract, common, collective, plural and possessive
- ◆ Identify and use pronouns: personal, possessive, interrogative, demonstrative, reflexive, and indefinite
- ◆ Identify and use adjectives: common, proper, and demonstrative
- ◆ Identify and use verbs: action (transitive/intransitive), linking, and state-of-being
- ◆ Identify and use verb phrases: main verbs and helping verbs
- ◆ Identify and use adverbs
- ◆ Identify and use prepositional phrases (preposition, object of the preposition, and modifiers)
- ◆ Identify and use conjunctions-coordinating, correlative, and common subordinating
- ◆ Identify and use interjections
- ◆ Recognize basic parts of sentence (subject, verb, direct object, predicate noun, predicate adjective)

- ◆ Identify and write simple, compound, complex, and compound-complex sentences, avoiding fragments and run-ons
- ◆ Demonstrate appropriate comma and semicolon usage
- ◆ Use common spelling rules
- ◆ Apply common spelling patterns
- ◆ Develop and master words that are commonly misspelled
- ◆ Identify and write correctly punctuated adjective and adverb clauses.
- ◆ Use standard subject-verb agreement and pronoun antecedent agreement
- ◆ Identify and use verb tenses consistently
- ◆ Demonstrate correct usage of comparative and superlative forms of adjectives and adverbs
- ◆ Distinguish differences in meaning and spelling of commonly confused homonyms

# *Torah Day School of Atlanta*

## **Middle School Language Arts Curriculum Overview**

**For the Commandment  
is the lamp  
and the Torah  
is the light... (Proverbs (6:23))**

**... an affiliate of Torah Umesorah  
National Society  
For Hebrew Day Schools**