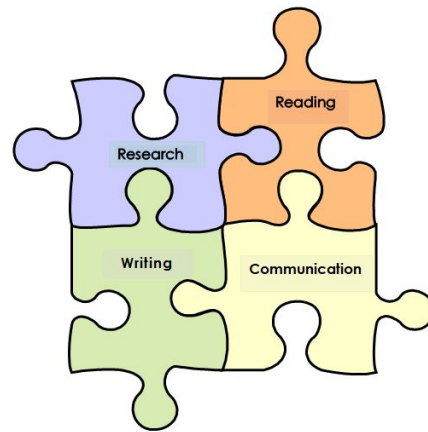


# Grade 8 English Curriculum & Pacing Guide



**Amherst County Public Schools**  
Every Child Every Day

## Teacher Notes

ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **Paired texts** (Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media)
- **Use of text-dependent questions** (QAR)
- **Use of inference questions** (QAR)
- **Use of text-based vocabulary**
- **Writing components in every lesson**
- **Frequent research components**

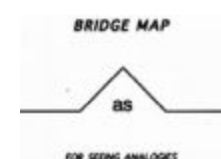
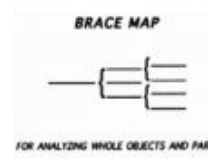
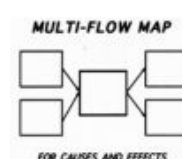
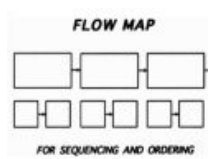
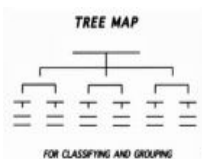
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process. “Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository. The use of strategies implies awareness, reflection, and interaction between the reader and the author. Strategies do not operate individually or sequentially, but are interrelated and recursive. The goal is the active construction of meaning and the ability to adapt strategies to varying reading demands.” (Vogt & Verga, 1998) Explicit teaching and modeling of the strategies is necessary to assist students in learning to use them independently to make sense of the text they encounter. See page 2.

- Monitoring Comprehension/Metacognition
- Predicting/Activating Background Knowledge/Schema
- Questioning
- Visualizing
- Determining Importance
- Summarizing & Synthesizing
- Inferencing

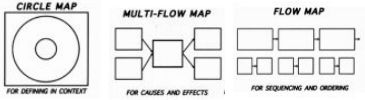
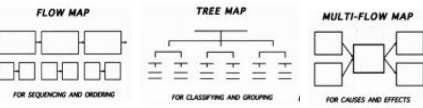
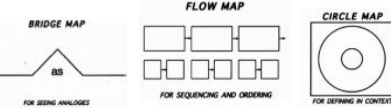
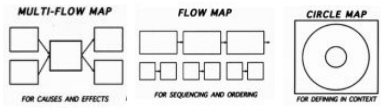
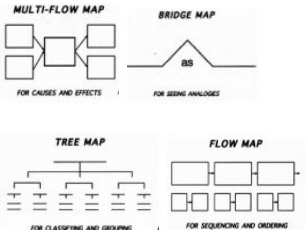

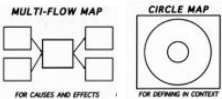
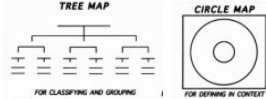
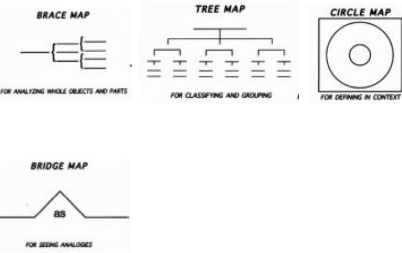
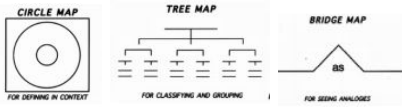
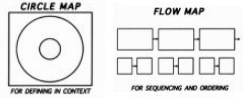
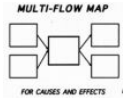
## Strategy: How, When & Why

Strategy	How	When	Why
Background Knowledge / Making Connections / Schema	Use what you see or read to think about what you already know about the topic; use this to help you understand what you are reading	Before During After	Gives the reader a willingness to take risks when reading, helps better understand what is being read
Determine Importance	Select what information the author provides you that is most important to help you understand the text	Before After	Allows the reader to select what pieces of text helps them to understand the author's message; relates back to the purpose for reading
Questioning	Use what you see (images, text features) or read to formulate questions that you would like to be able to answer to help you better understand the text	Before During After	Helps the reader make sense of what is read and provides a purpose for reading on or a context for reading
Visualize	Use the words provided by the author to create a mental image to help understand the text	During After	Provides the reader with a scaffold for understanding and allows the words on the page to be seen
Infer / Predict / Draw Conclusions	Use what you know and what you have read to figure out what the author wants you to know or what you think might happen next as a result of what you have read	Before During	Allows the reader to gain more information than what is stated in the text; helps the reader move to the next level of understanding
Summarize / Synthesize	Use the key points to show understanding of what is read by providing details from the reading; use details to apply what was read beyond a factual level	After	Allows the reader to reflect on what was read and show understanding
Self-Monitor / Metacognition	Pay attention to when you don't understand; think about your thinking and fix any confusions while reading by using the other comprehension strategies	During After	Helps the reader to pay attention to what is being read and ensure that comprehension is occurring

ACPS utilizes **Thinking Maps** in order for students to create mental visual patterns for thinking based on the fundamental thinking processes.



The following are examples of reading skills associated with each of the thinking maps. These can be expanded upon based on teacher discretion.

Predictions	Summarizing (Story Elements, BME, Problem/Solution, Main Idea/Details, etc.)	Making Connections	Ask/Answer Questions
			
Character Analysis	Fact & Opinion	Context Clues	Author's Purpose
			
Vocabulary (Affixes, Compound Words, Phonics, Homophones, Synonyms/Antonyms)	Multi-Meaning Words	Locate Information	Cause & Effect
			

\*All resources and products listed within this document are for guidance purposes.

## Content Knowledge for Implementation of the Standards

(taken from 2010 VDOE English Curriculum Framework)

**Authorship** - Who constructed the message?

**Format** - This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.

**Audience** - Who is the person or persons meant to receive the message? How will different people receive the message?

**Content** - This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.

**Purpose**- Why is the message being sent— is it meant to persuade, inform, entertain, sell, or a combination of these?

**Auditory media** can be heard (e.g., music, radio shows, podcasts).

**Visual media** can be viewed (e.g., television, video, Web-based materials, print ads).

**Written media** includes text (e.g., newspapers, magazines, books, blogs).

**Viewpoint** - refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative.

**Name calling or innuendo** – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language.

**Glittering generalities or card stacking** – telling only part of the truth; generalizing from a shred of evidence.

**Bandwagon** – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd.

**Testimonials** – using the declaration of a famous person or authoritative expert to give heightened credibility.

**Appeal to prestige, snobbery, or plain folks** – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience.

**Appeal to emotions** – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.

**Simile** – figure of speech that uses the words like or as to make comparisons.

**Metaphor** – figure of speech that implies comparisons.

**Personification** – figure of speech that applies human characteristics to nonhuman objects.

**Hyperbole** – intentionally exaggerated figure of speech.

**Symbol** – word or object that represents something else. For example, a dove stands for peace.

**Static** – remaining the same during the course of the story.

**Dynamic** – changing during the course of and as a result of the story.

**Inferences** - making judgments or drawing conclusions based on what an author has implied.

**Initiating event** is the incident that introduces the central conflict in a story; it may have occurred before the story opens.

**Tone** is used to express a writer’s attitude toward the subject.

**Voice** shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice is the imprint of the writer — the capacity to elicit a response from the reader.

**Mood** refers to the emotional atmosphere produced by an author’s use of language.

**Point of view** is the way an author reveals events and ideas in a story. With an omniscient or “all knowing” point of view, a narrator sees all, hears all, and knows all. By contrast, a limited point of view depicts only what one character or narrator sees, hears, and feels. The point of view may be first person, narrated by someone outside the story or a character within the story. The point of view may also be third person, limited or omniscient, depending on what is known of the story.

**Symbol** is anything that represents something else, often by indirect association or by the convention of an emblem, token, or word. In both prose and poetry, concrete objects used as symbols stand for larger ideas or feelings. The general characteristic of poetry, i.e., its suggestiveness, makes possible the expression of complex feelings and experiences in a few words. Symbolism, like metaphor, imagery, and allusion, is a powerful instrument for the expression of large worlds of meaning in a few words.

**Foreshadowing** – the giving of clues to hint at coming events in a story.

**Irony** – the implication, through plot or character, that the actual situation is quite different from that presented.

**Flashback** – a return to an earlier time in the course of a narrative to introduce prior information.

**Symbolism** – the use of concrete and recognizable things to represent ideas.

**Haiku** – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature.

**Limerick** – a 5-line, rhymed, rhythmic verse, usually humorous.

**Ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain.

**Free verse** – poetry with neither regular meter nor rhyme scheme.

**Couplet** – a pair of rhyming lines.

**Quatrain** – a stanza containing four lines.

**Rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse.

**Rhythm** – the recurring pattern of strong and weak syllabic stresses.

**Meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm.

**Repetition** – repeated use of sounds, words, or ideas for effect and emphasis.

**Alliteration** – repetition of initial sounds, e.g., picked a peck of pickled peppers.

**Onomatopoeia** – the use of a word whose sound suggests its meaning.

**Author's viewpoint** refers to his or her bias or subjectivity toward the subject.

**Synthesis** involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts.

**Critique** - requires that a critical (but not necessarily negative) judgment be made.

**Composing** – the structuring and elaborating a writer does to construct an effective message for readers.

**Written expression** – those features that show the writer purposefully shaping and controlling language to affect readers.

**Usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse.

**Narrative** – writing to tell a story.

**Expository** – writing to explain and build a body of well-organized and understandable information.

**Persuasive** – writing to influence the reader or listener to believe or do as the author or speaker suggests.

**Informational** – writing to put forth information, frequently used in textbooks and the news media.

**Elaboration** can occur by using descriptive details and examples within a sentence to give detail and depth to an idea, or from paragraph to paragraph chronologically.

**Coherence** means that each part of the writing appears to be 'connected' and heading towards a single conclusion or theme in the text.

**Primary source** is an original document or a firsthand or eyewitness account of an event.

**Secondary source** discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.



The VDOE Curriculum Framework should be utilized when preparing units found in this curriculum map.

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml)

## NINE WEEKS 1

**Division Required Assessments:** ACPS Writing Prompt (narrative), NW1 Division Reading & Writing Assessment

**Ongoing Assessments:** Common Assessments, Formative Assessments (Entrance and Exit Tickets) Introductory Essay, Vocabulary and Spelling Tests

**\*\*\*Once introduced, all SOLS will continue to be revisited throughout the year until mastery.\*\*\***

<p><b>THEME:</b> Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies  <b>SKILLS TARGETED:</b> Questioning, Sequencing, Summarizing, Classification, Main Idea/Details, Context Clues, Theme  <b>SKILLS SPIRALED:</b> N/A  <b>STRATEGY FOCUS:</b> Oral communication, Activating Prior Knowledge/Making Connections, Questioning, Making Annotations  Close Reading, Determining Importance, Metacognition, Summarizing  <b>APPROXIMATE TIME:</b> 1 week</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>8.1c)</b> Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p><b>8.1d)</b> Include all group members, and value individual contributions made by each group member.</p> <p><b>8.1e)</b> Make statements to communicate agreement or tactful</p>	<p><b>8.5e)</b> Make inferences and draw conclusions based on explicit and implied information using references to the text for support.</p> <p><b>8.5f)</b> Identify and analyze characteristics within a variety of genres.</p> <p><b>8.5j)</b> Use reading strategies to monitor comprehension throughout the reading</p>	<p><b>8.7b)</b> Choose intended audience and purpose.</p> <p><b>8.7e)</b> Establish a central idea incorporating evidence, maintaining an organized structure and formal style.</p> <p><b>8.7j)</b> Organize information to provide elaboration and unity.</p> <p><b>8.7k)</b> Develop and modify the central idea, tone, and voice to fit the audience and purpose.</p>	n/a	<p><b>Text Book:</b>  <u>Holt Elements of Literature, Second Course (Red)</u>  Comparative Texts  About Drummers in the Civil War p. 194</p> <p><b>Film Excerpts From:</b>  Glory  Gettysburg</p> <p><b>Newsela:</b>  <u>Civil War: A Defining Moment in U.S. History</u></p> <p><b>Teacher Resources:</b>  <u>Teaching the Seven</u></p>	<p>Use maps to organize information presented across the pieces for the small unit. Emphasize how each map is used with information and how it will be relevant going forward.</p>

<p>disagreement with others' ideas.</p> <p><b>8.1f)</b> Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p><b>8.3d)</b> Evaluate sources for relationships between intent and factual content.</p> <p><b>8.3e)</b> Utilize multimedia to clarify information and emphasize differing points of view.</p>	<p>process.</p> <p><b>8.6d)</b> Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p><b>8.6i)</b> Summarize the text identifying supporting details.</p> <p><b>8.6m)</b> Use reading strategies to monitor comprehension throughout the reading process.</p>	<p><b>8.8 c)</b> Use a variety of sentence structures to infuse sentence variety in writing.</p> <p><b>8.8 g)</b> Use correct spelling for frequently used words.</p>		<p><u>Strategies of Effective Readers</u>  <u>Summary of Strategies to Incorporate Comprehension</u>  (Activate Background Knowledge p39, Summarizing p40, Questioning p41, Determining Importance p42, Metacognition p44, Summary of Strategies p46)</p> <p><u>Think Literacy: Reading Strategies</u></p> <p><u>Think Literacy: Writing Strategies</u></p> <p><u>Closing in on Close Reading</u></p> <p><u>Making Annotations: User's Guide</u></p> <p><u>Applied Literacy</u></p> <p><u>VDOE Released Writing Prompts</u></p> <p><u>ACPS Literacy Plan</u></p>	
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**THEME:** Courage (respect, relationships)

**SKILLS TARGETED:** Author’s Purpose, Main Idea/Details, Beginning-Middle-End, Summarizing, Sequencing, Context Clues (as it pertains to vocabulary and story structure), Compare and Contrast, Plot (with an emphasis on the plot pyramid, conflict resolution), Characterization T-T/T-S/T-W Connections, Figurative Language, Point of View

**SKILLS SPIRALED:** N/A

**STRATEGY FOCUS:** Summarizing/Synthesizing, Making Connections/Activating Background Knowledge, Questioning, Visualizing, Determining Importance

**APPROXIMATE TIME:** 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>8.1c)</b> Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p><b>8.1e)</b> Make statements to communicate agreement or tactful disagreement with others’ ideas.</p> <p><b>8.1f)</b> Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p><b>8.2b)</b> Choose vocabulary and tone</p>	<p><b>8.4a)</b> Identify and analyze the construction and impact of an author’s use of figurative language.</p> <p><b>8.4b)</b> Use context, structure, and connotations to determine meaning and differentiate among multiple meaning words.</p> <p><b>8.4c)</b> Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.</p> <p><b>8.4e)</b> Use word-reference materials to determine meanings and etymology.</p>	<p><b>8.7a,b,c)</b> Engage in writing as a recursive process, choose an intended audience and purpose, use prewriting strategies to generate and organize ideas.</p> <p><b>8.7d,e,f)</b> Organize writing in a structure to fit form or topic, establish a central idea incorporating evidence, maintaining an organized structure and formal style, compose a thesis statement for persuasive writing that advocates a position.</p> <p><b>8.7j-l)</b> Organize information to provide elaboration and unity, develop and modify the central idea, tone, and</p>	<p><b>8.9c)</b> Evaluate and analyze the validity and credibility of resources.</p> <p><b>8.9d)</b> Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.</p> <p>Suggested Research Topics:</p> <ul style="list-style-type: none"> <li>-Civil Rights Movement</li> <li>-Abolishing Slavery</li> <li>-Underground Railroad</li> <li>-Brain Injury Studies</li> </ul>	<p><b>Text Book</b>  <i>“Flowers for Algernon”</i>  <i>“Lemon Brown”</i></p> <p><b>Film Excerpts From:</b>            Driving Miss Daisy</p> <p><b>Short Stories</b>  <i>The Necklace</i>  <i>The Sound of Thunder</i>  <i>An Occurrence at Owl Creek Bridge</i></p> <p><b>Novels</b>  <a href="#"><u>Loser</u></a>  <a href="#"><u>Crash</u></a>  <a href="#"><u>Cracker</u></a>  <a href="#"><u>Nothing but the Truth</u></a></p> <p><b>Newsela</b>  <a href="#"><u>Military Leaders: William Tecumseh Sherman</u></a></p> <p><b>Myths and Legends:</b>  <a href="#"><u>Icarus flies too close to</u></a></p>	<p>Personal Narrative on the NW1 Theme</p> <p>Short Story (Scary Story) using elements of plot</p> <p>Characterization study (informative)</p>

<p>appropriate to the audience, topic, and purpose.</p> <p><b>8.2d)</b> Cite information sources.</p> <p><b>8.2f)</b> Differentiate between Standard English and informal language.</p> <p><b>8.3b).</b> Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p><b>8.3d)</b> Evaluate sources for relationships between intent and factual content.</p> <p><b>8.3e)</b> Utilize multimedia to clarify information and emphasize differing points of view.</p>	<p><b>8.4f)</b> Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p><b>8.4g)</b> Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p><b>8.5a)</b> Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.</p> <p><b>8.5d)</b> Explain the use of symbols and <u>figurative language</u>.</p> <p><b>8.5f)</b> Identify and analyze characteristics within a variety of genres.</p> <p><b>8.5g)</b> Compare and contrast details in literary and informational nonfiction texts.</p> <p><b>8.5h)</b> Compare and contrast the authors' use of <u>word choice</u>, <u>dialogue</u>, form, rhyme, rhythm, and <u>voice</u> in different texts.</p> <p><b>8.5j)</b> Use reading strategies to monitor</p>	<p>voice to fit the audience and purpose, revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.</p> <p><b>8.8a,c)</b> Use and punctuate correctly varied sentence structures to include conjunctions and transition words. Use a variety of sentence structures to infuse sentence variety in writing.</p> <p><b>8.8d)</b> Maintain consistent verb tense across paragraphs.</p> <p><b>8.8f)</b> Use quotation marks with dialogue and direct quotations.</p> <p><b>8.8 g)</b> Use correct spelling for frequently used words.</p> <p>**Spelling should be based on a blend of commonly misspelled words and grade appropriate word lists**</p> <p><u>NW1 Writing Prompt</u></p>		<p><u>the sun</u></p> <p><u>The U.S. Government: How important is presidential character?</u></p> <p><b>Videos</b> <u>TED: Ideas Worth Spreading</u></p> <p><b>Teacher Resource</b> <u>ACPS Literacy Plan</u></p>	
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	<p>comprehension throughout the reading process.</p> <p><b>8.6f)</b> Analyze details for relevance and accuracy.</p> <p><b>8.6g)</b> Differentiate between fact and opinion.</p> <p><b>8.6h)</b> Identify the main idea.</p> <p><b>8.6i)</b> Summarize the text identifying supporting details.</p> <p><b>8.6l)</b> Analyze ideas within and between selections providing textual evidence.</p> <p><b>8.6m)</b> Use reading strategies to monitor comprehension throughout the reading process.</p> <p>**Vocab should be taught within the context of reading; additional vocabulary may include:</p> <p><a href="#">Suggested, but not Limited to Possible Vocabulary List</a></p> <p><a href="#">ReadWriteThink</a></p> <p>CRISS Manual pg. 229</p>	<p>Choose a prompt(s) to best fit the theme: Courage (respect, relationships, conflict, cooperation)</p>			
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**THEME:** Courage (conflict/cooperation)

**SKILLS TARGETED:** Author’s Purpose, Main Idea/Details, Beginning-Middle-End, Summarizing, Sequencing, Context Clues (as it pertains to vocabulary and story structure), Compare and Contrast, Plot (with an emphasis on the plot pyramid, conflict resolution), Characterization T-T/T-S/T-W Connections, Figurative Language, Point of View

**SKILLS SPIRALED:** N/A

**STRATEGY FOCUS:** Summarizing/Synthesizing, Making Connections/Activating Background Knowledge, Questioning, Visualizing, Determining Importance

**APPROXIMATE TIME:** 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>8.1c)</b> Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p><b>8.1e)</b> Make statements to communicate agreement or tactful disagreement with others’ ideas.</p> <p><b>8.1f)</b> Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p><b>8.2b)</b> Choose vocabulary and tone</p>	<p><b>8.4a,b,c,e,f,g)</b> Apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.</p> <p><b>8.5a)</b> Analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning.</p> <p><b>8.5b)</b> Identify cause and effect relationships and their impact on plot.</p> <p><b>8.5c)</b> Explain the development of the theme(s). (formerly 8.5h main idea)</p> <p><b>8.5d)</b> Explain the use of symbols and <u>figurative language</u>.</p>	<p><b>8.7a,b,c)</b> Engage in writing as a recursive process, choose an intended audience and purpose, use prewriting strategies to generate and organize ideas.</p> <p><b>8.7d,e,f)</b> Organize writing in a structure to fit form or topic, establish a central idea incorporating evidence, maintaining an organized structure and formal style, compose a thesis statement for persuasive writing that advocates a position.</p> <p><b>8.7j-l)</b> Organize information to provide elaboration and unity, develop and modify the central idea, tone, and</p>	<p><b>8.9c)</b> Evaluate and analyze the validity and credibility of resources.</p> <p><b>8.9d)</b> Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.</p> <p>Suggested Research Topics:</p> <ul style="list-style-type: none"> <li>-Civil Rights Movement</li> <li>-Abolishing Slavery</li> <li>-Underground Railroad</li> <li>-Brain Injury Studies</li> </ul>	<p><b>Text Book</b>  <i>“Harriet Tubman”</i>  <i>“I Have A Dream”</i>  <i>“The Tell Tale Heart”</i>  <i>“Monkey’s Paw”</i>  <i>“The Landlady”</i></p> <p><b>Film Excerpts From:</b>            The Avengers            Ocean’s Eleven            The Usual Suspects</p> <p><b>Short Stories</b>  <i>The Bet</i>  <i>Oh Woe is Poe</i>  <i>Interlopers</i></p> <p><b>Novels</b>  <u><a href="#">Gifted Hands</a></u>  <u><a href="#">Small Steps</a></u>  <u><a href="#">Holes</a></u>  <u><a href="#">Surviving the Applewhites</a></u></p> <p><b>Newsela</b>  <u><a href="#">Military Leaders: William</a></u></p>	<p>Personal Narrative on the NW1 Theme</p> <p>Short Story (Scary Story) using elements of plot</p> <p>Characterization study (informative)</p>

<p>appropriate to the audience, topic, and purpose.</p> <p><b>8.2d)</b> Cite information sources.</p> <p><b>8.2f)</b> Differentiate between Standard English and informal language.</p> <p><b>8.3b)</b> Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p><b>8.3d)</b> Evaluate sources for relationships between intent and factual content.</p> <p><b>8.3e)</b> Utilize multimedia to clarify information and emphasize differing points of view.</p> <p><b>8.3g)</b> Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p><b>8.5f)</b> Identify and analyze characteristics within a variety of genres.</p> <p><b>8.5g)</b> Compare/contrast details in literary and informational nonfiction texts.</p> <p><b>8.5h)</b> Compare and contrast the authors' use of <u>word choice</u>, <u>dialogue</u>, form, rhyme, rhythm, and <u>voice</u> in different texts.</p> <p><b>8.5j)</b> Use reading strategies to monitor comprehension throughout the reading process.</p> <p><b>8.6c)</b> Skim materials to develop an overview or locate information.</p> <p><b>8.6d)</b> Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p><b>8.6e)</b> Analyze the author's qualifications, viewpoint, word choice, and impact.</p> <p><b>8.6f)</b> Analyze details for relevance and</p>	<p>voice to fit the audience and purpose, revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.</p> <p><b>8.8a,c)</b> Use and punctuate correctly varied sentence structures to include conjunctions and transition words. Use a variety of sentence structures to infuse sentence variety in writing.</p> <p><b>8.8d)</b> Maintain consistent verb tense across paragraphs.</p> <p><b>8.8f)</b> Use quotation marks with dialogue and direct quotations.</p> <p><b>8.8g)</b> Use correct spelling for frequently used words.</p> <p>**Spelling should be based on a blend of commonly misspelled words and grade appropriate word lists**</p> <p><u>NW1 Writing Prompt</u></p>		<p><u>Tecumseh Sherman</u></p> <p><u>Myths and Legends: Icarus flies too close to the sun</u></p> <p><u>The U.S. Government: How important is presidential character?</u></p> <p><b>Videos</b> <u>TED: Ideas Worth Spreading</u></p> <p><b>Teacher Resource</b> <u>ACPS Literacy Plan</u></p>	
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	<p>accuracy.</p> <p><b>8.6g)</b> Differentiate between fact and opinion.</p> <p><b>8.6h)</b> Identify the main idea.</p> <p><b>8.6i)</b> Summarize the text identifying supporting details.</p> <p><b>8.6l)</b> Analyze ideas within and between selections providing textual evidence.</p> <p><b>8.6m)</b> Use reading strategies to monitor comprehension throughout the reading process.</p> <p>**Vocab should be taught within the context of reading; additional vocabulary may include:</p> <p><a href="#">Suggested, but not Limited to Possible Vocabulary List</a></p> <p><a href="#">ReadWriteThink</a></p> <p>CRISS Manual pg. 229</p>	<p>Choose a prompt(s) to best fit the theme:          Courage (respect, relationships, conflict, cooperation)</p>			
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## NINE WEEKS 2

**Division Required Assessments:** ACPS Writing Prompt (expository/persuasive), Semester 1 Division Reading & Writing Assessment

**Ongoing Assessments:** Ongoing Assessments: Common Assessments, Formative Assessments (i.e.) Entrance and Exit Tickets), Persuasive Essay, Vocabulary and Spelling Test, Narrative Piece, Poetry Portfolio

**\*\*\*Once introduced, all SOLS will continue to be revisited throughout the year until mastery.\*\*\***

<p><b>THEME:</b> Survival</p> <p><b>SKILLS TARGETED:</b> Text Structures, Classification of Information (Main Idea, Details, Location of Information), Text Features,, Fact Opinion, Reference/Research</p> <p><b>SKILLS SPIRALED:</b> T-T/T-S/T-W Connections, Figurative Language, Summarizing</p> <p><b>STRATEGY FOCUS:</b> Summarizing/Synthesizing, Making Connections/Activating Background Knowledge, Questioning, Visualizing, Determining Importance, (introduction of Inferring, Predicting, Drawing Conclusions)</p> <p><b>APPROXIMATE TIME:</b> 4 ½ weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>8.1c)</b> Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p><b>8.1e)</b> Make statements to communicate agreement or tactful disagreement with others’ ideas.</p> <p><b>8.1f)</b> Use a variety of strategies to listen actively and speak using appropriate discussion rules with</p>	<p><b>8.4a,b,c,e,f,g)</b> Apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.</p> <p><b>8.4d)</b> Identify the meaning of common idioms.</p> <p><b>8.5a)</b> Analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning.</p> <p><b>8.5b)</b> Identify cause</p>	<p><b>8.7a,b,c)</b> Engage in writing as a recursive process, choose an intended audience and purpose, use prewriting strategies to generate and organize ideas.</p> <p><b>8.7d,e,f)</b> Organize writing in a structure to fit form or topic, establish a central idea incorporating evidence, maintaining an organized structure and formal style, compose a thesis statement for persuasive writing that advocates a position.</p>	<p><b>8.9a,b,c,d,e,f)</b> Formulate and revise questions about a research topic, collect and synthesize information from multiple source, evaluate and analyze the validity and credibility of resources, analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias, cite primary and secondary sources</p>	<p><b>Text Book</b>  <i>“The Landlady”</i>  <i>“Woodsong”</i>,  <i>“The Flying Machine”</i>  <i>“The Green Mamba”</i></p> <p><b>Film Excerpts From:</b>            Defiance            Zookeeper’s Wife            Boy in Striped PJ            A Christmas Carol</p> <p><b>Novels</b>  <u>11th Plague</u>  <u>Z for Zachariah</u>  <u>Milkweed</u>  <u>A Christmas Carol</u></p> <p><b>NEWSELA</b>  <u>The Spartans: Fierce</u></p>	<p>WWII research paper</p> <p>Comparative literature essay            Character evaluation essay</p> <p>Research paper (biography)</p>

<p>awareness of verbal and nonverbal cues.</p> <p><b>8.2a)</b> Select, organize, and create multimodal content that encompasses opposing points of view.</p> <p><b>8.2b)</b> Choose vocabulary and tone appropriate to the audience, topic, and purpose.</p> <p><b>8.2c)</b> Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</p> <p><b>8.2d)</b> Cite information sources.</p> <p><b>8.2f)</b> Differentiate between Standard English and informal language.</p> <p><b>8.3.b)</b> Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p><b>8.3d)</b> Evaluate sources for relationships</p>	<p>and effect relationships and their impact on plot.</p> <p><b>8.5c)</b> Explain the development of the theme(s). (formerly 8.5h main idea)</p> <p><b>8.5d)</b> Explain the use of symbols and figurative language.</p> <p><b>8.5g)</b> Compare/contrast details in literary and informational nonfiction texts.</p> <p><b>8.5j)</b> Use reading strategies to monitor comprehension throughout the reading process.</p> <p><b>8.6d,g,h,l,m)</b> The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <p><b>8.6a)</b> Identify an author’s organizational pattern using text clues, such as transitional words and phrases.</p> <p><b>8.6b)</b> Apply knowledge of text features and organizational patterns to analyze selections.</p> <p><b>8.6j)</b> Identify cause-and-effect relationships.</p>	<p><b>8.7j-l)</b> organize information to provide elaboration and unity, develop and modify the central idea, tone, and voice to fit the audience and purpose, revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.</p> <p><b>8.8b)</b> Correctly use pronouns in prepositional phrases with compound objects.</p> <p><b>8.8e)</b> Use comparative and superlative degrees in adverbs and adjectives.</p> <p><b>Continue with:</b> <b>8.8a,c, d, f, g</b></p> <p>**Spelling should be based on a blend of commonly misspelled words and grade appropriate word lists**</p> <p><u>NW2 Writing Prompt</u></p> <p>Choose a prompt(s) to best fit the theme: Survival/Perseverance</p>	<p>using Modern Language Association (MLA) or American Psychological Association (APA) style, quote, summarize and paraphrase research findings.</p> <p><b>8.9 h)</b> Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</p> <p><b>8.9i)</b> Demonstrate ethical use of the Internet.</p> <p>Suggested Research Topics:</p> <ul style="list-style-type: none"> <li>-The Rise of Fascism in Germany</li> <li>-Concentration Camps</li> <li>-Social Protests</li> <li>-French Revolution</li> <li>-Communist Revolution in Russia</li> </ul>	<p><u><a href="#">Fighters of Ancient Greece</a></u></p> <p><u><a href="#">The Trojan War: Real or Myth?</a></u></p> <p><u><a href="#">Story of Suffering. Survival Emerges After Holocaust Jacket Found at Sale</a></u></p> <p><u><a href="#">Social protest for Christmas: Why Dickens wrote "A Christmas Carol"</a></u></p> <p><u><a href="#">Shrinking pool grows smaller by 1: a Nazi death camp's final survivor dies</a></u></p> <p><b>Videos</b> <u><a href="#">TED: Ideas Worth Spreading</a></u></p> <p><b>Teacher Resource</b> <u><a href="#">ACPS Literacy Plan</a></u></p>	
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<p>between intent and factual content.</p> <p><b>8.3e)</b> Utilize multimedia to clarify information and emphasize differing points of view.</p> <p><b>8.3g)</b> Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p><b>8.6k)</b> Evaluate, organize, and synthesize information for use in written and other formats.</p> <p>**Vocab should be taught within the context of reading; additional vocabulary may include:</p> <p><a href="#">Suggested, but not Limited to Possible Vocabulary List</a></p> <p><a href="#">ReadWriteThink</a></p> <p>CRISS Manual pg. 229</p>				
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**THEME:** Perseverance

**SKILLS TARGETED:** Text Structures, Classification of Information (Main Idea, Details, Location of Information), Text Features,, Fact Opinion, Reference/Research

**SKILLS SPIRALED:** T-T/T-S/T-W Connections, Figurative Language, Summarizing

**STRATEGY FOCUS:** Summarizing/Synthesizing, Making Connections/Activating Background Knowledge, Questioning, Visualizing, Determining Importance

(introduction of Inferring, Predicting, Drawing Conclusions)

**APPROXIMATE TIME:** 4 ½ weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES	POSSIBLE PRODUCTS
<p><b>8.1c)</b> Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p><b>8.1e)</b> Make statements to communicate agreement or tactful disagreement with others’ ideas.</p> <p><b>8.1f)</b> Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p><b>8.2a)</b> Select, organize, and create multimodal content that encompasses opposing points of view.</p>	<p><b>8.4a,b,c,d,e,f,g)</b> apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.</p> <p><b>8.5a)</b> Analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning.</p> <p><b>8.5b)</b> Identify cause and effect relationships and their impact on plot.</p> <p><b>8.5c)</b> Explain the development of the theme(s). (formerly 8.5h main idea)</p> <p><b>8.5 d)</b> Explain the use of symbols and figurative language.</p> <p><b>8.5g)</b> Compare/contrast</p>	<p><b>8.7a,b,c)</b> Engage in writing as a recursive process, choose an intended audience and purpose, use prewriting strategies to generate and organize ideas.</p> <p><b>8.7d,e,f)</b> Organize writing in a structure to fit form or topic, establish a central idea incorporating evidence, maintaining an organized structure and formal style, compose a thesis statement for persuasive writing that advocates a position.</p> <p><b>8.7j-l)</b> Organize information to provide elaboration and unity, develop and modify the central idea, tone, and voice to fit the audience and purpose, revise writing for clarity of</p>	<p><b>8.9a,b,c,d,e,f)</b> Formulate and revise questions about a research topic, collect and synthesize information from multiple sources, evaluate and analyze the validity and credibility of resources, analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias, cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style, quote, summarize and paraphrase research findings.</p>	<p><b>Text Book</b>  <i>“The Diary of Anne Frank”</i>  <i>“Camp Harmony”</i>  <i>“Ransom of Red Chief”</i>  <i>“A Tragedy Revealed”</i></p> <p><b>Film Excerpts From:</b>            Schindler’s List            The Pianist            Race</p> <p><b>Novels</b>  <u>Ender’s Game</u>  <u>Ender’s Shadow</u>  <u>Maniac Magee</u>  <u>The Berlin Boxing Club</u>  <u>The Notorious Benedict Arnold</u></p> <p><b>NEWSELA</b>  <u>The Spartans: Fierce Fighters of Ancient Greece</u></p> <p><u>The Trojan War: Real or Myth?</u></p> <p><u>Social protest for</u></p>	<p>WWII research paper</p> <p>Comparative literature essay</p> <p>Character evaluation essay</p> <p>Research paper (biography)</p> <p>Persuasive Paper</p>

<p><b>8.2b)</b> Choose vocabulary and tone appropriate to the audience, topic, and purpose.</p> <p><b>8.2c)</b> Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</p> <p><b>8.2d)</b> Cite information sources.</p> <p><b>8.2f)</b> Differentiate between Standard English and informal language.</p> <p><b>8.3.b)</b> Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p><b>8.3d)</b> Evaluate sources for relationships between intent and factual content.</p> <p><b>8.3e)</b> Utilize multimedia to clarify information and emphasize differing points of view.</p> <p><b>8.3g)</b> Demonstrate the</p>	<p>details in literary and informational nonfiction texts.</p> <p><b>8.5 j)</b> Use reading strategies to monitor comprehension throughout the reading process.</p> <p><b>8.6a,b,d,g,h,j,k,l,m)</b> The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <p>**Vocab should be taught within the context of reading; additional vocabulary may include:</p> <p><a href="#">Suggested, but not Limited to Possible Vocabulary List</a></p> <p><a href="#">ReadWriteThink</a></p> <p><a href="#">CRISS Manual pg. 229</a></p>	<p>content, word choice, sentence variety, and transitions among paragraphs.</p> <p><b>8.8b)</b> Correctly use pronouns in prepositional phrases with compound objects.</p> <p><b>8.8e)</b> Use comparative and superlative degrees in adverbs and adjectives.</p> <p><b>Continue with:</b> <b>8.8a,c, d, f, g</b></p> <p>**Spelling should be based on a blend of commonly misspelled words and grade appropriate word lists**</p> <p><a href="#">NW2 Writing Prompt</a></p> <p>Choose a prompt(s) to best fit the theme: Survival/Perseverance</p>	<p><b>8.9 h)</b> Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</p> <p><b>8.9 i)</b> Demonstrate ethical use of the Internet.</p> <p>Suggested Research Topics:</p> <ul style="list-style-type: none"> <li>-The Rise of Fascism in Germany</li> <li>-Concentration Camps</li> <li>-Social Protests</li> <li>-French Revolution</li> <li>Communist Revolution in Russia</li> </ul>	<p><a href="#">Christmas: Why Dickens wrote "A Christmas Carol"</a></p> <p><a href="#">Story of Suffering. Survival Emerges After Holocaust Jacket Found at Sale</a></p> <p><a href="#">Shrinking pool grows smaller by 1: a Nazi death camp's final survivor dies</a></p> <p><b>Videos</b></p> <p><a href="#">TED: Ideas Worth Spreading</a></p> <p><b>Teacher Resource</b></p> <p><a href="#">ACPS Literacy Plan</a></p>	
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ethical use of the Internet when evaluating or producing creative or informational media messages.					
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## NINE WEEKS 3

**Division Required Assessments:** ACPS Writing Prompt (reflective), NW3 Division Reading & Writing Assessment

**Ongoing Assessments:** Common Assessments, Formative Assessments (Entrance and Exit Tickets) Expository/ Persuasive Essay, Vocabulary and Spelling Tests, SOL Practice Essay

**\*\*\*Once introduced, all SOLS will continue to be revisited throughout the year until mastery.\*\*\***

<p><b>THEME:</b> Love/Kindness  <b>SKILLS TARGETED:</b> Plot (with an emphasis on the plot pyramid, conflict resolution)  <b>SKILLS SPIRALED:</b> Author's Purpose, Main Idea/Details, Summarizing, , Context Clues (as it pertains to vocabulary and story structure), Compare and Contrast, Characterization, T-T/T-S/T-W Connections, Figurative Language, Text Structures  <b>STRATEGY FOCUS:</b> Summarizing/Synthesizing, Questioning, Visualizing, Determining Importance, Inferring, Predicting, Drawing Conclusions (Continue with Making Connections/Activating Background Knowledge when necessary)  <b>APPROXIMATE TIME:</b> 3 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>8.1c-f)</b> participate in, collaborate in, and report on small-group learning activities.</p> <p><b>8.1 a)</b> Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.</p> <p><b>8.1b)</b> Exhibit willingness to make necessary compromises to accomplish a goal.</p> <p><b>8.1g)</b> Use self-reflection</p>	<p><b>8.4a,b,c,d,e,f,g)</b> Apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.</p> <p><b>8.5a,b,c,d,e,f,g,h,j)</b> Read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <p><b>8.5i)</b> Compare and contrast authors' styles.</p> <p><b>8.6a)</b> Identify an author's organizational pattern using textual</p>	<p><b>8.7a,b,c)</b> Engage in writing as a recursive process, choose an intended audience and purpose, use prewriting strategies to generate and organize ideas.</p> <p><b>8.7d-f)</b> Organize writing in a structure to fit form or topic, establish a central idea incorporating evidence, maintaining an organized structure and formal style, compose a thesis statement for persuasive writing that advocates a position.</p>	<p><b>8.9c,d,e,f,h,i)</b> Find, evaluate, select, and synthesize appropriate resources to produce a research product.</p> <p><b>8.9g)</b> Publish findings and respond to feedback.</p> <p>Suggested Research Topics:</p> <ul style="list-style-type: none"> <li>-Current attempts at Utopias</li> <li>-Pay It Forward</li> <li>-Movement</li> </ul>	<p><b>Text Book</b>  <i>"Coming to America"</i>  <i>"The Medicine Bag"</i>  <i>"Raymond's Run"</i>  <i>"Ribbons"</i></p> <p><b>Film Excerpts From:</b>  <i>It's A Wonderful Life</i>  <i>October Sky</i>  <i>Big Fish</i>  <i>The Help</i></p> <p><b>Novels</b>  <u>The Giver</u>  <u>Messengers</u>  <u>Gathering Blue</u>  <u>Son</u>  <u>Tangerine</u>  <u>A Long Way From Home</u>  <u>Picture of Hollis Woods</u></p>	<p>Book Project</p> <p>SOL Prep Folder or Portfolio (skill focused from individual student data analysis)</p> <p>Persuasive Paper</p> <p>Presentation</p>

<p>to evaluate one’s own role in preparation and participation in small-group activities.</p> <p><b>8.2a)</b> Select, organize, and create multimodal content that encompasses opposing points of view.</p> <p><b>8.2b)</b> Choose vocabulary and tone appropriate to the audience, topic, and purpose.</p> <p><b>8.2c)</b> Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</p> <p><b>8.2d)</b> Cite information sources.</p> <p><b>8.2e)</b> Respond to audience questions and comments.</p> <p><b>8.2f)</b> Differentiate between Standard English and informal language.</p> <p><b>8.2g)</b> Evaluate presentations.</p> <p><b>8.3b,d,e,g)</b> analyze, develop, and produce</p>	<p>clues, such as transitional words and phrases.</p> <p><b>8.6b)</b> Apply knowledge of text features and organizational patterns to analyze selections.</p> <p><b>8.6e)</b> Analyze the author’s qualifications, viewpoint, word choice, and impact.</p> <p><b>8.6h)</b> Identify the main idea.</p> <p><b>8.6k)</b> Evaluate, organize, and synthesize information for use in written and other formats.</p> <p><b>8.6l)</b> Analyze ideas within and between selections providing textual evidence.</p> <p><b>8.6m)</b> Use reading strategies to monitor comprehension throughout the reading process.</p> <p>**Vocab should be taught within the context of reading; additional vocabulary may include:</p> <p><a href="#">Suggested, but not Limited to Possible</a></p>	<p><b>8.7j-l)</b> Organize information to provide elaboration and unity, develop and modify the central idea, tone, and voice to fit the audience and purpose, revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.</p> <p><b>8.8a,b,c,d,e,f,g)</b> Self- and peer-edit writing for capitalization, punctuation, spelling, variety of sentence structure, paragraphing, and Standard English.</p> <p>**Spelling should be based on a blend of commonly misspelled words and grade appropriate word lists**</p> <p><a href="#">NW3 Writing Prompt</a></p> <p>Choose a prompt(s) to best fit the theme: Love/Kindness/Respect</p>		<p><b>Newsela</b> <a href="#">Referees get less respect, so youth sports run short of officials</a></p> <p><a href="#">Myths and Legends: Cupid and Psyche, love and marriage</a></p> <p><a href="#">Musicians: Bob Marley</a></p> <p><b>Videos</b> <a href="#">TED: Ideas Worth Spreading</a></p> <p><b>Teacher Resource</b> <a href="#">ACPS Literacy Plan</a></p>	
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<p>creative or informational media messages.</p> <p><b>8.3a)</b> Analyze the purpose of information and persuasive techniques used in diverse media formats.</p> <p><b>8.3c)</b> Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p><b>8.3f)</b> Evaluate the motives (e.g., social, commercial, political,) behind media presentations.</p>	<p><a href="#">Vocabulary List</a></p> <p><a href="#">ReadWriteThink</a></p> <p>CRISS Manual pg. 229</p>				
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**THEME:** Respect

**SKILLS TARGETED:** Plot (with an emphasis on the plot pyramid, conflict resolution)

**SKILLS SPIRALED:** Author’s Purpose, Main Idea/Details, Summarizing, , Context Clues (as it pertains to vocabulary and story structure), Compare and Contrast, Characterization, T-T/T-S/T-W Connections, Figurative Language, Text Structures

**STRATEGY FOCUS:** Summarizing/Synthesizing, Questioning, Visualizing, Determining Importance, Inferring, Predicting, Drawing Conclusions (Continue with Making Connections/Activating Background Knowledge when necessary)

**APPROXIMATE TIME:** 3 ½ weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>8.1a-g)</b> Participate in, collaborate in, and report on small-group learning activities.</p> <p><b>8.2a)</b> Select, organize, and create multimodal content that encompasses opposing points of view.</p> <p><b>8.2b)</b> Choose vocabulary and tone appropriate to the audience, topic, and purpose.</p> <p><b>8.2c)</b> Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</p> <p><b>8.2d)</b> Cite information</p>	<p><b>8.4a,b,c,d,e,f,g)</b> Apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.</p> <p><b>8.5a,b,c,d,e,f,g,h,i,j)</b> Read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <p><b>8.6 a)</b> Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.</p> <p><b>8.6b)</b> Apply knowledge of text features and organizational patterns to analyze selections.</p> <p><b>8.6 e)</b> Analyze the</p>	<p><b>8.7a,b,c)</b> Engage in writing as a recursive process, choose an intended audience and purpose, use prewriting strategies to generate and organize ideas.</p> <p><b>8.7d-f)</b> Organize writing in a structure to fit form or topic, establish a central idea incorporating evidence, maintaining an organized structure and formal style, compose a thesis statement for persuasive writing that advocates a position.</p> <p><b>8.7j-l)</b> Organize information to provide elaboration and unity, develop and modify the central idea, tone, and voice to fit the audience</p>	<p><b>8.9c,d,e,f,g,h,i)</b> Find, evaluate, select, and synthesize appropriate resources to produce a research product.</p> <p>Suggested Research Topics:</p> <ul style="list-style-type: none"> <li>-The concept of a family across cultures</li> <li>-Social Protests</li> <li>-Abraham Lincoln</li> </ul>	<p><b>Text Book</b>  <i>“The Third Wish”</i>  <i>“The Fog Horn”</i>  <i>“An Hour With Abuelo”</i></p> <p><b>Film Excerpts From:</b>            The Blind Side            Remember the Titans</p> <p><b>Novels</b>  <u>The Outsiders</u>  <u>Maniac Magee</u>  <u>Loser</u>  <u>Woot</u>  <u>Cracker</u>  <u>Crash</u>  <u>Touching Spirit Bear</u></p> <p><b>Newsela</b>  <u>Referees get less respect, so youth sports run short of officials</u></p> <p><u>Myths and Legends:</u>  <u>Cupid and Psyche, love and marriage</u></p>	<p>Book Project            SOL Prep Folder or Portfolio (skill focused from individual student data analysis)</p> <p>Persuasive Paper</p> <p>Presentation w/ multimodel component</p>

<p>sources.</p> <p><b>8.2e)</b> Respond to audience questions and comments.</p> <p><b>8.2f)</b> Differentiate between Standard English and informal language.</p> <p><b>8.2g)</b> Evaluate presentations.</p> <p><b>8.3a,b,c,d,e,f,g)</b> Analyze, develop, and produce creative or informational media messages.</p>	<p>author’s qualifications, viewpoint, word choice, and impact.</p> <p><b>8.6h)</b> Identify the main idea.</p> <p><b>8.6k)</b> Evaluate, organize, and synthesize information for use in written and other formats.</p> <p><b>8.6l)</b> Analyze ideas within and between selections providing textual evidence.</p> <p><b>8.6 m)</b> Use reading strategies to monitor comprehension throughout the reading process.</p> <p>**Vocab should be taught within the context of reading; additional vocabulary may include:</p> <p><a href="#">Suggested, but not Limited to Possible Vocabulary List</a></p> <p><a href="#">ReadWriteThink</a></p> <p>CRISS Manual pg. 229</p>	<p>and purpose, revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.</p> <p><b>8.8a,b,c,d,e,f,g)</b> Self- and peer-edit writing for capitalization, punctuation, spelling, variety of sentence structure, paragraphing, and Standard English. **Spelling should be based on a blend of commonly misspelled words and grade appropriate word lists**</p> <p><u>NW3 Writing Prompt</u></p> <p>Choose a prompt(s) to best fit the theme: Love/Kindness/Respect</p>		<p><u>Musicians: Bob Marley</u></p> <p><b>Videos</b> <u>TED: Ideas Worth Spreading</u></p> <p><b>Teacher Resource</b> <u>ACPS Literacy Plan</u></p>	
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\*Remaining days of instruction will be spent to review previously taught content.

## NINE WEEKS 4

**Division Required Assessments:** ACPS Writing Prompt (expository/persuasive), NW 4 Division Reading & Writing Assessment

**Ongoing Assessments:** Ongoing Assessments: Common Assessments, Formative Assessments (Entrance and Exit Tickets) Persuasive Essay, Vocabulary and Spelling Test

**\*\*\*Once introduced, all SOLS will continue to be revisited throughout the year until mastery.\*\*\***

<p><b>THEME:</b> Growth/development</p> <p><b>SKILLS TARGETED:</b> Plot (with an emphasis on the plot pyramid, conflict resolution)</p> <p><b>SKILLS SPIRALED:</b> Author's Purpose, Main Idea/Details, Beginning-Middle-End, Sequencing, Context Clues (as it pertains to vocabulary and story structure), Compare and Contrast, Plot, Characterization, T-T/T-S/T-W Connections, Figurative Language, Text Structures, Fact and Opinion, Reference, Classification of Information, Text Features</p> <p><b>STRATEGY FOCUS:</b> Summarizing/Synthesizing, Questioning, Visualizing, Determining Importance, Predicting, Drawing Conclusions (Continue with Making Connections/Activating Background Knowledge when necessary)</p> <p><b>APPROXIMATE TIME:</b> 3 ½ weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>8.1a-g)</b> Participate in, collaborate in, and report on small-group learning activities.</p> <p><b>8.2a,b,c,d,e,f,g)</b> Develop and deliver multimodal, interactive presentations collaboratively and individually.</p> <p><b>8.3a,b,c,d,e,f,g)</b> analyze, develop, and produce creative or informational media messages.</p>	<p><b>8.4a,b,c,d,e,f,g)</b> Apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.</p> <p><b>8.5a,b,c,d,e,f,g,h,i,j)</b> read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <p><b>8.6a,b,c,d,e,f,g,h,i,j,k,l,m)</b> read, comprehend, and analyze a variety of nonfiction texts.</p>	<p><b>8.7a,b,c,d,e,f,j,k,l)</b> Write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.</p> <p><b>8.7g)</b> Clearly state and defend a position with reasons and evidence from credible sources.</p> <p><b>8.7h)</b> Identify a counterclaim and provide a counter-argument.</p> <p><b>8.7i)</b> Distinguish</p>	<p><b>8.9a,b,c,d,e,f,g,h,i)</b> Find, evaluate, select, and synthesize appropriate resources to produce a research product.</p> <p>Suggested Research Topics:</p> <ul style="list-style-type: none"> <li>-Technology Advances in Society</li> <li>-Outdoor Survival</li> <li>-Gentrification of Urban Communities</li> </ul>	<p><b>Text Book</b>  <i>"Broken Chain"</i>  <i>"There Will Come Soft Rain"</i>  <i>"The Wise Old Woman"</i></p> <p><b>Novel</b>  <a href="#"><u>Touching Spirit Bear</u></a>  <a href="#"><u>Hatchet</u></a>  <a href="#"><u>Get Real</u></a>  <a href="#"><u>The Count of Monte Cristo (excerpts)</u></a>  <a href="#"><u>Nothing But the Truth</u></a>  <a href="#"><u>The Illustrated Man</u></a>  <a href="#"><u>Tangerine</u></a>  <a href="#"><u>SeedFolks</u></a></p> <p><b>Film Excerpts From:</b>            The Hunger Games</p>	<p>Literary Writing Responses</p> <p>Book Review</p> <p>Presentation</p> <p>SOL Prep Folder or Portfolio (skill focused from individual student data analysis)</p>

	<p>**Vocab should be taught within the context of reading; additional vocabulary may include:</p> <p><a href="#">Suggested, but not Limited to Possible Vocabulary List</a></p> <p><a href="#">ReadWriteThink</a></p> <p>CRISS Manual pg. 229</p>	<p>between fact and opinion to support a position.</p> <p><b>8.8a,b,c,d,e,f,g)</b> Self- and peer-edit writing for capitalization, punctuation, spelling, variety of sentence structure, paragraphing, and Standard English.</p> <p>**Spelling should be based on a blend of commonly misspelled words and grade appropriate word lists**</p> <p><a href="#">NW4 Writing Prompt</a></p> <p>Choose a prompt(s) to best fit the theme: Growth/Development/St rengh</p>		<p>Divergent The Maze Runner</p> <p><b>NEWSELA</b> <a href="#">Myths and Legends: Odysseus and his odyssey, the short version</a></p> <p><a href="#">Inventors and Scientists: Thomas Edison</a></p> <p><a href="#">Blind baseball announcer aspires to bring sports to fans with disabilities</a></p> <p><b>Videos</b> <a href="#">TED: Ideas Worth Spreading</a></p> <p><b>Teacher Resource</b> <a href="#">ACPS Literacy Plan</a></p>	
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**THEME:** Strength

**SKILLS TARGETED:** Plot (with an emphasis on the plot pyramid, conflict resolution)

**SKILLS SPIRALED:** Author’s Purpose, Main Idea/Details, Beginning-Middle-End, Sequencing, Context Clues (as it pertains to vocabulary and story structure), Compare and Contrast, Plot, Characterization, T-T/T-S/T-W Connections, Figurative Language, Text Structures, Fact and Opinion, Reference, Classification of Information, Text Features

**STRATEGY FOCUS:** Summarizing/Synthesizing, Questioning, Visualizing, Determining Importance, Inferring, Predicting, Drawing Conclusions (Continue with Making Connections/Activating Background Knowledge when necessary)

**APPROXIMATE TIME:** 2 ½ weeks (Time incorporated for review and finishing the year.)

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p><b>8.1a-g)</b> participate in, collaborate in, and report on small-group learning activities.</p> <p><b>8.2a,b,c,d,e,f,g)</b> develop and deliver multimodal, interactive presentations collaboratively and individually.</p> <p><b>8.3a,b,c,d,e,f,g)</b> analyze, develop, and produce creative or informational media messages.</p>	<p><b>8.4a,b,c,d,e,f,g)</b> apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.</p> <p><b>8.5a,b,c,d,e,f,g,h,i,j)</b> read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <p><b>8.6a,b,c,d,e,f,g,h,i,j,k,l,m)</b> read, comprehend, and analyze a variety of nonfiction texts.</p> <p>**Vocab should be taught within the context of reading; additional vocabulary may include:</p> <p><u>Suggested, but not Limited to Possible</u></p>	<p><b>8.7a,b,c,d,e,f,g,h,i,j,k,l)</b> write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.</p> <p><b>8.8a,b,c,d,e,f,g)</b> self- and peer-edit writing for capitalization, punctuation, spelling, variety of sentence structure, paragraphing, and Standard English.</p> <p>**Spelling should be based on a blend of commonly misspelled words and grade appropriate word lists**</p> <p><u>NW4 Writing Prompt</u></p> <p>Choose a prompt(s) to</p>	<p><b>8.9a,b,c,d,e,f,g,h,i)</b> find, evaluate, select, and synthesize appropriate resources to produce a research product.</p> <p>Suggested Research Topics:</p> <ul style="list-style-type: none"> <li>-Technology Advances in Society</li> <li>-Outdoor Survival</li> <li>-Gentrification of Urban Communities</li> </ul>	<p><b>Text Book</b>  <i>“Broken Chain”</i>  <i>“There Will Come Soft Rain”</i>  <i>“The Wise Old Woman”</i></p> <p><b>Novel</b>  <u>Touching Spirit Bear</u>  <u>Hatchet</u>  <u>Get Real</u>  <u>The Count of Monte Cristo (excerpts)</u>  <u>Nothing But the Truth</u>  <u>The Illustrated Man</u>  <u>Tangerine</u>  <u>SeedFolks</u></p> <p><b>Film Excerpts From:</b>  The Hunger Games  Divergent  The Maze Runner</p> <p><b>NEWSELA</b>  <u>Myths and Legends: Odysseus and his odyssey, the short version</u></p>	<p>Literary Writing Responses</p> <p>Book Review</p> <p>Presentation</p> <p>SOL Prep Folder or Portfolio (skill focused from individual student data analysis)</p>

	<u>Vocabulary List</u> <u>ReadWriteThink</u> CRISS Manual pg. 229	best fit the theme: Growth/Development/St rength		<u>Inventors and Scientists:</u> <u>Thomas Edison</u>  <u>Blind baseball</u> <u>announcer aspires to</u> <u>bring sports to fans with</u> <u>disabilities</u>  <b>Videos</b> <u>TED: Ideas Worth</u> <u>Spreading</u>  Teacher Resource <u>ACPS Literacy Plan</u>	
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\*Remaining days of instruction will be spent to review previously taught content.

# VDOE SKILL PROGRESSION CHARTS

## Key for Progression Charts

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level reading standards.	I
The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

## ***Strand: Communication and Multimodal Literacies***

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Listen actively and speak using agreed-upon rules for discussion.	I	I	I	I	I	P	P	P	P	P	P	P	P
Follow implicit rules for conversation, including taking turns and staying on topic.	I	I	P	P	P	P	P	P	P	P	P	P	P
Listen and speak in informal conversations with peers and adults.	I	I	P	P	P	P	P	P	P	P	P	P	P
Discuss various texts and topics collaboratively and with partners.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use voice level, phrasing, and intonation appropriate for various language situations.	I	I	I	P	P	P	P	P	P	P	P	P	P
Ask how and why questions to seek help, get information, or clarify information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Work respectfully with others.	I	I	I	I	P	P	P	P	P	P	P	P	P
Listen and respond to a variety of text and media.	I	I	P	P	P	P	P	P	P	P	P	P	P
Initiate conversation with peers and adults	-	I	P	P	P	P	P	P	P	P	P	P	P
Adapt or change oral language to fit the situation.	-	I	I	I	I	I	I	I	P	P	P	P	P
Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	-	-	I	I	I	I	I	I	P	P	P	P	P
Share information orally with appropriate facts and relevant details.	-	-	I	I	P	P	P	P	P	P	P	P	P
Participate as a contributor and leader in collaborative and partner discussions.	-	-	I	I	I	I	P	P	P	P	P	P	P
Create a simple presentation using multimodal tools.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	-	-	-	I	I	I	P	P	P	P	P	P	P
Orally summarize information expressing ideas clearly.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use language appropriate for context and audience.	-	-	-	I	I	I	P	P	P	P	P	P	P
Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	-	-	-	I	I	I	P	P	P	P	P	P	P



Contribute to group discussions across content areas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Connect comments to the remarks of others.	-	-	-	-	I	I	I	I	P	P	P	P	P
Use specific vocabulary to communicate ideas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	-	-	-	-	I	I	I	P	P	P	P	P	P
Locate, organize, and analyze information from a variety of multimodal texts.	-	-	-	-	I	I	I	I	I	P	P	P	P
Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	P	P	P	P	P	P
Evaluate group activities.	-	-	-	-	-	-	I	P	P	P	P	P	P
Analyze the effectiveness of participant interactions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Evaluate one's own contributions to discussions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Give collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	I	I	P	P	P	P
Make statements to communicate agreement or tactful disagreement with others' ideas.	-	-	-	-	-	-	-	I	I	I	P	P	P
Exhibit willingness to make necessary compromises to accomplish a goal.	-	-	-	-	-	-	-	I	I	I	I	P	P
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	-	-	-	-	-	-	-	-	I	I	I	P	P
Select, organize, and create multimodal content that encompasses opposing points of view.	-	-	-	-	-	-	-	-	I	I	I	I	P
Respond to audience questions and comments.	-	-	-	-	-	-	-	-	I	I	P	P	P
Differentiate between Standard English and informal language.	-	-	-	-	-	-	-	-	I	P	P	P	P
Evaluate presentations.	-	-	-	-	-	-	-	-	I	I	I	P	P
Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting.	-	-	-	-	-	-	-	-	-	I	I	I	I
Access, critically evaluate, and use information accurately to solve problems.	-	-	-	-	-	-	-	-	-	-	I	I	I
Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning.	-	-	-	-	-	-	-	-	-	-	I	I	I
Anticipate and address alternative or opposing perspectives and counterclaims.	-	-	-	-	-	-	-	-	-	-	-	I	I
Evaluate various techniques used to construct arguments in multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	I	I
Critique effectiveness of multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	I
Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-
Differentiate between auditory, visual, and written media messages and their purposes.	-	-	-	-	I	I	P	P	P	P	P	P	P

Compare and contrast how ideas and topics are depicted in a variety of media and formats.	-	-	-	-	I	I	I	I	P	P	P	P	P
Identify the purpose and audience of auditory, visual, and written media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Identify the characteristics and effectiveness of a variety of media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Interpret information presented in diverse media formats and explain how it contributes to the topic.	-	-	-	-	-	-	I	I	I	P	P	P	P
Craft and publish audience-specific media messages.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify persuasive/informative techniques used in media.	-	-	-	-	-	-	-	I	I	I	P	P	P
Distinguish between fact and opinion, and between evidence and inference.	-	-	-	-	-	-	-	I	I	P	P	P	P
Describe how word choice, visual images, and sound convey a viewpoint.	-	-	-	-	-	-	-	I	I	P	P	P	P
Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate sources for relationships between intent and factual content.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	-	-	-	-	-	-	-	-	I	I	P	P	P
Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	-	-	-	-	-	-	-	-	I	I	P	P	P
Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.	-	-	-	-	-	-	-	-	-	I	I	P	P
Monitor, analyze, and use multiple streams of simultaneous information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Analyze the impact of selected media formats on meaning.	-	-	-	-	-	-	-	-	-	-	I	P	P

## Strand: Reading

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P

Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P
Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P
Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P
Differentiate between fiction and nonfiction.	-	-	-	I	I	P	P	P	P	P	P	P	P
Identify the author's purpose.	-	-	-	I	I	I	P	P	P	P	P	P	P
Summarize information found in nonfiction texts.	-	-	-	I	I	I	P	P	P	P	P	P	P
Identify supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Describe how the choice of language, setting, and characters contributes to the development of plot.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify genres.	-	-	-	-	I	I	P	P	P	P	P	P	P
Draw conclusions/make inferences about text using the text as support.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare/contrast details in literary and informational nonfiction texts.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify cause-and-effect relationships.	-	-	-	-	I	I	P	P	P	P	P	P	P
Distinguish between fact and opinion.	-	-	-	-	I	I	P	P	P	P	P	P	P
Discuss the impact of setting on plot development.	-	-	-	-	-	I	I	P	P	P	P	P	P
Describe character development.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between first and third person point of view.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between free verse and rhymed poetry.	-	-	-	-	-	I	I	P	P	P	P	P	P
Explain how an author's choice of vocabulary contributes to the author's style.	-	-	-	-	-	I	I	I	P	P	P	P	P
Skim materials to develop a general overview of content and to locate specific information.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify organizational pattern(s).	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify transitional words and phrases that signal an author's organizational pattern.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	-	-	-	-	-	-	I	I	I	P	P	P	P
Describe how word choice and imagery contribute to the meaning of a text.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify and analyze the author's use of figurative language.	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze ideas within and between selections providing textual evidence.	-	-	-	-	-	-	I	I	I	I	P	P	P
Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	-	-	-	-	-	-	-	I	I	I	P	P	P
Identify the source, viewpoint, and purpose of texts.	-	-	-	-	-	-	-	I	I	I	P	P	P
Explain the use of symbols and figurative language.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	-	-	-	-	-	-	-	-	I	I	P	P	P

Compare and contrast authors' styles.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Analyze details for relevance and accuracy.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify the characteristics that distinguish literary forms.	-	-	-	-	-	-	-	-	-	-	I	P	P	P
Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify characteristics of expository, technical, and persuasive texts.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	-	I	I	P
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	-	I	I	P
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	-	I	I	P
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	-	-	-	-	-	-	-	-	-	-	-	-	-	I

## Strand: Writing

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Differentiate pictures from writing.	I	P	P	P	P	P	P	P	P	P	P	P	P
Generate ideas.	I	I	I	P	P	P	P	P	P	P	P	P	P

Compose simple sentences.	I	I	I	P	P	P	P	P	P	P	P	P	P
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify audience and purpose.	-	I	I	I	I	P	P	P	P	P	P	P	P
Use prewriting activities.	-	I	I	I	I	I	I	P	P	P	P	P	P
Focus on one topic.	-	I	I	I	P	P	P	P	P	P	P	P	P
Organize writing to suit purpose.	-	I	I	I	P	P	P	P	P	P	P	P	P
Revise writing by adding description.	-	I	I	I	P	P	P	P	P	P	P	P	P
Write an opinion and give a reason.	-	I	I	I	I	P	P	P	P	P	P	P	P
Engage in the writing process.	-	-	I	I	I	I	P	P	P	P	P	P	P
Use strategies for organization according to writing type.	-	-	I	I	I	I	P	P	P	P	P	P	P
Organize writing to include a beginning, middle and end.	-	-	I	I	P	P	P	P	P	P	P	P	P
Write facts to support the main idea.	-	-	I	I	I	P	P	P	P	P	P	P	P
Revise writing for clarity.	-	-	I	I	I	I	P	P	P	P	P	P	P
Write a clear topic sentence focusing on main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Elaborate by adding supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use transition words for sentence variety.	-	-	-	I	I	I	P	P	P	P	P	P	P
Give fact based support for opinions.	-	-	-	I	I	I	P	P	P	P	P	P	P
Write a paragraph focusing on a main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Select audience and purpose.	-	-	-	-	I	I	P	P	P	P	P	P	P
Narrow the topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Recognize different forms of writing have different patterns of organization.	-	-	-	-	I	I	P	P	P	P	P	P	P
Write related paragraphs on the same topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Utilize elements of style, including word choice and sentence variation.	-	-	-	-	I	I	I	P	P	P	P	P	P
Clearly state a position including reasons and evidence to persuade the intended audience.	-	-	-	-	-	I	I	I	P	P	P	P	P
Write multiparagraph compositions.	-	-	-	-	I	I	P	P	P	P	P	P	P
Use precise and descriptive vocabulary to create voice and tone.	-	-	-	-	-	I	I	P	P	P	P	P	P
Compose thesis statements for expository and persuasive writing.	-	-	-	-	-	-	I	I	I	P	P	P	P
Select vocabulary and information to enhance central idea, tone, and voice.	-	-	-	-	-	-	I	I	I	P	P	P	P
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	-	-	-	-	-	-	I	I	I	P	P	P	P
Use transition words and phrases within and between paragraphs	-	-	-	-	-	-	-	I	I	I	I	P	P
Distinguish between fact and opinion to support a position.	-	-	-	-	-	-	-	I	I	P	P	P	P
Develop and modify the central idea, tone and voice to fit the audience and purpose.	-	-	-	-	-	-	-	I	I	I	P	P	P
Use clauses and phrases for sentence variety.	-	-	-	-	-	-	-	I	I	P	P	P	P
Clearly state and defend a position with reasons and evidence from credible sources.	-	-	-	-	-	-	-	I	I	I	I	P	P
Identify a counter-claim and provide a counter-argument.	-	-	-	-	-	-	-	-	I	I	I	P	P
Blend multiple forms of writing including embedding a narrative.	-	-	-	-	-	-	-	-	-	I	I	P	P
Use textual evidence to compare and contrast multiple texts.	-	-	-	-	-	-	-	-	-	I	I	P	P

Arrange paragraphs in a logical progression using transitions between paragraphs and ideas.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Adjust writing content, technique, and voice for a variety of audiences and purposes.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	-	I	I	I
Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Use a variety of rhetorical strategies to accomplish a specific purpose.	-	-	-	-	-	-	-	-	-	-	-	-	-	I
Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	-	-	-	-	-	-	-	-	-	-	-	-	-	I
Write to clearly describe personal qualifications for potential occupational or educational opportunities.	-	-	-	-	-	-	-	-	-	-	-	-	-	I

## Strand: Writing (Grammar)

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use complete sentences.	-	I	I	I	P	P	P	P	P	P	P	P	P
Capitalize all proper nouns and the word I.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use singular and plural nouns and pronouns.	-	I	I	I	P	P	P	P	P	P	P	P	P
Use apostrophes in contractions and possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use contractions and singular possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use past and present verb tense.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use commas in a series.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use subject-verb agreement.	-	-	-	I	I	P	P	P	P	P	P	P	P
Use noun-pronoun agreement.	-	-	-	I	P	P	P	P	P	P	P	P	P
Eliminate double negatives.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use quotation marks with dialogue.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use plural possessives.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use adjective and adverb comparisons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use interjections.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use prepositional phrases.	-	-	-	-	-	I	P	P	P	P	P	P	P

Use commas to indicate interrupters, items in a series, and to indicate direct address.	-	-	-	-	-	I	P	P	P	P	P	P	P
Edit for fragments and run-ons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use coordinating conjunctions.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	-	-	-	I	I	P	P	P	P	P
Use pronoun-antecedent agreement to include indefinite pronouns.	-	-	-	-	-	-	I	I	P	P	P	P	P
Maintain consistent verb tense across paragraphs.	-	-	-	-	-	-	I	I	I	P	P	P	P
Edit for verb tense consistency and point of view.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use quotation marks with dialogue and direct quotations.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	-	-	-	-	-	-	-	-	I	P	P	P	P
Correctly use pronouns in prepositional phrases with compound objects.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use comparative and superlative degrees in adverbs and adjectives.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use parallel structures across sentences and paragraphs.	-	-	-	-	-	-	-	-	-	I	P	P	P
Use appositives, main clauses, and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use commas and semicolons to distinguish and divide main and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Distinguish between active and passive voice.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use colons correctly.	-	-	-	-	-	-	-	-	-	-	-	I	P
Use verbals and verbal phrases to achieve sentence conciseness and variety.	-	-	-	-	-	-	-	-	-	-	-	-	I

## Strand: Research

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Generate topics of interest.	I	I	I	P	P	P	P	P	P	P	P	P	P
Generate questions to gather information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify pictures, texts, or people as sources of information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Find information from provided sources.	I	I	I	P	P	P	P	P	P	P	P	P	P
Gather and record information.	-	I	I	P	P	P	P	P	P	P	P	P	P
Organize information in writing or a visual display.	-	-	I	I	P	P	P	P	P	P	P	P	P
Create a research product.	-	-	I	I	P	P	P	P	P	P	P	P	P
Describe the difference between plagiarism and using one's own words.	-	-	I	I	P	P	P	P	P	P	P	P	P
Access appropriate resources.	-	-	-	I	I	I	P	P	P	P	P	P	P
Collect and organize information about the topic.	-	-	-	I	I	P	P	P	P	P	P	P	P
Evaluate the relevance of information.	-	-	-	I	I	I	P	P	P	P	P	P	P
Demonstrate ethical use of the Internet.	-	-	-	I	I	I	I	I	P	P	P	P	P
Collect and organize information from multiple resources.	-	-	-	-	I	I	I	P	P	P	P	P	P

Give credit to sources used in research.	-	-	-	-	I	I	I	P	P	P	P	P	P
Formulate and revise questions about a research topic.	-	-	-	-	-	-	I	I	P	P	P	P	P
Evaluate and analyze the validity and credibility of sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Cite primary and secondary sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Avoid plagiarism by using one's own words and follow ethical and legal guidelines for gathering and using information.	-	-	-	-	-	-	I	I	I	P	P	P	P
Synthesize information from multiple sources.	-	-	-	-	-	-	-	I	I	I	P	P	P
Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	-	-	-	-	-	-	-	-	I	I	I	P	P
Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	-	-	-	-	-	-	-	-	I	I	I	P	P
Quote, summarize, and paraphrased research findings.	-	-	-	-	-	-	-	-	I	I	I	P	P
Publish findings and respond to feedback.	-	-	-	-	-	-	-	-	I	I	I	P	P
Verify the validity and accuracy of all information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	-	-	-	-	-	-	-	-	-	I	I	I	P
Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	-	-	-	-	-	-	-	-	-	-	-	I	P
Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	-	-	-	-	-	-	-	-	-	-	-	-	P