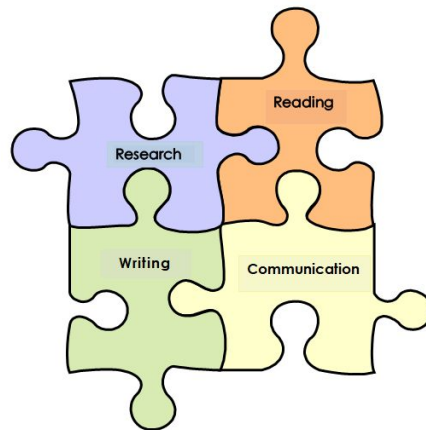


Grade 7 English Curriculum & Pacing Guide



Amherst County Public Schools
Every Child Every Day

Teacher Notes

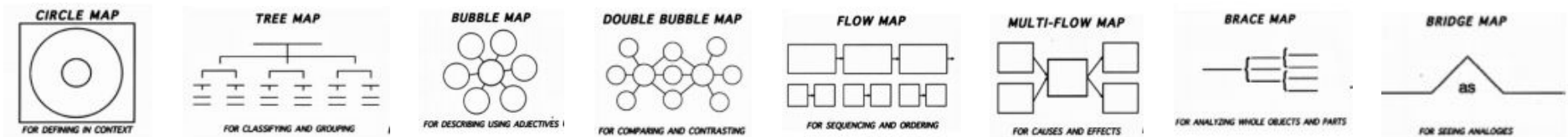
ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **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**


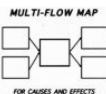
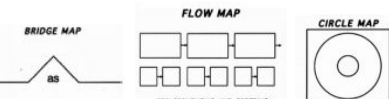
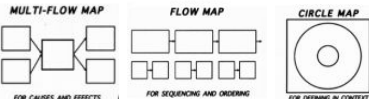
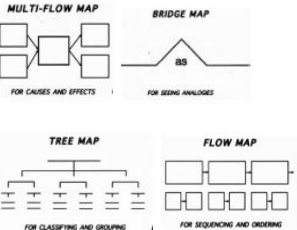
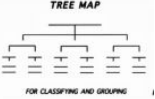
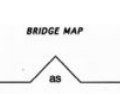
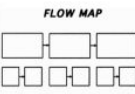
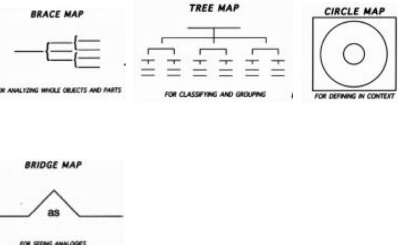
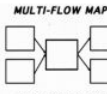
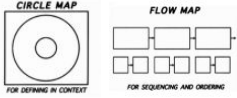
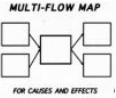

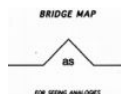
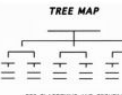
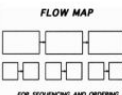

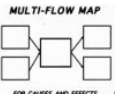

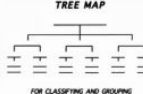

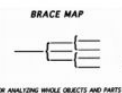
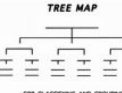

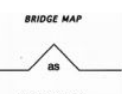

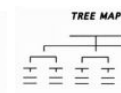
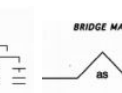

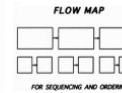
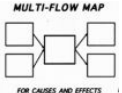
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process. “Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository. The use of strategies implies awareness, reflection, 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.

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

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 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?

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.

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).

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

Metaphor – figure of speech that makes a comparison equating two or more unlike things.

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

Hyperbole – intentionally exaggerated figure of speech.

Making inferences – making judgments or drawing conclusions based on what an author has implied; beyond the literal level.

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

Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing.

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

Tone refers to an attitude a writer takes toward a subject.

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.

Characterization as the way an author presents a character and reveals character traits by: what a character says; what a character thinks; what a character does; and how other characters respond to the character.

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

Irony – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true.

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.

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 e.g., clatter.

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.

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.

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.

Tone expresses an author’s attitude toward the subject.

Coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions.

Subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions.

Modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb.

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

NINE WEEKS 1

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

Ongoing Assessments: Common Assessments, projects, and quizzes

<p>THEME: Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies SKILLS TARGETED: Various STRATEGY FOCUS: Background Knowledge / Making Connections / Schema, Determine Importance, Questioning, Visualize, Infer / Predict / Draw Conclusions, Summarize / Synthesize, Self-Monitor / Metacognition APPROXIMATE TIME: 1 week</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
7.1 c Ask probing questions to seek elaboration and clarification of ideas.	<p>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry and drama.</p> <p>7.5 j) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>7.6) The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>7.6 m) Use reading strategies to monitor comprehension</p>	7.7 a) Engage in writing as a recursive process.	n/a	<p>Picture Books: For Teaching Strategies</p> <p><i>Dandelion</i>, <i>A Day's Work</i>, and <i>Fly Away Home</i>, by Eve Bunting for inferring and questioning <i>Abuela</i>, by Arthur Duros for visualization <i>Fireflies</i>, by Julie Brinkloe for making connections Eyewitness Books for determining importance Fables for Synthesizing</p> <p>VDOE Released Writing Prompts</p> <p>ACPS Literacy Plan (activities for teaching</p>	<p>Student notes on how to use strategy and why it's important as a reader</p> <p>Thinking maps (to plan paragraphs and organize notes)</p> <p>Create Bookmarks for each strategy</p> <p>Paragraphs "How would I use this strategy?"</p> <p>Students create visual representations of each strategy to be displayed in the classroom.</p>

	throughout the reading process.			each strategy may be found under the Reading Process heading) Active SSR (Narrative) Active SSR (Biography) Active SSR (Informational) Use for daily improvement with comprehension strategies.	
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THEME: Diversity and Acceptance (sub themes integrity, honesty ,trust)

SKILLS TARGETED: cause and effect, characterization, compare and contrast, conflict, resolution, setting, drawing conclusions, genre

STRATEGY FOCUS: making connections, drawing conclusions, inferring

APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>7.1 a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.</p> <p>7.1 b) Clearly communicate ideas and information orally in an organized and succinct manner.</p> <p>7.1 c Ask probing questions to seek elaboration and clarification of ideas.</p> <p>7.1 d) Participate in collaborative discussions with partners building on others' ideas.</p> <p>7.1 e) Make statements to communicate agreement or tactful disagreement with</p>	<p>7.4 e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>7.4 f) Use word-reference materials to determine meanings and etymology.</p> <p>7.4 g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p>7.5 a) The student will : Describe elements of narrative structure : setting ,character development, plot,theme, and conflict and how they influence each other.</p> <p>7.5 b) Identify and explain the theme(s).</p> <p>7.5 c) identify cause and</p>	<p>7.7 a) Engage in writing as a recursive process.</p> <p>7.7 b) Choose intended audience and purpose.</p> <p>7.7 c) Use a variety of prewriting strategies to generate and organize ideas.</p> <p>7.7 d) Organize writing structure to fit form or topic.</p> <p>7.7 e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.</p> <p>7.7 f) Compose a thesis statement for persuasive writing that includes a position.</p> <p>7.7 g) Clearly state a</p>	<p>7.9 a) Formulate and revise questions about a research topic.</p> <p>7.9 b) Collect, organize, and synthesize information from multiple sources.</p> <p>7.9 c) Analyze and evaluate the validity and credibility of resources.</p> <p>7.9 d) Quote,summarize, and paraphrase information from primary and secondary sources using proper citations.</p> <p>7.9 f) Demonstrate ethical use of the Internet.</p>	<p>Nonfiction: "Tanner's Annunciation" paired text with "The Moorish Chief" by readworks.org</p> <p>Myth: "The Origin of the Seasons" retold by Olivia Coolidge *Holt Elements of Literature, first edition.</p> <p>Fables: https://www.ereadingworksheets.com/reading-worksheets/understanding-theme.pdf</p> <p>Use for introduction to theme.</p> <p>Article: "Teens with Intellectual Disability Have it Harder" by Marie Hartwell-Walker, Ed.D. https://psychcentral.com/lib/teens-with-intellectual-disability-have-it-harder/</p>	<p>All writing throughout the year will require students to edit for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>Writing suggestions: -How is the world a better place because of diversity? -Sameness vs diversity, etc. (compare/contrast) -Write about a situation in which you lied about something or were lied to by someone. Include: -What was the reason for the lie? -Did the lie have a negative effect on your life? -What was the outcome of the situation?</p>

<p>others' ideas.</p> <p>7.1 f) Use language and style appropriate to audience, topic, and purpose.</p> <p>7.1 g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.</p> <p>7.1 h) Work effectively and respectfully within diverse groups.</p> <p>7.1 i) Exhibit willingness to make necessary compromises to accomplish a goal.</p> <p>7.1j) Share responsibility for collaborative work.</p> <p>7.2 a) Select, organize, and create content to complement and extend meaning for a selected topic.</p> <p>7.2 b) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</p>	<p>effect relationships and their impact on plot.</p> <p>7.5 d) Differentiate between first and third person point of view.</p> <p>7.5 i) Make inferences and draw conclusions based on the text.</p> <p>7.5j) Use strategies to monitor comprehension throughout the reading process.</p> <p>7.6 c) Make inferences and draw logical conclusions using explicit and implied textual evidence.</p> <p>7.6 d) Differentiate between fact and opinion.</p> <p>7.6 e) Identify the source, viewpoint, and purpose of texts.</p> <p>7.6 f) Describe how word choice and language structure convey an author's viewpoint.</p> <p>7.6 g) Identify the Main Idea</p> <p>7.6 j) Identify cause and effect relationships</p> <p>7.6 l) Analyze ideas within and between</p>	<p>position and organize reasons and evidence, using credible sources.</p> <p>7.7 h) Distinguish between fact and opinion to support a position.</p> <p>7.7 i) Write multi-paragraph compositions with elaboration and unity.</p> <p>7.7 j) Use transition words and phrases within and between paragraphs.</p> <p>7.8 c) Use subject-verb agreement with intervening phrases and clauses.</p> <p>7.8 f) Use correct spelling for commonly used words.</p>		<p>Fiction: Students will pick from a variety of novels including the following suggestions:</p> <p><i>The Giver</i>, by Lois Lowry</p> <p><i>Wonder</i>, R.J. Palacio <i>Cinder</i>, (The Lunar Chronicles Series), by Marissa Meyer</p> <p>Picture Books for read alouds: https://socialjusticebooks.org/booklists/ <i>The One Hundred Dresses</i>, by Wanda Gag <i>The Golden Rule</i>, by Ilene Cooper</p> <p>Videos: https://www.youtube.com/watch?v=LFNuRJm4LMs teens define diversity</p> <p>Colors of the Wind from Pocahontas</p> <p>Maya Angelou reads her poem, "Human Family" youtube video https://www.youtube.com/watch?v=5F_aHt34a-g</p>	<p>-What did you learn about lying from this experience?</p> <p>-Would honesty have been a better solution from the beginning?</p> <p>Create a society.</p>
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<p>7.2 c) Use language and vocabulary appropriate to audience, topic, and purpose.</p> <p>7.2 d) Paraphrase and summarize a speaker's key ideas.</p> <p>7.3 c) Describe how word choice, visual images, and sound convey a viewpoint.</p> <p>7.3 d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.</p>	<p>selections providing textual evidence</p> <p>7.6m) Use strategies to monitor comprehension throughout the reading process.</p>			<p>Graphic organizers:</p> <p>Point of View https://drive.google.com/file/d/0B231hzf_9xpeXRCbEI0czZCdEU/edit</p> <p><u>Honesty lesson plan</u> George Washington</p> <p>Resource for teacher on teaching theme https://www.youtube.com/watch?v=9H6GCe7hmmA</p> <p>Create a Society project http://www.middleweb.com/wp-content/uploads/2015/04/Giver-Unit-Amber-Chandler.pdf</p>	
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Notes: Activities and resources that can be used with each theme.

- Small group collaborations
- Literature Circles
- Thinking Maps
- Use <https://newsela.com> throughout the year (Subscription required)
- Use www.Readworks.org throughout the year (Free site)
- Aesop's Fables online resource: <http://www.taleswithmorals.com/>
- http://www.amherst.k12.va.us/documents/cia/ACPS_Literacy_Plan.pdf
- Teacher resource for multimodal videos with music that teaches concepts <https://www.flocabulary.com/>
- <https://www.timeforkids.com/> Good source for nonfiction
- <https://www.scholastic.com> teacher lesson plans
- <http://www.readwritethink.org/>
- <https://www.teacherspayteachers.com/>

- <https://www.education.com/>
- <https://www.goodreads.com>
- <http://www.readwritethink.org/classroom-resources/printouts/common-con>

THEME: Perseverance and Survival
SKILLS TARGETED: character, summarizing, first and third person
STRATEGY FOCUS: Inferring, predicting, and drawing conclusions, summarizing
APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>7.1 a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.</p> <p>7.1 b) Clearly communicate ideas and information orally in an organized and succinct manner.</p> <p>7.1 c) Ask probing questions to seek elaboration and clarification of ideas.</p> <p>7.1 d) Participate in collaborative discussions with</p>	<p>7.4 a) Identify word origins and derivations.</p> <p>7.4 b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.</p> <p>7.4 c) Identify and analyze the construction and impact of figurative language.</p> <p>7.4 e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>7.4 f) Use word-reference materials to determine</p>	<p>7.7 a) Engage in writing as a recursive process.</p> <p>7.7 b) Choose intended audience and purpose.</p> <p>7.7 c) Use a variety of prewriting strategies to generate and organize ideas.</p> <p>7.7 d) Organize writing structure to fit form or topic.</p> <p>7.7 e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.</p>	<p>7.9 c) Analyze and evaluate the validity and credibility of resources.</p> <p>7.9d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.</p> <p>7.9 f) Demonstrate ethical use of the Internet.</p>	<p>Fiction: <i>Hatchet</i>, by Gary Paulsen Lesson Plan for Hatchet <i>The Last Kids on Earth series</i> by Max Brallier <i>The City of Ember</i>, Jean DuPrau</p> <p>Non-Fiction: <i>The Lives of Athletes: Thrills, Spills (and What the Neighbors Thought)</i> (link below for this book and others by Kathleen Krull. These books are filled with 2-3 page biographies. They are great for read alouds and modeling how to prove character traits.)</p>	<p>Writing Suggestions: From the novel, "Hatchet", students will discuss what perseverance means to them and write down examples of how Brian showed this character trait in the novel. They need to come up with at least five instances that can be proof of his perseverance.</p> <p>Students will work individually to write an essay on perseverance. Students will have to not only give evidence of perseverance from <i>Hatchet</i>, but also explain what types of characteristics or qualities a person needs</p>

<p>partners building on others' ideas.</p> <p>7.1 e) Make statements to communicate agreement or tactful disagreement with others' ideas.</p> <p>7.1 f) Use language and style appropriate to audience, topic, and purpose.</p> <p>7.1 g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.</p> <p>7.1 h) Work effectively and respectfully within diverse groups.</p> <p>7.1 i) Exhibit willingness to make necessary compromises to accomplish a goal.</p> <p>7.1 j) Share responsibility for collaborative work.</p> <p>7.2 a) Select, organize, and create content to complement and extend meaning for a selected topic.</p>	<p>meanings and etymology.</p> <p>7.4 g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p>7.5 a) The student will : Describe elements of narrative structure : setting ,character development, plot,theme, and conflict and how they influence each other.</p> <p>7.5 b) Identify and explain the themes.</p> <p>7.5 c) identify cause and effect relationships.</p> <p>7.5 d) Differentiate between first and third person point of view.</p> <p>7.5 h) Compare and contrast details in literary and informational nonfiction texts.</p> <p>7.5 i) Make inferences and draw conclusions based on the text.</p> <p>7.5j) Use strategies to monitor comprehension throughout the reading process.</p> <p>7.6 c) Make inferences</p>	<p>7.7 f) Compose a thesis statement for persuasive writing that includes a position.</p> <p>7.7 g) Clearly state a position and organize reasons and evidence, using credible sources.</p> <p>7.7 h) Distinguish between fact and opinion to support a position.</p> <p>7.7 i) Write multi-paragraph compositions with elaboration and unity.</p> <p>7.7 j) Use transition words and phrases within and between paragraphs.</p> <p>7.7 k) Develop and modify central idea tone and voice to fit the audience and purpose.</p> <p>7.7 l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p>		<p>https://www.amazon.com/Lives-Athletes-Thrills-Neighbors-Thought-ebook/dp/B003SNKBRS</p> <p>Poetry: "I, too, Sing America", by Langston Hughes Set of 10 Poems on Perseverance</p> <p>Videos: Sojourner Truth biography Jane Goodall documentary trailer</p> <p>Resources for affixes and roots: http://www.readwritethink.org/classroom-resources/printouts/common-content-area-roots-30842.html http://www.readwritethink.org/files/resources/lesson1042/teachers_guide.pdf</p>	<p>to have to gain perseverance; courage, bravery, determination, common sense. Included in the essay, students will give an example from a different story or from real life of someone or themselves when they showed perseverance and draw a picture.</p> <p>Personal narrative "A time I showed Perseverance"</p> <p>Create character maps (circle maps and write a summary</p>
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<p>7.2 b) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</p> <p>7.2 c) Use language and vocabulary appropriate to audience, topic, and purpose.</p> <p>7.2 d) Paraphrase and summarize a speaker's key ideas.</p> <p>7.3 a) Identify persuasive/informative techniques used in media.</p> <p>7.3 b) Distinguish between fact and opinion, and between evidence and inference.</p> <p>7.3 c) Describe how word choice, visual images, and sound convey a viewpoint.</p> <p>7.3 d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.</p>	<p>and draw logical conclusions using explicit and implied textual evidence.</p> <p>7.6 e) Identify the source, viewpoint, and purpose of texts.</p> <p>7.6 f) Describe how word choice and language structure convey an author's viewpoint.</p> <p>7.6 h) Summarizing text identifying supporting details.</p> <p>7.6 i) Create an objective summary including main idea and details.</p> <p>7.6 j) Identify cause and effect relationships.</p> <p>7.6 l) Analyze ideas within and between selections providing textual evidence.</p> <p>7.6m) Use strategies to monitor comprehension throughout the reading process.</p>	<p>7.7 m) Use clauses and phrases for sentence variety.</p> <p>7.7 n) Revise writing for clarity of content including specific vocabulary and information.</p> <p>7.8 a) Choose appropriate adjectives and adverbs to enhance writing.</p> <p>7.8 b) Use pronoun-antecedent agreement to include indefinite pronouns.</p> <p>7.8 f) Use correct spelling for commonly used words.</p>			
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7.3 e) Craft and publish audience-specific media messages.					
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NINE WEEKS 2

Division Required Assessments: ACPS Writing Prompt (expository), NW2 Division Reading & Writing multiple choice assessment

Ongoing Assessments: Common Assessments, projects, and quizzes

THEME: Loyalty and Peer Pressure (sub theme bullying) SKILLS TARGETED: text structure (process, listing, generalization, problem solution), main idea, text features STRATEGY FOCUS: determining importance APPROXIMATE TIME: 4 weeks					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>7.1 a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.</p> <p>7.1 b) Clearly communicate ideas and information orally in an organized and succinct manner.</p> <p>7.1 c) Ask probing questions to seek elaboration and clarification of ideas.</p> <p>7.1 d) Participate in collaborative discussions with partners building on others' ideas.</p>	<p>7.4 a) Identify word origins and derivations.</p> <p>7.4 b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.</p> <p>7.4 c) Identify and analyze the construction and impact of figurative language.</p> <p>7.4 d) Identify connotations.</p> <p>7.4 e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>7.4 f) Use word-reference materials to determine meanings and etymology.</p>	<p>7.7 a-n) Write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on expository and persuasive writing.</p> <p>7.8 a) Choose appropriate adjectives and adverbs to enhance writing.</p> <p>7.8 b) Use pronoun-antecedent agreement with intervening phrases and clauses.</p> <p>7.8 c) Use subject-verb agreement with intervening phrases and clauses.</p> <p>7.8 d) Edit for verb tense consistency and point</p>	<p>7.9 d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.</p> <p>7.9 e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</p>	<p>Web resources: http://teacher.scholastic.com/activities/athens_games/gameGreekToMe.htm</p> <p>Free Vocabulary resource with games</p> <p>Videos: Bully prevention DVD, "Nobody Has the Power to Ruin Your Day", by Lizzie Sider, available for free at this web address https://www.nobodyhas.thepowertoruinyourday.org/</p> <p>"A Student, a School and a Case that Made History: Bullied" available for free through https://www.tolerance.org/</p>	<p>Writing Suggestions: "How Important is Loyalty to You?" Create a short story about peer pressure. Use dialogue.</p> <p>How to be a Good Friend</p> <p>Create an anti-bullying message: -Poster -Video -Audio message (song, rap, speech, etc.) -Magazine -Slide show -Mock Trial of Johnny Cade (requires close reading and textual evidence)</p>

<p>7.1 e) Make statements to communicate agreement or tactful disagreement with others' ideas.</p> <p>7.1 f) Use language and style appropriate to audience, topic, and purpose.</p> <p>7.1 g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.</p> <p>7.1 h) Work effectively and respectfully within diverse groups.</p> <p>7.1 i) Exhibit willingness to make necessary compromises to accomplish a goal.</p> <p>7.1 j) Share responsibility for collaborative work.</p> <p>7.2 a) Select, organize, and create content to complement and extend meaning for a</p>	<p>7.4 g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p>7.5d) Differentiate between first and third person point of view.</p> <p>7.5 e) Identify elements and characteristics of a variety of genres.</p> <p>7.5f) Compare and contrast various forms and genres of fictional text..</p> <p>7.5 g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.</p> <p>7.5 j) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>7.6 a) Skim materials using text features including type, headings, and graphics to predict and categorize information</p> <p>7.6b) Identify an author's organizational pattern.</p> <p>7.6 c) Make inferences and draw logical conclusions using explicit and implied textual evidence.</p> <p>7.6 f) Describe how word</p>	<p>of view.</p> <p>7.8 e) Use quotation marks with dialogue and direct quotations.</p> <p>7.8 f) Use correct spelling for commonly used words.</p>		<p>Fiction: <u>"The Fight", by Robert Jennings, 8th grade, Rippon Middle School, VA</u></p> <p><i>The Outsiders</i>, by S.E. Hinton <u>Online unit for The Outsiders (some very good activities and products!)</u></p> <p>Any of <i>The Descendants</i> novels by Melissa de la Cruz</p> <p>Nonfiction: "Because I Was a Girl: True Stories for Girls of All Ages" by Melissa de la Cruz</p> <p>Poetry: "I'm Nobody" by Emily Dickinson *Holt Elements of Literature, first edition.</p>	
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<p>selected topic.</p> <p>7.2 b) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</p> <p>7.2 c) Use language and vocabulary appropriate to audience, topic, and purpose.</p> <p>7.2 d) Paraphrase and summarize a speaker's key ideas.</p> <p>7.3 b) Distinguish between fact and opinion, and between evidence and inference.</p> <p>7.3 c) Describe how word choice, visual images, and sound convey a viewpoint.</p> <p>7.3 d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.</p> <p>7.3 e) Craft and publish</p>	<p>choice and language structure convey an author's viewpoint.</p> <p>7.6 g) Identify the main idea.</p> <p>7.6h) Summarizing text identifying supporting details.</p> <p>7.6 j) Identify cause and effect relationships.</p> <p>7.6 k) Organize and synthesize information for use in written and other formats.</p> <p>7.6 l) Analyze ideas within and between selections providing textual evidence.</p> <p>7.6m) Use reading strategies to monitor comprehension throughout the reading process.</p>				
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audience-specific media messages.					
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<p>THEME: Respect and Tolerance (subtopic Compassion) SKILLS TARGETED: word origin, connotations, fact and opinion, figurative language, foreshadowing, flashback STRATEGY FOCUS: questioning, monitoring comprehension APPROXIMATE TIME: 5 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>7.1 a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.</p> <p>7.1 b) Clearly communicate ideas and information orally in an organized and succinct manner.</p> <p>7.1 c) Ask probing questions to seek elaboration and clarification of ideas.</p> <p>7.1 d) Participate in collaborative discussions with partners building on</p>	<p>7.4 a) Identify word origins and derivations.</p> <p>7.4 b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.</p> <p>7.4 c) Identify and analyze the construction and impact of figurative language.</p> <p>7.4 d) Identify connotations.</p> <p>7.4 e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>7.4 f) Use word-reference</p>	<p>7.7 a-n) Write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on expository and persuasive writing.</p> <p>7.8 a) Choose appropriate adjectives and adverbs to enhance writing.</p> <p>7.8 b) Use pronoun-antecedent agreement with intervening phrases and clauses.</p> <p>7.8 c) Use subject-verb agreement with intervening phrases and clauses.</p> <p>7.8 d) Edit for verb tense</p>	<p>7.9 d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.</p> <p>7.9 e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</p>	<p>Nonfiction: <i>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</i>, (Chapter 2, "1493: The True Importance of Christopher Columbus") by James W. Loewen</p> <p>Primary sources: <u>Christopher Columbus primary sources</u></p> <p>Fiction: <i>The Outsiders</i>, by S. E. Hinton</p> <p>"The Family Under the Bridge", by Natalie Savage Carlson</p> <p>Poetry: Poem used in the Outsiders:</p>	<p><u>Graphic organizer:</u> T-chart hero/villain <u>Debate</u> issue of Christopher Columbus, hero vs villain. Write an <u>essay</u> based on discoveries made during activities of t-chart and debate.</p>

<p>others' ideas.</p> <p>7.1 e) Make statements to communicate agreement or tactful disagreement with others' ideas.</p> <p>7.1 f) Use language and style appropriate to audience, topic, and purpose.</p> <p>7.1 g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.</p> <p>7.1 h) Work effectively and respectfully within diverse groups.</p> <p>7.1 i) Exhibit willingness to make necessary compromises to accomplish a goal.</p> <p>7.1 j) Share responsibility for collaborative work.</p> <p>7.2 a) Select, organize, and create content to complement and extend meaning for a selected topic.</p> <p>7.2 b) Use effective</p>	<p>materials to determine meanings and etymology.</p> <p>7.4 g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p>7.5 a) Describe elements of narrative structure: setting, character development, plot, theme, and conflict and how they influence each other.</p> <p>7.5 b) Identify and explain the theme.</p> <p>7.5 c) Identify cause and effect relationships and their impact on plot.</p> <p>7.5 d) Differentiate between first and third person point of view.</p> <p>7.5 e) Identify elements and characteristics of a variety of genres.</p> <p>7.5 f) Compare and contrast various forms of fictional text.</p> <p>7.5 g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.</p> <p>7.5j) Use reading strategies to monitor</p>	<p>consistency and point of view.</p> <p>7.8 e) Use quotation marks with dialogue and direct quotations.</p> <p>7.8 f) Use correct spelling for commonly used words.</p>		<p><u>Poem, "Nothing Gold Can Stay" by Robert Frost</u></p>	
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<p>verbal and nonverbal communication skills to deliver multimodal presentations.</p> <p>7.2 c) Use language and vocabulary appropriate to audience, topic, and purpose</p> <p>7.2 d) Paraphrase and summarize a speaker's key ideas.</p> <p>7.3 b) Distinguish between fact and opinion, and between evidence and inference.</p> <p>7.3 c) Describe how word choice, visual images, and sound convey a viewpoint.</p>	<p>comprehension throughout the reading process.</p> <p>7.6 a) Skim materials using text features including type, headings, and graphics to predict and categorize information.</p> <p>7.6 b) Identify an author's organizational pattern</p> <p>7.6 c) Make inferences and draw logical conclusions using explicit and implied textual evidence.</p> <p>7.6 f) Describe how word choice and language structure convey an author's viewpoint.</p> <p>7.6 g) Identify the main idea.</p> <p>7.6 h) Summarizing text identifying supporting details.</p> <p>7.6 j) Identify cause and effect relationships.</p> <p>7.6 l) Analyze ideas within and between selections providing textual evidence.</p> <p>7.6m) Use reading strategies to monitor comprehension throughout the reading</p>				
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NINE WEEKS 3

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

Ongoing Assessments: Common Assessments, projects, and quizzes

<p>THEME: Fairness, Equality, Equity and Sameness SKILLS TARGETED: figurative language, author’s viewpoint, analyzing ideas within and between texts STRATEGY FOCUS: drawing conclusions, making inferences APPROXIMATE TIME: 4 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>7.1 a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.</p> <p>7.1 b) Clearly communicate ideas and information orally in an organized and succinct manner.</p> <p>7.1 c) Ask probing questions to seek elaboration and clarification of ideas.</p> <p>7.1 d) Participate in collaborative discussions with</p>	<p>7.4 a) Identify word origins and derivations.</p> <p>7.4 b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.</p> <p>7.4 c) Identify and analyze the construction and impact of figurative language.</p> <p>7.4 d) Identify connotations.</p> <p>7.4 e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p>	<p>7.7 a-n) Write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on expository and persuasive writing.</p> <p>7.8 a) Choose appropriate adjectives and adverbs to enhance writing.</p> <p>7.8 b) Use pronoun-antecedent agreement with intervening phrases and clauses.</p> <p>7.8 c) Use subject-verb agreement with intervening phrases and clauses.</p> <p>7.8 d) Edit for verb tense</p>	<p>7.9 a) Formulate and revise questions about a research topic.</p> <p>7.9 b) Collect, organize, and synthesize information from multiple sources.</p>	<p>Fiction: Novels: <i>The Giver</i>, by Lois Lowry <i>The Selection</i>, by Kiera Cass (all books in the Selection series) <i>The Watsons go to Birmingham</i>, Christopher Paul Curtis <i>Holes</i>, by Louis Sachar Short story: <i>Harrison Bergeron</i>, by Kurt Vonnegut “Chanclas”, by Sandra Cisneros *Holt Elements of Literature, first edition.</p> <p>Nonfiction:</p>	<p>Writing suggestions: Sameness vs diversity, etc. -If you were to make a utopian city or community, what would it be like? -If you were Jonas, would you risk your life for people you barely know? -What is SAMENESS? -How do we accept people for who they are? -Why is it important to be individuals and to be different from others?</p>

<p>partners building on others' ideas.</p> <p>7.1 e) Make statements to communicate agreement or tactful disagreement with others' ideas.</p> <p>7.1 f) Use language and style appropriate to audience, topic, and purpose.</p> <p>7.1 g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.</p> <p>7.1 h) Work effectively and respectfully within diverse groups.</p> <p>7.1 i) Exhibit willingness to make necessary compromises to accomplish a goal.</p> <p>7.1 j) Share responsibility for collaborative work.</p> <p>7.2 a) Select, organize, and create content to complement and extend meaning for a selected topic.</p>	<p>7.4 f) Use word-reference materials to determine meanings and etymology.</p> <p>7.5d) Differentiate between first and third person point of view.</p> <p>7.5 e) Identify elements and characteristics of a variety of genres.</p> <p>7.5 f) Compare and contrast various forms of fictional text.</p> <p>7.5 g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.</p> <p>7.5 j) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>7.6 b) Identify an author's organizational pattern.</p> <p>7.6 c) Make inferences and draw logical conclusions using explicit and implied textual evidence.</p> <p>7.6 f) Describe how word choice and language structure convey an author's viewpoint.</p>	<p>consistency and point of view.</p> <p>7.8 e) Use quotation marks with dialogue and direct quotations.</p> <p>7.8 f) Use correct spelling for commonly used words.</p>		<p>Essay: "Rosa Parks" by Rita Dove</p> <p>Videos: <u>Montgomery Bus Boycott</u> "Viva La Causa", The story of Cesar Chavez and a Great Movement for Social Justice. ava. for free through tolerance.org</p> <p>Poetry: "Abulita Who", by Sandra Cisneros *Holt Elements of Literature, first edition.</p>	
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<p>7.2 b) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</p> <p>7.2 c) Use language and vocabulary appropriate to audience, topic, and purpose.</p> <p>7.2 d) Paraphrase and summarize a speaker's key ideas.</p> <p>7.3 c) Describe how word choice, visual images, and sound convey a viewpoint.</p> <p>7.3 d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.</p>	<p>7.6 g) Identify the main idea.</p> <p>7.6 h) Summarizing text identifying supporting details.</p> <p>7.6 i) Create an objective summary including main idea and details.</p> <p>7.6 j) identify cause and effect relationships.</p> <p>7.6 k) Organize and synthesize information for use in written and other formats.</p> <p>7.6 l) Analyze ideas within and between selections providing textual evidence.</p> <p>7.6m) Use reading strategies to monitor comprehension throughout the reading process.</p>				
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THEME: Courage and Relationships

SKILLS TARGETED: analyze ideas within and between selections, create a summary, plot, characterization

STRATEGY FOCUS: summarizing, inferring, drawing conclusions, making connections

APPROXIMATE TIME: 5 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>7.1 a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.</p> <p>7.1 b) Clearly communicate ideas and information orally in an organized and succinct manner.</p> <p>7.1 c Ask probing questions to seek elaboration and clarification of ideas.</p> <p>7.1 d) Participate in collaborative discussions with partners building on others’ ideas.</p> <p>7.1 e) Make statements to communicate ideas and information orally in</p>	<p>7.4 a) Identify word origins and derivations.</p> <p>7.4 b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.</p> <p>7.4 c) Identify and analyze the construction and impact of figurative language.</p> <p>7.4 d) Identify connotations.</p> <p>7.4 e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>7.4 f) Use word-reference materials to determine meanings and etymology.</p> <p>7.5 a) Describe elements of narrative structure:</p>	<p>7.7 a-n) Write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on expository and persuasive writing.</p> <p>7.8 a) Choose appropriate adjectives and adverbs to enhance writing.</p> <p>7.8 b) Use pronoun-antecedent agreement with intervening phrases and clauses.</p> <p>7.8 c) use subject-verb agreement with intervening phrases and clauses .</p> <p>7.8 d) Edit for verb tense consistency and point of view.</p> <p>7.8 e) Use quotation marks with dialogue and direct quotations.</p>	<p>7.9 d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.</p> <p>7.9 e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</p>	<p>Nonfiction: Autobiographies <i>Long Walk to Freedom</i> by Nelson Mandela *Holt Elements of Literature, first edition. <i>Tasting the Sky</i>, by Ibtisam Barakat <u>Interview of Ibtisam Barakat</u> Poetry: “Little Girl, be Careful What You Say”, by Carl Sandburg Fiction: Novels: <i>This Side of Wild</i> by Gary Paulsen <i>Star in the Storm</i> by Joan hiatt Harlow <i>90 Miles to Havana</i>, by Enrique Flores-Galbis <u>Thematic Unit 90 Miles to Havana</u></p>	<p>Writing suggestions : Persuade your parents or guardian to allow you to have an animal. Explain to your parents or guardians the relationship between people and animals and the courage they both show.</p> <p>Interview a family member or someone about a time that he or she had to be courageous. Share the story with the class.</p> <p>Summarize 2 different genres and write an essay comparing them.</p> <p>Choose one character from the short story, “Rikki-tikki-tavi”, by Rudyard Kipling. Identify one character trait that character portrays and cite evidence such as quotes, that reveal the character traits by what</p>

<p>an organized and succinct manner.</p> <p>7.1 f) Use language and style appropriate to audience, topic, and purpose.</p> <p>7.1 g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.</p> <p>7.1 h) Work effectively and respectfully within diverse groups.</p> <p>7.1 i) Exhibit willingness to make necessary compromises to accomplish a goal.</p> <p>7.1 j) Share responsibility for collaborative work.</p> <p>7.2 a) Select, organize, and create content to complement and extend meaning for a selected topic.</p> <p>7.2 d) Paraphrase and summarize a speaker's key ideas.</p> <p>7.3 b) Distinguish between fact and</p>	<p>setting ,character development, plot, theme, and conflict and how they influence each other.</p> <p>7.5 d) Differentiate between first and third person point of view.</p> <p>7.5 e) Identify elements and characteristics of a variety of genres.</p> <p>7.5 f) Compare and contrast various forms of fictional text</p> <p>7.5 g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.</p> <p>7.5 j) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>7.6 b) Identify an author's organizational pattern.</p> <p>7.6 c) Make inferences and draw logical conclusions using explicit and implied textual evidence.</p> <p>7.6 d) Differentiate between fact and opinion.</p> <p>7.6 e) Identify the source, viewpoint, and</p>	<p>7.8 f) Use correct spelling for commonly used words.</p>		<p>Short stories:</p> <p>"Two Were Left" by Hugh B. Cave.</p> <p>Paired Text: Fiction/Nonfiction Short story "Rikki-tikki-tavi", by Rudyard Kipling *Holt Elements of Literature, first edition.</p> <p>"Understanding Text Structures: A Textbook-From People, Places and Change" *Holt Elements of Literature, first edition.</p> <p>Videos: "Rikki-tikki-tavi" (1975) 30 min. DVD or VHS copy</p> <p>Nelson Mandela</p> <p>Nelson Mandela history channel article and video</p> <p>Online non-fiction: Sonia Sotomayor : Time for Kids article</p>	<p>a character says, thinks, does, and how other characters respond to the character, including the author from the passage using page numbers.</p>
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<p>opinion and evidence and inference.</p>	<p>purpose of texts.</p> <p>7.6 f) Describe how word choice and language structure convey an author’s viewpoint.</p> <p>7.6 g) Identify the main idea.</p> <p>7.6 h) Summarizing text identifying supporting details.</p> <p>7.6 j) Identify cause and effect relationships.</p> <p>7.6 k) Organize and synthesize information for use in written and other formats.</p> <p>7.6 l) Analyze ideas within and between selections providing textual evidence.</p> <p>7.6m) Use reading strategies to monitor comprehension throughout the reading process.</p>				
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NINE WEEKS 4

Division Required Assessments: ACPS Writing Prompt (persuasive), NW4 Division Reading & Writing Assessment

Ongoing Assessments: Common Assessments, projects, and quizzes

<p>THEME: Selflessness and Responsibility SKILLS TARGETED: irony, figurative language, first and third person point of view, plot, summarizing, characterization, generalization, context clues STRATEGY FOCUS: questioning, summarizing APPROXIMATE TIME: 3 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>7.1 a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.</p> <p>7.1 b) Clearly communicate ideas and information orally in an organized and succinct manner.</p> <p>7.1 c) Ask probing questions to seek elaboration and clarification of ideas.</p> <p>7.1 d) Participate in collaborative discussions with partners building others'</p>	<p>7.4 e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>7.5 a) Describe elements of narrative structure : setting, character development, plot,theme, and conflict and how they influence each other.</p> <p>7.5 b) Identify and explain the theme.</p> <p>7.5 c) Identify cause and effect relationships and their impact on plot.</p> <p>7.5 g) Describe the impact of word choice, imagery, and literary</p>	<p>7.7 a-n) Write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on expository and persuasive writing.</p> <p>7.8 a) Choose appropriate adjectives and adverbs to enhance writing.</p> <p>7.8 b) Use pronoun-antecedent agreement with intervening phrases and clauses.</p> <p>7.8 c) Use subject-verb agreement with intervening phrases and clauses.</p>	<p>7.9 a-f) The student will find, evaluate, and select appropriate resources to create a research project.</p>	<p>Nonfiction: Informational text, magazine article "The Funeral Banquet of King Midas", by John Fleischman. *Holt Elements of Literature, first edition.</p> <p>Myths: "King Midas and the Golden Touch" retold by Pamela Oldfield *Holt Elements of Literature, first edition.</p> <p>Fiction: Picture books: "Two Bad Ants", by Chris Van Allsburg "Strega Nona's Magic Lessons" by Tomie dePaola. Short story:</p>	<p>Writing Suggestions: Summarize "King Midas and the Golden Touch" and then describe the type of irony used.</p> <p>Summarize nonfiction: Include the main idea and supporting details for the magazine article, "The Funeral Banquet of King Midas".</p> <p>Research project</p>

<p>ideas.</p> <p>7.1 e) Make statements to communicate agreement or tactful disagreement with others' ideas.</p> <p>7.1 f) Use language and style appropriate to audience, topic, and purpose.</p> <p>7.1 g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.</p> <p>7.1 h) Work effectively and respectfully within diverse groups.</p> <p>7.1 i) Exhibit willingness to make necessary compromises to accomplish a goal.</p> <p>7.1 j) Share responsibility for collaborative work.</p> <p>7.2 a) Select, organize, and create content to complement and extend meaning for a selected topic.</p> <p>7.2 b) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</p>	<p>devices including figurative language in an author's style.</p> <p>7.5 h) Compare/contrast details in literary and informational nonfiction texts.</p> <p>7.5 i) Make inferences and draw conclusions based on the text.</p> <p>7.5 j) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>7.6 a) Skim materials using text features including type, headings, and graphics to predict and categorize information.</p> <p>7.6 g) Identify the main idea.</p> <p>7.6 h) Summarize text identifying supporting details.</p> <p>7.6 m) Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>7.8 d) Edit for verb tense consistency and point of view.</p> <p>7.8 e) Use quotation marks with dialogue and direct quotations.</p> <p>7.8 f) Use correct spelling for commonly used words.</p>		<p>"Duffy's Jacket", by Bruce Coville *Holt Elements of Literature, first edition.</p> <p>Novels: "How to Train Your Dragon series", by Cressida Cowell "A Girl Named Disaster", by Nancy Farmer. "Maniac Magee", by Jerry Spinelli.</p> <p>Poetry: "Sarah Cynthia Sylvia Stout Would not Take the Garbage Out", by Shel Silverstein *Holt Elements of Literature, first edition.</p> <p>Videos: Strega Nora on responsibility</p>	
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<p>7.2 c) Use language and vocabulary appropriate to audience, topic, and purpose.</p> <p>7.2 d) Paraphrase and summarize a speaker's key ideas.</p> <p>7.3 a) Identify persuasive/informative techniques used in media.</p>					
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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	Symbo I
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	I	P	P	P
Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify characteristics of expository, technical, and persuasive texts.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	I	I	P	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	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	-	I	I	I
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	-	I	I	I
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	-	I	I	I
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	-	I	I	I
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	-	I	I	I
Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	-	-	-	-	-	-	-	-	-	-	-	I	I	I
Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	-	I	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
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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	I	P	P
Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	I	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	I	I
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	I	I	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