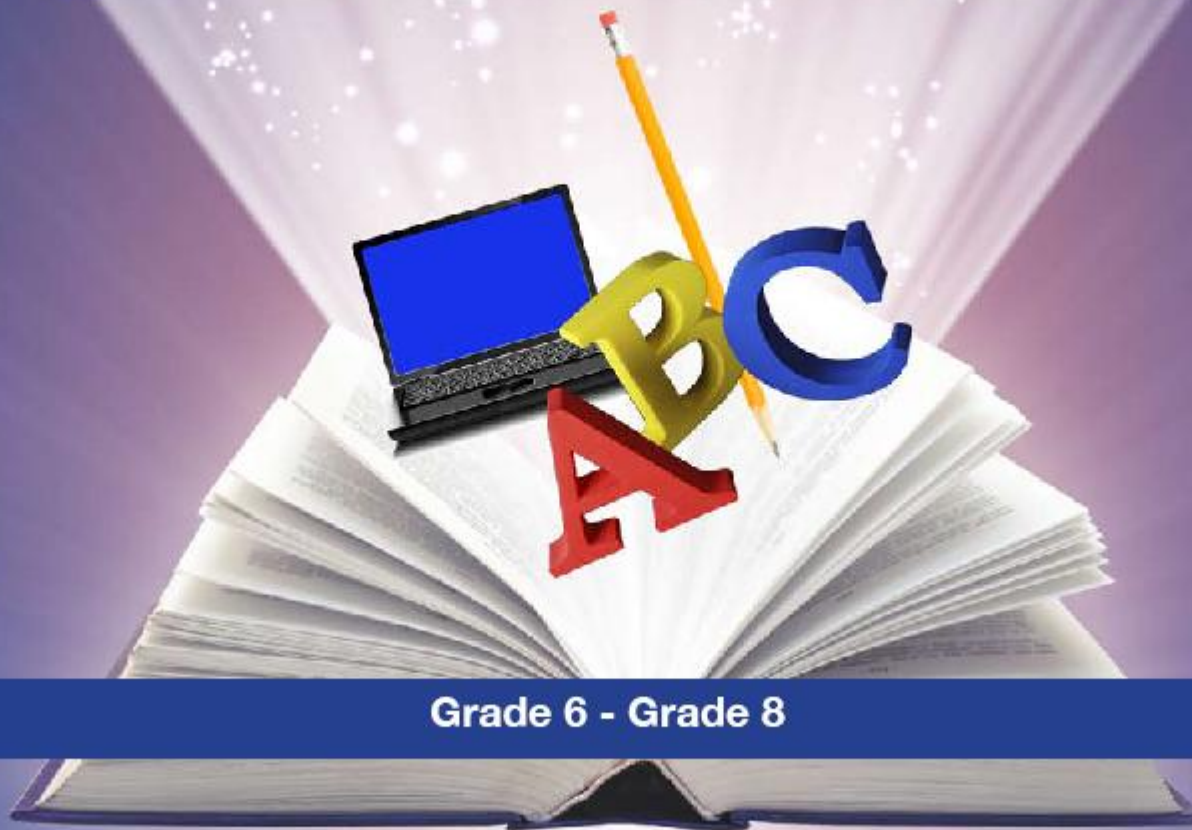


English Standards of Learning CURRICULUM FRAMEWORK 2010



Grade 6 - Grade 8

Board of Education, Commonwealth of Virginia

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The 2010 *English Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.doe.virginia.gov>.

Virginia *English Standards of Learning* Curriculum Framework 2010

Introduction

The 2010 *English Standards of Learning* Curriculum Framework is a companion document to the 2010 *English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn.

Each topic in the *English Standards of Learning* Curriculum Framework is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into three columns: Understanding the Standard; Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each column is explained below.

Understanding the Standard

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain suggestions and resources that will help teachers plan lessons focusing on the standard.

Essential Understandings

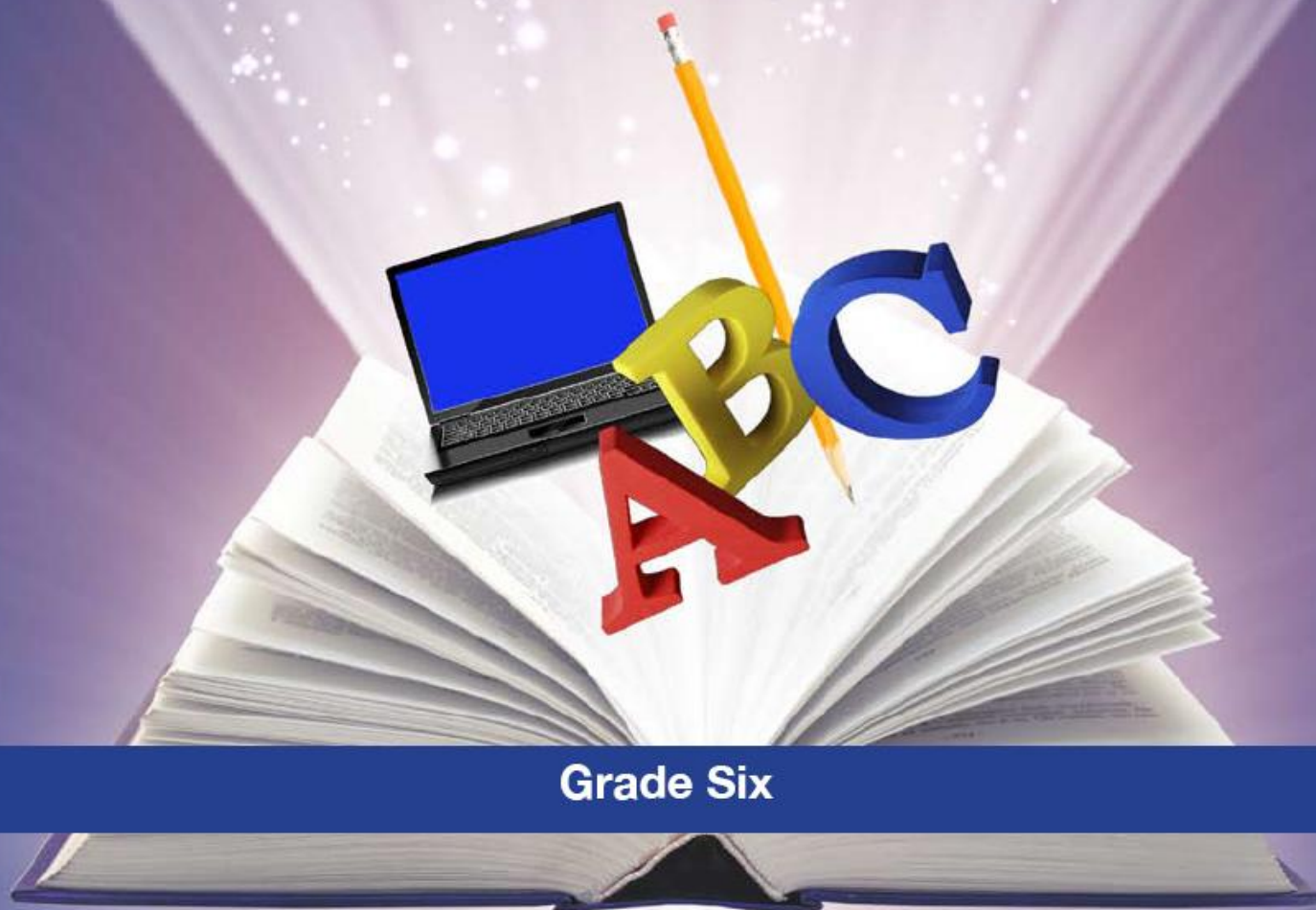
This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

Essential Knowledge, Skills, and Processes

Each standard is expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

English Standards of Learning CURRICULUM FRAMEWORK 2010



Grade Six

Board of Education, Commonwealth of Virginia

At the sixth-grade level, students will participate in small group and classroom discussions. They will express personal opinions and come to understand not only differing points of view but also the differences between facts and opinions. Small-group analysis and self-analysis of the effectiveness of communication will be introduced. When students speak formally and informally in small groups or individual presentations, they will be expected to use grammatically correct English. In addition, students will understand the basic elements of media literacy.

- 6.1 The student will participate in and contribute to small-group activities.**
- a) **Communicate as leader and contributor.**
 - b) **Evaluate own contributions to discussions.**
 - c) **Summarize and evaluate group activities.**
 - d) **Analyze the effectiveness of participant interactions.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|---|---|
| <ul style="list-style-type: none"> • The intent of this standard is that students will use oral language effectively. • Students will evaluate the effectiveness of the contributions of participants in a variety of roles in a discussion group. | <p>All students should</p> <ul style="list-style-type: none"> • interact as both group leader and member. • use verbal and nonverbal feedback from the audience to evaluate their own contributions. • process and verbalize the content and impact of each participant's contribution to a discussion. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • ensure that all group members participate in the exchange of information. • use strategies that contribute to the discussion. • receive and understand feedback from the others. • pose and respond to questions. • relate and retell information. • restate briefly and critically the main idea(s) or theme(s) discussed within a group. • use active listening to focus on what is said and what is implied. • summarize what is heard. • retain and rethink ideas based on what is heard. • infer and assimilate new ideas. • use a checklist and/or rubric to evaluate the participation of self and others. |

- 6.2 The student will present, listen critically, and express opinions in oral presentations.**
- a) **Distinguish between fact and opinion.**
 - b) **Compare and contrast viewpoints.**
 - c) **Present a convincing argument.**
 - d) **Paraphrase and summarize what is heard.**
 - e) **Use language and vocabulary appropriate to audience, topic, and purpose.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|--|
| <ul style="list-style-type: none"> • The intent of this standard is that students will refine and apply critical listening skills while participating in oral presentations as both the speaker and members of the audience. • Students will present convincing arguments and compare and contrast viewpoints. • Students will paraphrase and summarize what they have heard, using grammatically correct language and appropriate vocabulary. | <p>All students should</p> <ul style="list-style-type: none"> • recognize that facts can be verified and that opinions cannot. • recognize that each member brings to the group a unique viewpoint reflective of his or her background. • paraphrase by putting into their own words what has been said by others. • paraphrase and summarize by restating the main points more succinctly than the original presentation. • organize a presentation. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • take notes to record facts/opinions or differing viewpoints. • organize convincing arguments to include: <ul style="list-style-type: none"> ◦ facts; ◦ statistics; ◦ examples; and ◦ logical reasoning. • paraphrase or summarize what others have said. • plan and deliver an oral presentation, using the following steps: <ul style="list-style-type: none"> ◦ determine topic and purpose; ◦ identify the intended audience; ◦ gather information; ◦ organize the information; ◦ use multimedia to clarify presentation information; ◦ choose vocabulary appropriate to topic, purpose, and audience; ◦ phrase with grammatically correct language; and ◦ practice delivery. • use strategies for summarizing, such as the following: <ul style="list-style-type: none"> ◦ delete trivial and redundant information; ◦ substitute a general term for a list; and ◦ find or create a main idea statement. |

- 6.3 The student will understand the elements of media literacy.**
- a) Compare and contrast auditory, visual, and written media messages.**
 - b) Identify the characteristics and effectiveness of a variety of media messages.**
 - c) Craft and publish audience-specific media messages.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|---|---|
| <ul style="list-style-type: none"> • The intent of this standard is that students will be able to identify elements of media literacy recognizing that elements of media literacy are based on audience and purpose. They will also learn all media messages are constructed and that to understand the whole meaning of the message they can <i>deconstruct</i> it, looking at the following attributes: <ul style="list-style-type: none"> ◦ 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 see the message? How will different people <i>see</i> the message?) ◦ Content (This is not just the visible content but the <i>embedded</i> 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). | <p>All students should</p> <ul style="list-style-type: none"> • recognize that a public service announcement (PSA) is an advertisement for the benefit of the public. The purpose of a public service announcement can be to raise awareness. (e.g., advertisements targeting tobacco cessation). • compare and contrast reading to, listening, or viewing an audio, video, or live version of the same text. • understand the effectiveness of any media message is determined by the results on the intended audience. For example, the <i>Don't Drink and Drive</i> campaign has been an effective campaign because the number of traffic accidents due to drunk driving has been reduced. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • deconstruct and compare/contrast several types of media messages. • recognize production elements in media are composed based on audience and purpose. • create media messages, such as public service announcements aimed at a variety of audiences with different purposes. • integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. • identify the elements of a variety of media including layout, pictures, and text features in print media; camera shots, lighting, editing, and sound in TV, radio, and film. • access media message to compare and contrast information presented in different media and/or formats. • understand that three most common camera angles or shots are the close-up, long shot, and medium shot. |

- 6.3** The student will understand the elements of media literacy.
- a) Compare and contrast auditory, visual, and written media messages.
 - b) Identify the characteristics and effectiveness of a variety of media messages.
 - c) Craft and publish audience-specific media messages.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|-----------------------------|--|
| <ul style="list-style-type: none"> • Visual media can be viewed (e.g., television, video, Web-based materials, print ads). • Written media includes text (e.g., newspapers, magazines, books, blogs). • There are a variety of camera angles, which can add perspective or point of view to what is being pictured. Sometimes the camera angle can greatly influence the audience. A close-up only shows part of a subject usually in great detail; a long shot often establishes the scene (car driving up to a hotel or an overview of a city); a medium shot shows the whole subject (a person, car etc.). | | |

At the sixth-grade level, students will expand the study of roots and affixes as well as the use of context to develop independence in vocabulary acquisition. Figurative language will be introduced. Students will read independently and in groups for appreciation and comprehension of a variety of fiction, narrative nonfiction, nonfiction, and poetry. Both classic and recent works will be included. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics. When selecting text, teachers will consider appropriateness of subject and theme, as well as text complexity.

- 6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.**
- Identify word origins and derivations.**
 - Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.**
 - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
 - Identify and analyze figurative language.**
 - Use word-reference materials.**
 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--|---|
| <ul style="list-style-type: none"> The intent of this standard is that students will become independent learners of vocabulary. Teachers should choose vocabulary from context. Students will be exposed to prefixes, suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages— <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). Figurative language will be introduced and, students will continue the use of context to help determine the meaning of unfamiliar words. Students will be introduced to word relationships and nuances in word meanings. Determine the meaning of words and phrases as they are used as figurative language. | <p>All students should</p> <ul style="list-style-type: none"> use word structure to analyze and show relationships among words. use common, grade-appropriate Greek or Latin affixes and roots as clues to determine meanings of common English words. recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate. recognize that figurative language enriches text. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound <i>audience</i>, <i>auditory</i>, <i>audible</i>). identify Latin and Greek roots of common English words as clues to the meaning. separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>poly</i> from <i>polygon</i> and <i>phone</i> from <i>telephone</i> to predict the meaning of <i>polyphony</i>. recognize common antonyms and synonyms. notice relationships among inflected words, such as <i>proceed</i> and <i>procession</i> or <i>internal</i> and <i>internalization</i>. use context (e.g., the overall meaning of a sentence or paragraph; a word’s function in a sentence) as a clue to the meaning. recognize word relationships, such as: <ul style="list-style-type: none"> synonyms – small: little; antonyms – up: down; object/action – ear: hear; source/product – tree: lumber; part/whole – paw: dog; and animal/habitat – bee: hive. use context clues to determine meanings of unfamiliar words in text, such as: <ul style="list-style-type: none"> examples; restatements; and contrast. |

- 6.4** The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.
- a) Identify word origins and derivations.
 - b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
 - c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - d) Identify and analyze figurative language.
 - e) Use word-reference materials.
 - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--------------------------|--|
| <ul style="list-style-type: none"> • Students will develop independence with reference books to determine meaning, pronunciation, and origin of words. | | <ul style="list-style-type: none"> • identify figurative language in text, including: <ul style="list-style-type: none"> ◦ simile – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons; ◦ hyperbole – intentionally exaggerated figures of speech; and ◦ metaphor – a comparison equating two or more unlike things without using “like” or “as.” • consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning. • determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content. |

- 6.5** The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - b) Make, confirm, and revise predictions.
 - c) Describe how word choice and imagery contribute to the meaning of a text.
 - d) Describe cause and effect relationships and their impact on plot.
 - e) Use prior and background knowledge as context for new learning.
 - f) Use information in the text to draw conclusions and make inferences.
 - g) Explain how character and plot development are used in a selection to support a central conflict or story line.
 - h) Identify the main idea.
 - i) Identify and summarize supporting details.
 - j) Identify and analyze the author’s use of figurative language.
 - k) Identify transitional words and phrases that signal an author’s organizational pattern.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|--|
| <ul style="list-style-type: none"> • The intent of this standard is that students will read at and beyond the literal level in a variety of genres, including fiction, narrative nonfiction, and poetry, and understand the structures and characteristics of stories and poems. • Teachers will model higher-order thinking processes with materials at the students’ instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Students will become independent readers of age-appropriate text and will activate background knowledge and summarize or paraphrase text to demonstrate understanding. • Imagery is the use of words to recreate sensory impressions. Verbal imagery is most often visual, but imagery may also be words that recreate sound, smell, taste, or touch impressions. | <p>All students should</p> <ul style="list-style-type: none"> • recognize an author’s choice of words and images. • describe how the author uses keywords and images to craft a message and create characters. • analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories). | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand setting as time and place. • understand plot as: <ul style="list-style-type: none"> ◦ the development of the central conflict and resolution; ◦ the sequence of events in the story; and ◦ the writer’s map for what happens, how it happens, to whom it happens, and when it happens. • understand that character traits are revealed by: <ul style="list-style-type: none"> ◦ what a character says; ◦ what a character thinks; ◦ what a character does; and ◦ how other characters respond to the character. • determine a central idea or theme of a fictional text and how it is developed through specific details. • understand internal and external conflicts in stories, including: <ul style="list-style-type: none"> ◦ internal conflicts within characters; ◦ external conflicts between characters; and ◦ changes in characters as a result of conflicts and resolutions in the plot. • describe how a fictional plot is often episodic, and how characters develop |

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 - d) Describe cause and effect relationships and their impact on plot.
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 - f) Use information in the text to draw conclusions and make inferences.
 - g) Explain how character and plot development are used in a selection to support a central conflict or story line.
 - h) Identify the main idea.
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 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--|---|
| <ul style="list-style-type: none"> • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. | <ul style="list-style-type: none"> • identify and define the elements of narrative structure. • understand that fiction includes a variety of genres, including short story, novel, and drama. • understand that narrative nonfiction includes biography, autobiography, and personal essay. • understand that poetry can be rhymed, unrhymed, and/or patterned. • differentiate between narrative and poetic forms. • understand that imagery and figurative language enrich texts. | <p>as the plot moves toward a resolution.</p> <ul style="list-style-type: none"> • notice an author’s craft, including use of : <ul style="list-style-type: none"> ◦ language patterns; ◦ sentence variety; ◦ vocabulary; ◦ imagery; and ◦ figurative language. • recognize an author’s use of: <ul style="list-style-type: none"> ◦ simile – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons; ◦ hyperbole – intentionally exaggerated figures of speech; and ◦ metaphor – a figure of speech that makes a comparison equating two or more unlike things without using “like” or “as.” • recognize poetic forms, including: <ul style="list-style-type: none"> ◦ 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; and ◦ free verse – poetry with neither regular meter nor rhyme scheme. |

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- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - b) Make, confirm, and revise predictions.
 - c) Describe how word choice and imagery contribute to the meaning of a text.
 - d) Describe cause and effect relationships and their impact on plot.
 - e) Use prior and background knowledge as context for new learning.
 - f) Use information in the text to draw conclusions and make inferences.
 - g) Explain how character and plot development are used in a selection to support a central conflict or story line.
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 - k) Identify transitional words and phrases that signal an author’s organizational pattern.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--|---|
| | <ul style="list-style-type: none"> • recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone. • recognize an author’s theme(s). • recognize that prior or background knowledge assists in making connections to the text. | <ul style="list-style-type: none"> • recognize poetic elements in prose and poetry, including: <ul style="list-style-type: none"> ◦ rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., <i>farm/harm</i>; ◦ 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., <i>picked a peck of pickled peppers</i>; and ◦ onomatopoeia – the use of a word whose sound suggests its meaning, e.g., <i>buzz</i>. • recognize an author’s tone including serious, humorous, objective, and personal. • use strategies for summarizing, such as graphic organizers. • use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development. • use graphic organizers to record changes in characters as a result of incidents in the plot. • use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. |

- 6.5** The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - b) Make, confirm, and revise predictions.
 - c) Describe how word choice and imagery contribute to the meaning of a text.
 - d) Describe cause and effect relationships and their impact on plot.
 - e) Use prior and background knowledge as context for new learning.
 - f) Use information in the text to draw conclusions and make inferences.
 - g) Explain how character and plot development are used in a selection to support a central conflict or story line.
 - h) Identify the main idea.
 - i) Identify and summarize supporting details.
 - j) Identify and analyze the author's use of figurative language.
 - k) Identify transitional words and phrases that signal an author's organizational pattern.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|-----------------------------|--|
| | | <ul style="list-style-type: none"> • analyze author's use of figurative language. • identify how transitional words signal an author's organization such as words indicating time, cause and effect, or indicating more information. |

- 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.**
- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.**
 - b) Use prior knowledge and build additional background knowledge as context for new learning.**
 - c) Identify questions to be answered.**
 - d) Make, confirm, or revise predictions.**
 - e) Draw conclusions and make inferences based on explicit and implied information.**
 - f) Differentiate between fact and opinion.**
 - g) Identify main idea.**
 - h) Summarize supporting details.**
 - i) Compare and contrast information about one topic, which may be contained in different selections.**
 - j) Identify the author’s organizational pattern.**
 - k) Identify cause and effect relationships.**
 - l) Use reading strategies to monitor comprehension throughout the reading process.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|--|
| <ul style="list-style-type: none"> • The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of nonfiction texts. • Teachers will model higher-order thinking processes with materials at the students’ instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Students will become independent and knowledgeable about the use of libraries and technology for doing research. • Teachers will collaborate to help students apply reading skills in a variety of content texts. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. | <p>All students should</p> <ul style="list-style-type: none"> • activate prior knowledge before reading. • be strategic before, during, and after reading. • recognize an author’s patterns of organization. • recognize an author’s use and clarification of technical vocabulary. • use graphic organizers to organize and summarize text. • read beyond the printed text to understand the message stated or implied by an author. • select appropriate sources of information based on the purpose for reading. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • activate prior knowledge before reading by use of, but not limited to: <ul style="list-style-type: none"> ◦ small-group or whole-class discussion; ◦ anticipation guides; and ◦ preview of key vocabulary • pose questions prior to and during the reading process based on text structures, such as: <ul style="list-style-type: none"> ◦ boldface and/or italics type; ◦ type set in color; ◦ vocabulary; ◦ graphics or photographs; and ◦ headings and subheadings. • use specific and helpful clues in the context, including: <ul style="list-style-type: none"> ◦ definitions – which define words within the text; ◦ signal words – which alert readers that explanations or examples follow; ◦ direct explanations – which explain terms as they are introduced; ◦ synonyms – which provide a more commonly used term; ◦ antonyms – which contrast words with their opposites; and ◦ inferences – which imply meaning and help readers deduce |

- 6.6** The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.
 - b) Use prior knowledge and build additional background knowledge as context for new learning.
 - c) Identify questions to be answered.
 - d) Make, confirm, or revise predictions.
 - e) Draw conclusions and make inferences based on explicit and implied information.
 - f) Differentiate between fact and opinion.
 - g) Identify main idea.
 - h) Summarize supporting details.
 - i) Compare and contrast information about one topic, which may be contained in different selections.
 - j) Identify the author's organizational pattern.
 - k) Identify cause and effect relationships.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--|---|
| | <ul style="list-style-type: none"> • use a variety of strategies, including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary. • read in order to gather, organize, and synthesize information for written and oral presentations. • recognize an author's purpose, including: <ul style="list-style-type: none"> ◦ to entertain; ◦ to inform; and ◦ to persuade. | <p>meaning.</p> <ul style="list-style-type: none"> • give evidence from the text to support conclusions. • identify common patterns of organizing text including: <ul style="list-style-type: none"> ◦ chronological or sequential; ◦ comparison/contrast; ◦ cause and effect; ◦ problem-solution; and ◦ generalization or principle. • predict and then read to validate or revise the prediction(s). • identify clue words and phrases that help unlock meaning of unfamiliar and technical terms. • comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization. • recognize that a fact is something that can be proven, while an opinion is a personal feeling. • determine a central idea of a text and recognize how details support that idea. • use graphic organizers to show similarities and differences in the |

- 6.6** The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.
 - b) Use prior knowledge and build additional background knowledge as context for new learning.
 - c) Identify questions to be answered.
 - d) Make, confirm, or revise predictions.
 - e) Draw conclusions and make inferences based on explicit and implied information.
 - f) Differentiate between fact and opinion.
 - g) Identify main idea.
 - h) Summarize supporting details.
 - i) Compare and contrast information about one topic, which may be contained in different selections.
 - j) Identify the author's organizational pattern.
 - k) Identify cause and effect relationships.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| | | <p>information found in several sources about the same topic.</p> <ul style="list-style-type: none"> • use strategies and rules for summarizing, such as the following: <ul style="list-style-type: none"> ◦ delete trivia and redundancy; ◦ substitute a general term for a list; and ◦ find or create a main idea statement. • summarize the text without providing a personal opinion. • compare and contrast similar information across several texts. |

At the sixth-grade level, students will plan, draft, revise, and edit narrative, descriptive, expository, and persuasive writing with attention to composition and written expression as well as sentence formation, usage, and mechanics. They will use writing as a tool for learning academic concepts as well as for expressive purposes. They will use technology as available and appropriate.

- 6.7 The student will write narration, description, exposition, and persuasion.**
- a) **Identify audience and purpose.**
 - b) **Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.**
 - c) **Organize writing structure to fit mode or topic.**
 - d) **Establish a central idea and organization.**
 - e) **Compose a topic sentence or thesis statement if appropriate.**
 - f) **Write multiparagraph compositions with elaboration and unity.**
 - g) **Select vocabulary and information to enhance the central idea, tone, and voice.**
 - h) **Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.**
 - i) **Revise sentences for clarity of content including specific vocabulary and information.**
 - j) **Use computer technology to plan, draft, revise, edit, and publish writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will demonstrate an awareness of audience and use a process for writing as they produce narrative, descriptive, expository, and persuasive pieces. • Teachers will focus direct instruction on all three domains of writing: <ul style="list-style-type: none"> ◦ 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; and ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. • Students will apply a process for writing, including planning, drafting, revising, proofreading, editing, and publishing. • Good writing includes elaboration, i.e., use of descriptive details and examples, within sentences to give detail and depth to an idea and across paragraphs to continue the flow of an idea | <p>All students should</p> <ul style="list-style-type: none"> • use prewriting strategies to select and narrow topics. • compose with attention to: <ul style="list-style-type: none"> ◦ central idea; ◦ unity; ◦ elaboration; and ◦ organization. • craft writing purposefully with attention to: <ul style="list-style-type: none"> ◦ deliberate word choice; ◦ precise information and vocabulary; ◦ sentence variety; and ◦ tone and voice. • elaborate writing to continue the flow from idea to idea without interruption. • use appropriate transitions to clarify the relationships among ideas and concepts. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives. • engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. • write using strategies such as definition, classification comparison/contrast, and cause/effect. • include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when appropriate. • develop the topic using relevant facts, definitions, details, quotations, and/or examples. • use transitional words or phrases to connect parts of sentences in |

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 - h) **Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.**
 - i) **Revise sentences for clarity of content including specific vocabulary and information.**
 - j) **Use computer technology to plan, draft, revise, edit, and publish writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <p>throughout a piece.</p> <ul style="list-style-type: none"> • Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. • Tone is used to express an author’s attitude toward the topic. • The writing process is nonlinear: returning to prewriting strategies or drafting at any point in the process may help the writer clarify and elaborate a drafted piece. • Students should have practice writing on demand, for shorter time frames, and over extended periods of time. | <ul style="list-style-type: none"> • select vocabulary and tone with awareness of audience and purpose. • revise drafts for improvement, using teacher assistance, peer collaboration, and growing independence. • recognize that a thesis statement is not an announcement of the subject, but rather a unified, and specific statement. | <p>order to:</p> <ul style="list-style-type: none"> ◦ show relationships between ideas; ◦ signal a shift or change in the writer’s thoughts; ◦ signal levels of importance; ◦ suggest a pattern of organization; and ◦ make sentences clearer. <ul style="list-style-type: none"> • establish and maintain a formal style of writing when appropriate. • provide an appropriate conclusion for the purpose and mode of writing. • identify audience and purpose for any piece of writing. • use selected prewriting techniques, such as: <ul style="list-style-type: none"> ◦ brainstorming; ◦ webbing; ◦ mapping; ◦ clustering; ◦ listing; ◦ organizing graphically; ◦ questioning; and ◦ outlining. • write using descriptive details. |

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- a) Identify audience and purpose.
 - b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
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| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--------------------------|---|
| | | <ul style="list-style-type: none"> • elaborate to: <ul style="list-style-type: none"> ◦ give detail; ◦ add depth; and ◦ continue the flow of an idea. • write an effective thesis statement focusing, limiting, or narrowing the topic. • differentiate between a thesis statement and a topic sentence. • write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity. • incorporate variety into sentences, using appropriate: <ul style="list-style-type: none"> ◦ modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb; ◦ coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; and ◦ subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions. • understand that revising to improve a draft includes: <ul style="list-style-type: none"> ◦ rereading; ◦ reflecting; |

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 - j) Use computer technology to plan, draft, revise, edit, and publish writing.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--------------------------|--|
| | | <ul style="list-style-type: none"> ◦ rethinking; and ◦ rewriting. • use available computer technology to enhance the writing process. |

- 6.8** The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use subject-verb agreement with intervening phrases and clauses.
 - c) Use pronoun-antecedent agreement to include indefinite pronouns.
 - d) Maintain consistent verb tense across paragraphs.
 - e) Eliminate double negatives.
 - f) Use quotation marks with dialogue.
 - g) Choose adverbs to describe verbs, adjectives, and other adverbs.
 - h) Use correct spelling for frequently used words.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level. • Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. • Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader. • Indefinite pronouns refer to a person(s) or thing(s) not specifically named and include <i>all, any, anyone, both, each, either, everybody, many, none, nothing</i>. • A diagram of a sentence is a tool used to increase the understanding of the structure of a sentence. | <p>All students should</p> <ul style="list-style-type: none"> • proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. • differentiate between subjects and objects when choosing pronouns. • understand that pronouns need to have recognizable antecedents that agree in number and gender. • use reference sources to differentiate among homophones and easily confused words, (e.g., <i>a lot/allot, effect/affect, bored/board</i>). • replace colloquial expressions with correct usage (e.g., <i>I could of rode my bike</i> becomes <i>I could have ridden my bike.</i>). | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use complete sentences with appropriate punctuation. • avoid comma splices and fused sentences. • avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so). • diagram sentences with phrases and clauses. • use singular verbs with singular subjects and plural verbs with plural subjects (e.g., <i>The driver of the bus aware of children drives very carefully. The students in the class discuss many topics</i>). • use reference sources to select the correct spelling and usage of words such as <i>their, there, and they're</i>. • use first person pronouns appropriately in compound subjects and objects (e.g., <i>John and I went to the store. Mother gave presents to Jim and me.</i>). • recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). • choose adjectives and adverbs appropriately (e.g., <i>He is a good student. He does really well in all his studies</i>). • capitalize language classes or classes followed by a number (e.g., French, Algebra II). • capitalize <i>mom</i> and <i>dad</i> only when those titles replace names or are used |

- 6.8** The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use subject-verb agreement with intervening phrases and clauses.
 - c) Use pronoun-antecedent agreement to include indefinite pronouns.
 - d) Maintain consistent verb tense across paragraphs.
 - e) Eliminate double negatives.
 - f) Use quotation marks with dialogue.
 - g) Choose adverbs to describe verbs, adjectives, and other adverbs.
 - h) Use correct spelling for frequently used words.

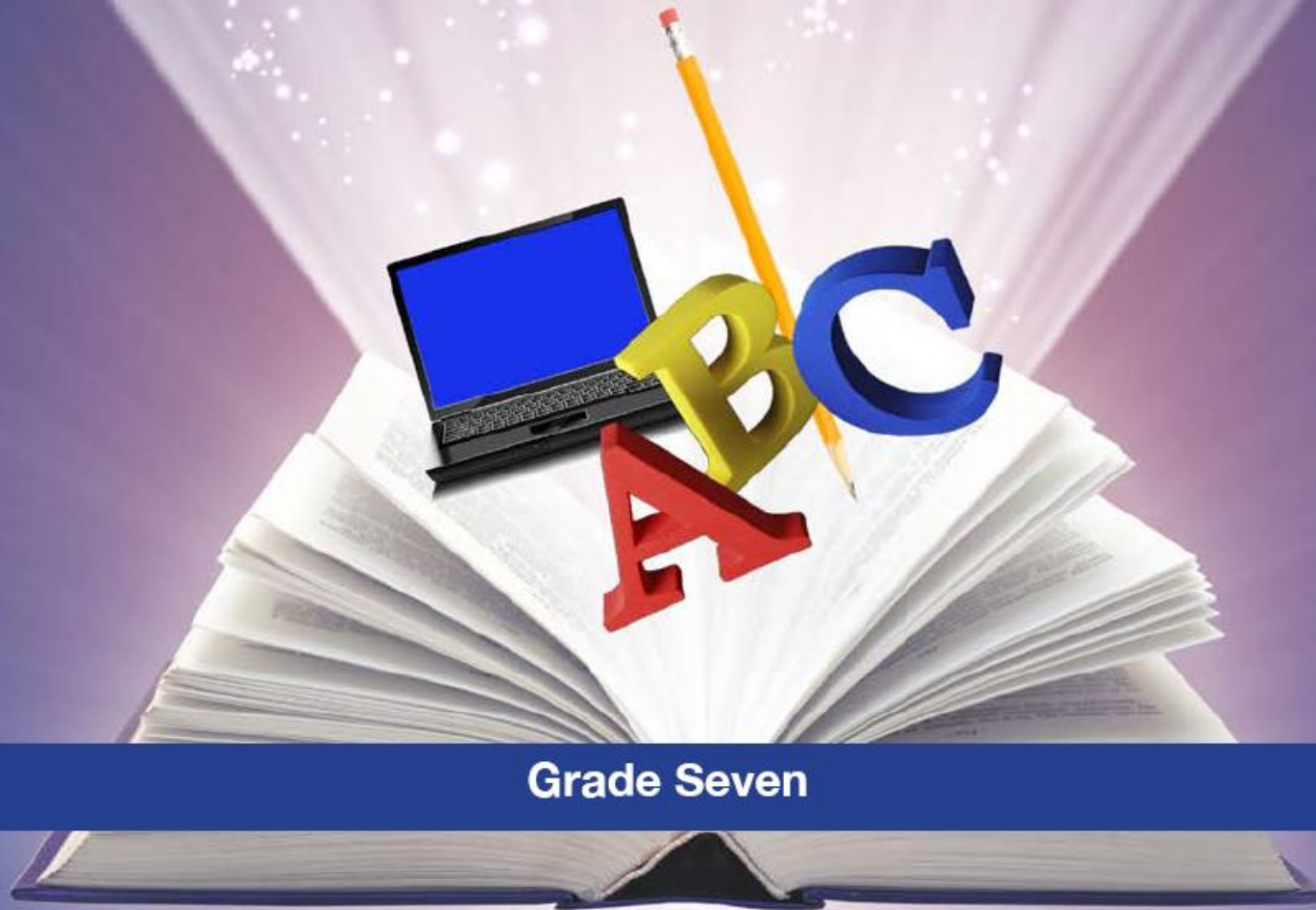
| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| | | <p>as proper nouns (e.g., <i>My mom told me to go to bed, and I replied, "No, Mom, I don't want to."</i>).</p> <ul style="list-style-type: none"> • punctuate and format dialogue. • correctly use the apostrophe for contractions and possessives. • maintain a consistent verb tense within sentences and throughout and across paragraphs. • eliminate double negatives. • correctly use quotation marks in dialogue. |

At the sixth-grade level, students will find, evaluate, and select appropriate resources for a research product. They will evaluate the validity and authenticity of texts, and they will use technology to research, organize, evaluate, and communicate information. In addition, they will learn to cite sources, define the meaning and consequences of plagiarism, and follow ethical and legal guidelines for gathering and using information.

- 6.9 The student will find, evaluate, and select appropriate resources for a research product.**
- a) Collect information from multiple sources including online, print, and media.**
 - b) Evaluate the validity and authenticity of texts.**
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.**
 - d) Cite primary and secondary sources.**
 - e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • Students must realize in order to avoid plagiarism, credit must be given when using: another person’s idea, opinion, or theory; facts, statistics, graphs, drawings, etc., quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words. • Teachers should assist students in determining the authenticity and validity of sources. • Teachers should make students aware of possible consequences of plagiarism. • Students will have the opportunity to practice writing over shorter time frames as well as for extended ones. | <p>All students should</p> <ul style="list-style-type: none"> • understand that a primary source is an original document or a firsthand or eyewitness account of an event. • understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand and use the online, print, and media references available in the classroom, school, and public libraries, including: <ul style="list-style-type: none"> ◦ general and specialized dictionaries; ◦ thesauruses and glossaries; ◦ general and specialized encyclopedias; ◦ directories; ◦ general and specialized (or subject-specific) databases; and ◦ Internet resources, as appropriate for school use. • evaluate the validity and authenticity of texts, using questions, such as: <ul style="list-style-type: none"> ◦ Does the source appear in a reputable publication? ◦ Is the source free from bias? ◦ Does the writer have something to gain from his opinion? ◦ Does the information contain facts for support? ◦ Is the same information found in more than one source? • prevent plagiarism and its consequences by giving credit to authors when idea and/or words are used in research. • differentiate between a primary and secondary source. • provide a list of sources using a standard form for documenting primary and secondary sources. |

English Standards of Learning CURRICULUM FRAMEWORK 2010



Grade Seven

Board of Education, Commonwealth of Virginia

At the seventh-grade level, students will continue to develop oral communication skills and will become more aware of the effects of verbal and nonverbal behaviors in oral communications. Students will also demonstrate knowledge and understanding of persuasive/informative techniques used in media messages, including viewpoints expressed in nonprint media.

- 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.**
- a) Communicate ideas and information orally in an organized and succinct manner.**
 - b) Ask probing questions to seek elaboration and clarification of ideas.**
 - c) Make statements to communicate agreement or tactful disagreement with others' ideas.**
 - d) Use language and style appropriate to audience, topic, and purpose.**
 - e) Use a variety of strategies to listen actively.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|--|--|---|
| <ul style="list-style-type: none"> • The intent of this standard is that students will participate effectively in formal and informal classroom conversations and understand the requirements and uses of standard social conventions in conversations and presentations. • Students will express opinions forthrightly yet respectfully, demonstrating interest in and respect for the opinions of others. • Students will use grammatically correct language. • Teachers should model active listening strategies. | <p>All students should</p> <ul style="list-style-type: none"> • understand and demonstrate appropriate audience behavior. • prepare and deliver oral presentations. • participate effectively in group discussions and presentations. • show awareness of audience, topic, and purpose. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • contribute relevant ideas, opinions, and feelings in large and small diverse groups. • offer and seek summary statements of their own ideas and the ideas of others. • select vocabulary, tone, and style with audience and purpose in mind. • state points clearly and directly. • include multimedia in presentations. • maintain a focused discussion. • ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed. • provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views. • use a variety of strategies to actively listen, including: <ul style="list-style-type: none"> ◦ give speaker undivided attention; ◦ use body language and gestures to show they are listening; ◦ provide feedback or paraphrase; ◦ allow the speaker to finish without interruptions; and ◦ respond appropriately. |

- 7.2** The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages.
- a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
 - b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
 - c) Compare/contrast a speaker’s verbal and nonverbal messages.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will use verbal and nonverbal communication to contribute to discussions. • Students will support other members of the group in making contributions in order to facilitate group interaction. | <p>All students should</p> <ul style="list-style-type: none"> • exhibit confidence when speaking. • exhibit courtesy when listening. • use appropriate facial expressions, posture, and gestures to indicate active listening. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • match vocabulary, tone, and volume to the audience, purpose, and topic of the message. • use proper posture and stance when speaking. • identify whether or not a nonverbal message complements the spoken message. • use appropriate facial expressions and gestures or motions to add to what is being said. |

- 7.3 The student will understand the elements of media literacy.**
- Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.**
 - Distinguish between fact and opinion, and between evidence and inference.**
 - Describe how word choice and visual images convey a viewpoint.**
 - Compare and contrast the techniques in auditory, visual, and written media messages.**
 - Craft and publish audience-specific media messages.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will identify and evaluate a variety of media elements and persuasive techniques used in the media. They will recognize that all media messages are constructed and that to understand the whole meaning of the message they can <i>deconstruct</i> it, looking at the following attributes: <ul style="list-style-type: none"> ◦ 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?) | <p>All students should</p> <ul style="list-style-type: none"> • understand that facts can be verified and opinions cannot. • distinguish fact from opinion. • identify the effect of persuasive messages on the audience. • notice use of persuasive language and connotations to convey viewpoint. • recognize that each medium creates meaning differently using visual or verbal techniques. For example, a dissolving picture indicates the passing of time, as do transitional words and phrases in verbal presentations. • analyze a media text considering what techniques have been used and their purpose. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film. • recognize that production elements in media are composed based on audience and purpose to create specific effects. • identify persuasive techniques in the media including: <ul style="list-style-type: none"> ◦ 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; and ◦ appeal to emotions – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice. • recognize and identify opinions in the media. • recognize and identify facts in the media. • recognize that evidence is fact and a valid inference is the interpretation of fact. |

- 7.3** The student will understand the elements of media literacy.
- a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
 - b) Distinguish between fact and opinion, and between evidence and inference.
 - c) Describe how word choice and visual images convey a viewpoint.
 - d) Compare and contrast the techniques in auditory, visual, and written media messages.
 - e) Craft and publish audience-specific media messages.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--------------------------|--|
| <ul style="list-style-type: none"> • 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). • Students should recognize that media messages vary depending on the medium. A strictly auditory message is more dependent on sound than a visual message. Each message uses a variety of techniques. | | <ul style="list-style-type: none"> • recognize that the effectiveness of any media message is determined by the impact on the intended audience. For example, the <i>Don't Drink and Drive</i> campaign has been an effective campaign because the number of traffic accidents due to drunk driving has been reduced. • describe the effect on the audience of persuasive messages in the media. • identify effective word choice in the media. • identify and analyze a variety of viewpoints expressed in the media. • create and publish age-appropriate media messages, such as public service announcements aimed at a variety of audiences with different purposes; include multimedia components in presentations to emphasize points. |

At the seventh-grade level, students will continue the study of roots and affixes for vocabulary development and continue to study figurative language. Connotations will be introduced. They will read and understand information from various sources including a variety of fiction, nonfiction, and poetry. They will continue to read for appreciation and comprehension in both classic and recent works. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

- 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.**
- Identify word origins and derivations.**
 - Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.**
 - Identify and analyze figurative language.**
 - Identify connotations.**
 - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words. Students come to understand affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). Students will continue the study of figurative language and use context to help determine the meaning of words. Students will begin to notice connotations of words and use reference books and context to determine the nuances of connotative language. | <p>All students should</p> <ul style="list-style-type: none"> use word structure to analyze and find relationships among words. recognize that figurative language and analogy enrich text. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words and make connections with word families (e.g. –phobia, and –ology). separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>dent</i> from <i>dentist</i> and <i>fric</i> from <i>friction</i> to predict the meaning of <i>dentifrice</i>. use synonyms and antonyms to determine the meaning of unfamiliar words. use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words. recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning. recognize, understand, and use figurative language including: <ul style="list-style-type: none"> simile – figure of speech that uses the words <i>like</i> or <i>as</i> 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; and hyperbole – intentionally exaggerated figure of speech. distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>), recognizing that some words have technical meanings |

- 7.4** The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.
- Identify word origins and derivations.
 - Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
 - Identify and analyze figurative language.
 - Identify connotations.
 - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.

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| | | <p>based on context such as <i>stern</i>.</p> <ul style="list-style-type: none"> recognize that synonyms may have connotations (e.g., <i>elderly and mature</i>; <i>youthful and juvenile</i>). use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. consult word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings. |

- 7.5** The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
 - b) Compare and contrast various forms and genres of fictional text.
 - c) Identify conventional elements and characteristics of a variety of genres.
 - d) Describe the impact of word choice, imagery, and literary devices including figurative language.
 - e) Make, confirm, and revise predictions.
 - f) Use prior and background knowledge as a context for new learning.
 - g) Make inferences and draw conclusions based on the text.
 - h) Identify the main idea.
 - i) Summarize text relating supporting details.
 - j) Identify the author’s organizational pattern.
 - k) Identify cause and effect relationships.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will begin to analyze text including fiction, narrative nonfiction, and poetry. • Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how an author’s craft makes an impact on readers. • Students will compare and contrast narrative and poetic forms and recognize poetic devices in prose and poetry. • Students will read at and beyond the literal level, including making inferences – making judgments or drawing conclusions based on what an author has implied. • The 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 | <p>All students should</p> <ul style="list-style-type: none"> • recognize that authors make deliberate choices to create literary works. • understand that language has an impact on readers. • make inferences and draw conclusions based on information supplied by an author combined with the reader’s own background knowledge. • use strategies and graphic organizers to summarize and analyze text. • analyze how a text makes connections among and distinctions between individuals, ideas, or events | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • recognize the elements of narrative structure including: <ul style="list-style-type: none"> ◦ setting – time, place, and duration; ◦ character(s); ◦ external conflicts, such as <ul style="list-style-type: none"> - individual vs. individual - individual vs. nature - individual vs. society - individual vs. supernatural - individual vs. technology ◦ internal conflict – individual vs. self; ◦ plot – development of the central conflict, including <ul style="list-style-type: none"> - initiating event - rising action - climax - falling action - resolution ◦ theme. • distinguish between narrative prose and poetic forms, including: |

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| <p>adds liveliness and energy to writing.</p> <ul style="list-style-type: none"> • 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. • Students will understand how authors use keywords and images to craft a message and establish tone. • Teachers will model higher-order thinking processes with materials at the students’ instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. | <p>(e.g., through comparisons or categories).</p> | <ul style="list-style-type: none"> ◦ 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; and ◦ quatrain – a stanza containing four lines. • read, understand, and compare/contrast the characteristics and narrative structures of: <ul style="list-style-type: none"> ◦ short stories; ◦ novels (including historical fiction); ◦ folk literature; <ul style="list-style-type: none"> - tales - myths - legends - fables ◦ plays; and ◦ narrative nonfiction (including personal essays, biographies, and autobiographies). |

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| | | <ul style="list-style-type: none"> • use graphic organizers to record important details for summarizing and drawing conclusions. • identify characterization as the way an author presents a character and reveals character traits by: <ul style="list-style-type: none"> ◦ what a character says; ◦ what a character thinks; ◦ what a character does; and ◦ how other characters respond to the character. • determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • analyze an author's choice and use of literary devices, including: <ul style="list-style-type: none"> ◦ foreshadowing – the use of clues to hint at coming events in a story; and ◦ 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. • analyze elements of an author's style, including: <ul style="list-style-type: none"> ◦ word choice; ◦ sentence structure and language patterns; |

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| | | <ul style="list-style-type: none"> ◦ imagery – the use of words to create sensory impressions — most often visual impressions but may be sound, smell, taste, or touch impressions; ◦ contrasting points of view; and ◦ figurative language – text enriched by word images and figures of speech. • define an author's tone including, but not limited to: serious, sarcastic, objective, humorous, disapproving, solemn, enthusiastic, and hostile. • recognize and analyze the impact of an author's choice of poetic devices, including: <ul style="list-style-type: none"> ◦ 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., <i>picked a peck of pickled peppers</i>; and ◦ onomatopoeia – the use of a word whose sound suggests its meaning, |

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| | | <p>e.g., <i>clatter</i>.</p> <ul style="list-style-type: none"> • explain how poetic devices of form, rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem. • make predictions before, during, and after reading texts. • connect to prior knowledge of a subject. • visualize, and question a text while reading. • draw inferences. • synthesize information. |

- 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.**
- a) Use prior and background knowledge as a context for new learning.
 - b) Use text structures to aid comprehension.
 - c) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - d) Draw conclusions and make inferences on explicit and implied information.
 - e) Differentiate between fact and opinion.
 - f) Identify the source, viewpoint, and purpose of texts.
 - g) Describe how word choice and language structure convey an author’s viewpoint.
 - h) Identify the main idea.
 - i) Summarize text identifying supporting details.
 - j) Identify cause and effect relationships.
 - k) Organize and synthesize information for use in written formats.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of nonfiction texts. • Students will use and understand the internal and external text structures common to textbooks and other nonfiction text. • An author’s viewpoint refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative. • Teachers will model the higher-order thinking processes with materials at the students’ instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Students will work collaboratively and with teacher support to move toward higher-order thinking with instructional level materials. • Synthesis involves higher-order thinking and is | <p>All students should</p> <ul style="list-style-type: none"> • use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. • choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text. • recognize an author’s purpose: <ul style="list-style-type: none"> ◦ to entertain; ◦ to inform; and ◦ to persuade. • notice use of connotations and persuasive language to convey viewpoint. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • activate prior knowledge before reading by use of, but not limited to: <ul style="list-style-type: none"> ◦ small-group or whole-class discussion; ◦ anticipation guides; and ◦ preview of key vocabulary. • use textual features to make predictions and enhance comprehension, including: <ul style="list-style-type: none"> ◦ boldface and/or italics type; ◦ type set in color; ◦ underlining; ◦ indentation; ◦ sidebars; ◦ illustrations, graphics, and photographs; ◦ headings and subheadings; and ◦ footnotes and annotations. • recognize organizational pattern to enhance comprehension, including: <ul style="list-style-type: none"> ◦ cause and effect; ◦ comparison/contrast; ◦ enumeration or listing; |

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- a) Use prior and background knowledge as a context for new learning.
 - b) Use text structures to aid comprehension.
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 - d) Draw conclusions and make inferences on explicit and implied information.
 - e) Differentiate between fact and opinion.
 - f) Identify the source, viewpoint, and purpose of texts.
 - g) Describe how word choice and language structure convey an author’s viewpoint.
 - h) Identify the main idea.
 - i) Summarize text identifying supporting details.
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| <p>a result of forming either a concrete or abstract whole from the logical relation of parts.</p> <ul style="list-style-type: none"> • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. | <ul style="list-style-type: none"> • make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. • distinguish between a fact, which can be verified, and an opinion, which cannot. | <ul style="list-style-type: none"> ◦ sequential or chronological; ◦ concept/definition; ◦ generalization; and ◦ process. • recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to: <ul style="list-style-type: none"> ◦ <i>as a result of, consequently</i> for cause and effect; ◦ <i>similarly, on the other hand</i> for comparison/contrast; ◦ <i>first, three</i> for enumeration or listing; ◦ <i>today, meanwhile</i> for sequential or chronological; ◦ <i>refers to, thus</i> for concept/definition; ◦ <i>always, in fact</i> for generalization; and ◦ <i>begins with, in order to</i> for process. • determine two or more central ideas in a text and analyze their development over the course of the text. • provide an objective summary of the text by recording the development of the central ideas. • analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and |

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- a) Use prior and background knowledge as a context for new learning.
 - b) Use text structures to aid comprehension.
 - c) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - d) Draw conclusions and make inferences on explicit and implied information.
 - e) Differentiate between fact and opinion.
 - f) Identify the source, viewpoint, and purpose of texts.
 - g) Describe how word choice and language structure convey an author’s viewpoint.
 - h) Identify the main idea.
 - i) Summarize text identifying supporting details.
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 - k) Organize and synthesize information for use in written formats.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

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| | | reasoning. |

At the seventh-grade level, students will plan, draft, revise, and edit expository as well as narrative and persuasive pieces with attention to composition and written expression. Students will achieve greater independence with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader. Students will use writing for expressive purposes and as a tool for learning academic concepts. They will use available and appropriate technology.

- 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.**
- a) **Identify intended audience.**
 - b) **Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.**
 - c) **Organize writing structure to fit mode or topic.**
 - d) **Establish a central idea and organization.**
 - e) **Compose a topic sentence or thesis statement.**
 - f) **Write multiparagraph compositions with unity elaborating the central idea.**
 - g) **Select vocabulary and information to enhance the central idea, tone, and voice.**
 - h) **Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.**
 - i) **Use clauses and phrases for sentence variety.**
 - j) **Revise sentences for clarity of content including specific vocabulary and information.**
 - k) **Use computer technology to plan, draft, revise, edit, and publish writing.**

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| <ul style="list-style-type: none"> • The intent of this standard is that students will become independent and proficient in composing a variety of types of writing. • Teachers will focus direct instruction on all three domains of writing: <ul style="list-style-type: none"> ◦ 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; and ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. • Students will gradually assume responsibility for revising, proofreading, and editing their own writing. • Elaboration can occur by using descriptive details and examples within a sentence to give detail and depth to an idea, or from paragraph | <p>All students should</p> <ul style="list-style-type: none"> • use a process for writing, including: <ul style="list-style-type: none"> ◦ planning; ◦ drafting; ◦ revising; ◦ proofreading; ◦ editing; and ◦ publishing. • understand that good writing includes elaboration. • recognize that a thesis statement is not an announcement of the subject, but rather a unified, and specific statement. • understand that good writing has been improved through revision. • understand and apply the elements | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify intended audience and purpose. • use a variety of prewriting strategies including: <ul style="list-style-type: none"> ◦ brainstorming; ◦ webbing; ◦ mapping; ◦ outlining; ◦ clustering; ◦ listing; and ◦ using graphic organizers. • explain, analyze, or summarize a topic. • write an effective thesis statement focusing, limiting, or narrowing the topic. • differentiate between a thesis statement and a topic sentence. • choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas. |

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 - c) Organize writing structure to fit mode or topic.
 - d) Establish a central idea and organization.
 - e) Compose a topic sentence or thesis statement.
 - f) Write multiparagraph compositions with unity elaborating the central idea.
 - g) Select vocabulary and information to enhance the central idea, tone, and voice.
 - h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - i) Use clauses and phrases for sentence variety.
 - j) Revise sentences for clarity of content including specific vocabulary and information.
 - k) Use computer technology to plan, draft, revise, edit, and publish writing.

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| <p>to paragraph.</p> <ul style="list-style-type: none"> • 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. • A writing process is nonlinear: returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. • Students should have practice writing on demand, for shorter time frames, and over extended periods of time. | <p>of composing:</p> <ul style="list-style-type: none"> ◦ central idea; ◦ elaboration; ◦ unity; and ◦ organization. | <ul style="list-style-type: none"> • develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives. • engage and orient the reader by establishing a context and introducing a narrator and/or characters. • organize an event sequence that unfolds naturally and logically. • use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. • create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose. • include an appropriate introduction and satisfying conclusion. • sustain a formal style. • use written expression to draft and revise compositions with attention to: <ul style="list-style-type: none"> ◦ voice; ◦ tone; ◦ selection of information; |

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- a) Identify intended audience.
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 - h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - i) Use clauses and phrases for sentence variety.
 - j) Revise sentences for clarity of content including specific vocabulary and information.
 - k) Use computer technology to plan, draft, revise, edit, and publish writing.

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| | | <ul style="list-style-type: none"> ◦ embedded phrases and clauses that clarify meaning; ◦ vivid and precise vocabulary; ◦ figurative language; and ◦ sentence variety. • recognize terms illustrative of tone, such as, but not limited to: <ul style="list-style-type: none"> ◦ serious; ◦ sarcastic; ◦ objective; ◦ enthusiastic; ◦ solemn; ◦ humorous; ◦ hostile; ◦ personal; and ◦ impersonal. • apply revising procedures in peer and self-review, including: <ul style="list-style-type: none"> ◦ rereading; ◦ reflecting; ◦ rethinking; and ◦ rewriting. |

- 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
- a) Identify intended audience.
 - b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
 - c) Organize writing structure to fit mode or topic.
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 - h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - i) Use clauses and phrases for sentence variety.
 - j) Revise sentences for clarity of content including specific vocabulary and information.
 - k) Use computer technology to plan, draft, revise, edit, and publish writing.

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| | | <ul style="list-style-type: none"> • vary sentence structure by using coordinating conjunctions: <i>for, and, nor, but, or, yet, and so.</i> • use subordinating conjunctions to form complex sentences: <i>after, although, as, as if, because, before, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, whereas, wherever, whether, which, and while.</i> • incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to: <ul style="list-style-type: none"> ◦ 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; and ◦ modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb. • use available computer technology to assist throughout the writing process. |

- 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Choose appropriate adjectives and adverbs to enhance writing.
 - c) Use pronoun-antecedent agreement to include indefinite pronouns.
 - d) Use subject-verb agreement with intervening phrases and clauses.
 - e) Edit for verb tense consistency and point of view.
 - f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
 - g) Use quotation marks with dialogue.
 - h) Use correct spelling for commonly used words.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level with increasing independence. • Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. • Students will understand that the conventions of correct language are an integral part of the writing process. • A diagram of a sentence is a tool to increase understanding of its structure. | <p>All students should</p> <ul style="list-style-type: none"> • proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. • understand that pronouns need to agree with antecedents. • understand that verbs must agree with subjects. • become independent in checking spelling, using dictionaries and/or electronic tools. • examine sentences to identify eight parts of speech with the intent of improving sentence structure and variety, including: <ul style="list-style-type: none"> ◦ noun; ◦ verb; ◦ pronoun; ◦ adjective; | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use complete sentences with appropriate punctuation, including the punctuation of dialogue. • use a singular verb with a singular subject and a plural verb with a plural subject (e.g., <i>The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.</i>). • use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent (e.g., <i>All students should bring their notebooks to class. Each student must provide his own pen.</i>) • diagram sentences with phrases and clauses. • use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • maintain verb tense (present, past, future) throughout an entire piece of writing. • maintain consistent point of view through a piece of writing. • use quotation marks to represent the exact language (either spoken or written) of another. |

- 7.8** The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Choose appropriate adjectives and adverbs to enhance writing.
 - c) Use pronoun-antecedent agreement to include indefinite pronouns.
 - d) Use subject-verb agreement with intervening phrases and clauses.
 - e) Edit for verb tense consistency and point of view.
 - f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
 - g) Use quotation marks with dialogue.
 - h) Use correct spelling for commonly used words.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| | <ul style="list-style-type: none"> ◦ adverb; ◦ preposition; ◦ conjunction; and ◦ interjection. | |

At the seventh-grade level, students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources skillfully and thereby avoid plagiarism.

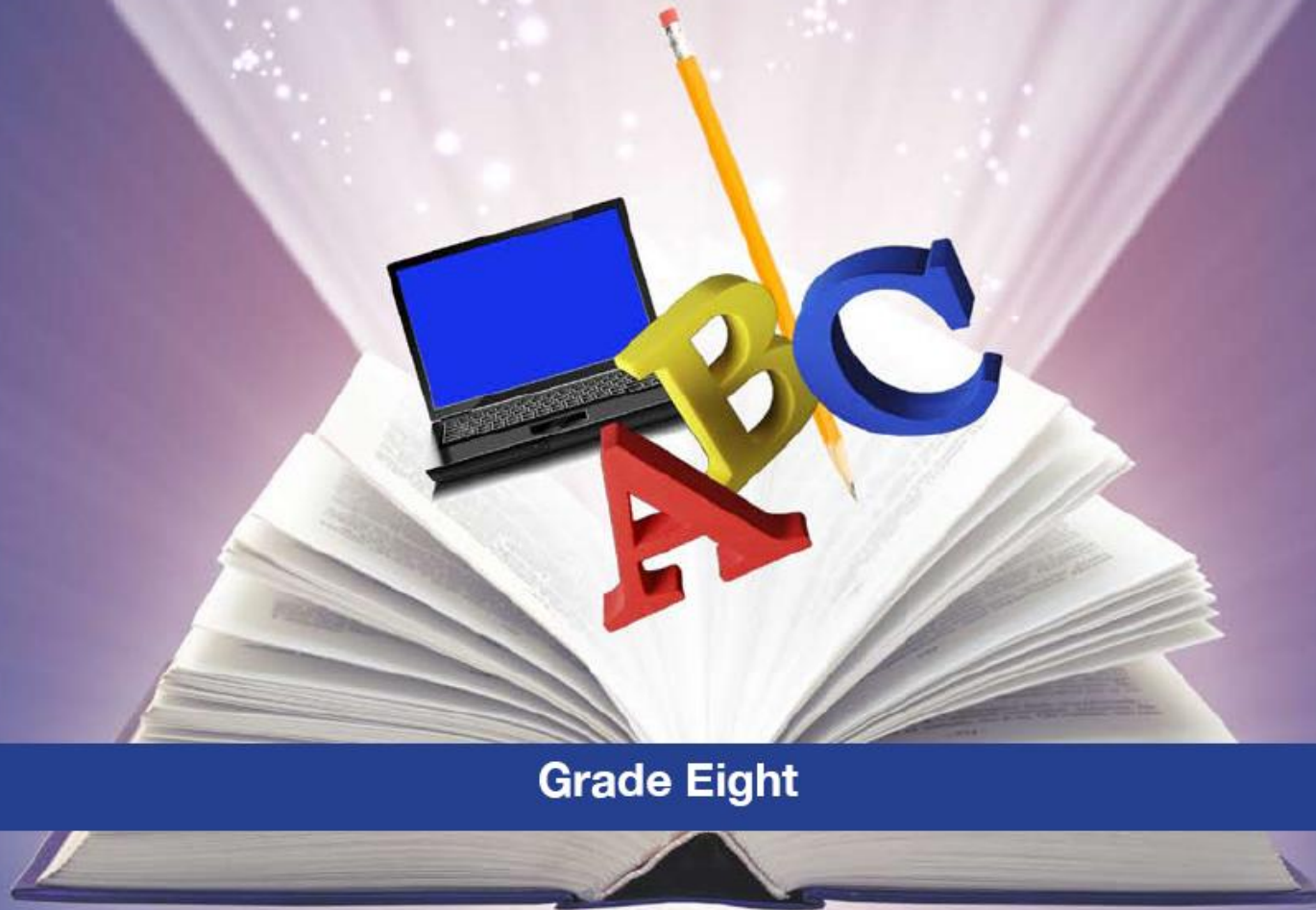
- 7.9 The student will apply knowledge of appropriate reference materials to produce a research product.**
- Collect and organize information from multiple sources including online, print and media.**
 - Evaluate the validity and authenticity of sources.**
 - Use technology as a tool to research, organize, evaluate, and communicate information.**
 - Cite primary and secondary sources.**
 - Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> The intent of this standard is that students will use both print and electronic sources to find, read, and organize information for presentations and papers. Students will synthesize information from a variety of sources and will document sources, using a standard format. Students will realize in order to avoid plagiarism, credit must be given when using: another person's idea, opinion, or theory; facts, statistics, graphs, drawings, etc. , quotations of another person's actual spoken or written words; or paraphrase of another person's spoken or written words. Teachers should assist students in determining the authenticity and validity of sources. Teachers should make students aware of possible consequences of plagiarism. Teachers will collaborate with library media specialists to assist students as the students learn to become independent with research. Students will have the opportunity to practice writing over shorter time frames as well as for extended ones. | <p>All students should</p> <ul style="list-style-type: none"> understand that research tools are available in school media centers and libraries. understand that a primary source is an original document or a firsthand or eyewitness account of an event. understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use available resource tools, including: <ul style="list-style-type: none"> educational online resources; reference books; scholarly journals; magazines; the Internet, as appropriate for school use; and general and specialized (or subject-specific) databases. organize and synthesize information with tools, including: <ul style="list-style-type: none"> graphic organizers; outlines; spreadsheets; databases; and presentation software. create a "Works Cited" page using MLA format for oral and written presentations. differentiate between a primary and a secondary source. gather relevant information from multiple print and digital sources; assess the credibility and validity of each source; prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in direct quotation or paraphrases. evaluate the validity and authenticity of texts, using questions, such as: <ul style="list-style-type: none"> Does the source appear in a reputable publication? Is the source free from bias? |

- 7.9** The student will apply knowledge of appropriate reference materials to produce a research product.
- a) Collect and organize information from multiple sources including online, print and media.
 - b) Evaluate the validity and authenticity of sources.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Cite primary and secondary sources.
 - e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|-----------------------------|---|
| | | <ul style="list-style-type: none"> ◦ Does the writer have something to gain from his opinion? ◦ Does the information contain facts for support? ◦ Is the same information found in more than one source? • summarize and cite specific evidence from the text to support conclusions. |

English Standards of Learning CURRICULUM FRAMEWORK 2010



Grade Eight

Board of Education, Commonwealth of Virginia

At the eighth-grade level, students will learn to apply interviewing techniques. Preparation for and evaluation of the process of interviewing will be a part of student learning. Interviewing skills will be added to the students' repertoire of oral language skills. In addition, students will analyze, develop, and produce creative and informational media messages.

- 8.1 The student will use interviewing techniques to gain information.**
- a) **Prepare and ask relevant questions for the interview.**
 - b) **Make notes of responses.**
 - c) **Compile, accurately report, and publish responses.**
 - d) **Evaluate the effectiveness of the interview.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will use an interviewing process as a strategy for learning. • Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. | <p>All students should</p> <ul style="list-style-type: none"> • synthesize information gathered in an interview. • organize information for written and oral presentations. • present findings in written and oral form. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • determine the purpose of the interview. • select a subject for the interview. • create and record questions that will elicit relevant responses. • apply effective note-taking strategies. • evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists. |

- 8.2 The student will develop and deliver oral presentations in groups and individually.**
- a) **Choose topic and purpose appropriate to the audience.**
 - b) **Choose vocabulary and tone appropriate to the audience, topic, and purpose.**
 - c) **Use appropriate verbal and nonverbal presentation skills.**
 - d) **Respond to audience questions and comments.**
 - e) **Differentiate between standard English and informal language.**
 - f) **Critique oral presentations.**
 - g) **Assume shared responsibility for collaborative work.**
 - h) **Use a variety of strategies to listen actively.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will prepare and deliver oral presentations effectively. • Students will deliver both group presentations and individual presentations to classmates and other audiences. | <p>All students should</p> <ul style="list-style-type: none"> • rehearse presentations. • interact with poise with an audience. • evaluate presentations. • use grammatically correct language. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • articulate the purpose of the presentation. • select and narrow the topic with attention to time limits and audience. • prepare the presentation, using strategies including, but not limited to: <ul style="list-style-type: none"> ◦ note cards; ◦ outlines; ◦ formal written report; and ◦ questions and answers. • select and use appropriate vocabulary for audience and purpose. • define technical terms. • include multimedia to clarify presentation information. • rehearse both alone and with a coach. • use a rubric or checklist to evaluate presentations. • answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas. • work effectively with diverse groups. • exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus. |

- 8.3 The student will analyze, develop, and produce creative or informational media messages.**
- Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.**
 - Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.**
 - Use media and visual literacy skills to create products that express new understandings.**
 - Evaluate sources for relationships between intent and factual content.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|--|---|
| <ul style="list-style-type: none"> • The intent of this standard is that students will identify and analyze persuasive techniques used in the media. Students will also be able to identify elements of media literacy recognizing that elements of media literacy are based on audience and purpose. • Students will recognize that all media messages are constructed and that to understand the whole meaning of the message they can <i>deconstruct</i> it, looking at the following attributes: <ul style="list-style-type: none"> ◦ 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.) | <p>All students should</p> <ul style="list-style-type: none"> • understand the effects of persuasive messages on the audience. • understand that facts can be verified and opinions cannot. • distinguish fact from opinion. • identify the effect of persuasive messages on the audience. • examine use of persuasive language and connotations to convey viewpoint. • recognize that each medium creates meaning differently using visual or verbal techniques. For example, a dissolving picture indicates the passing of time, as do transitional words and phrases in verbal presentations. • analyze a media text by considering what techniques have been used and their purpose. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film. • identify and analyze persuasive techniques used in the media, including: <ul style="list-style-type: none"> ◦ 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; and ◦ appeal to emotions – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice. • describe the effect of persuasive messages in the media on the audience. • identify and evaluate effective word choice in the media. • identify and analyze choice of information in the media. • identify and analyze various viewpoints in the media. • identify public opinion trends and possible causes. |

- 8.3 The student will analyze, develop, and produce creative or informational media messages.**
- Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.**
 - Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.**
 - Use media and visual literacy skills to create products that express new understandings.**
 - Evaluate sources for relationships between intent and factual content.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> ◦ 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). • An author's viewpoint refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative. | <ul style="list-style-type: none"> • recognize that a public service announcement (PSA) is an advertisement for the benefit of the public. The purpose of a public service announcement can be to raise awareness (e.g., advertisements targeting tobacco cessation). | <ul style="list-style-type: none"> • identify the sources and viewpoint of publications. • identify the elements of a variety of media including layout, pictures, and text features in print media. Camera shots, lighting, editing and sound in TV, radio, and film. • recognize that production elements in media are composed based on audience and purpose to create specific effects. • analyze the use of opinions in the media. • analyze the use of facts in the media. • describe the effect on the audience of persuasive messages in the media. • identify effective word choice and images in the media. • create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes. • evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to express new understandings. • identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and nonprint resources. |

At the eighth-grade level, students will apply knowledge of word origins, analogies, and figurative language to understand unfamiliar or new words encountered in authentic texts. They will continue to develop appreciation of literature through the study of literary elements in classic and contemporary selections. They will describe themes and inferred main ideas, interpret cause-effect relationships, and draw conclusions from a variety of literary and informational selections. Students will build on the foundations for literacy developed in the previous grades. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics.

- 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.**
- a) **Identify and analyze an author’s use of figurative language.**
 - b) **Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.**
 - c) **Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.**
 - d) **Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.**
 - e) **Discriminate between connotative and denotative meanings and interpret the connotation.**
 - f) **Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words. • Students will be exposed to affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuît</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). • Students will evaluate the use of figurative language and analogies in text. • Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author’s choices of | <p>All students should</p> <ul style="list-style-type: none"> • use word structure to analyze and relate words. • recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning. • determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; • analyze the impact of specific word choices on meaning and tone, including analogies to other texts. • recognize that figurative language and analogies enrich text. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g., -phobia, and -ology). • recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i>. • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>), recognizing that some words have technical meanings based on context such as <i>stern</i>. • understand, evaluate, and use figurative language, including: <ul style="list-style-type: none"> ◦ simile – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons; ◦ metaphor – figure of speech that <i>implies</i> comparisons; ◦ personification – figure of speech that applies human characteristics to nonhuman objects; ◦ hyperbole – intentionally exaggerated figure of speech; and ◦ symbol – word or object that represents something else. For example, a dove stands for peace. |

- 8.4** The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
- a) Identify and analyze an author’s use of figurative language.
 - b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
 - e) Discriminate between connotative and denotative meanings and interpret the connotation.
 - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| words and images. | | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze relationships common to analogy construction, including: <ul style="list-style-type: none"> ◦ type or example – cinnamon: spice; ◦ characteristics – glass: breakable; ◦ association – bow: arrow; ◦ operator – car: driver; ◦ degree – pleased: ecstatic; ◦ mathematical – three: six; ◦ number – louse: lice; ◦ synonyms and antonyms – hot: cold; ◦ purpose – chair: sit; ◦ cause/effect – sun: burn; ◦ sequence – day: week; ◦ characteristic – snow: cold; ◦ product – tree: lumber; and ◦ degree – warm: hot. • consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning. • recognize that synonyms may have connotations, e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i> and describe the impact on text. • use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or |

- 8.4** The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
- a) Identify and analyze an author’s use of figurative language.
 - b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
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| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| | | phrase. <ul style="list-style-type: none"> • use both context and reference skills independently to determine the nuances and connotations of words. |

- 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- a) Explain the use of symbols and figurative language.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - d) Understand the author’s use of conventional elements and characteristics within a variety of genres.
 - e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
 - f) Compare and contrast authors’ styles.
 - g) Identify and ask questions that clarify various viewpoints.
 - h) Identify the main idea.
 - i) Summarize text relating supporting details.
 - j) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - k) Identify cause and effect relationships.
 - l) Use prior and background knowledge as a context for new learning.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will continue to develop an understanding of each literary form and its characteristics. • Students will understand that some literary characteristics are common to more than one form. • Students will read at and beyond the literal level, including making inferences, i.e., making judgments or drawing conclusions based on what an author has implied. • The 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 | <p>All students should</p> <ul style="list-style-type: none"> • understand that an author’s voice and tone stem from the stylized use of literary devices. • compare and contrast the characteristics of literary forms, including: <ul style="list-style-type: none"> ◦ novel; ◦ short story; ◦ biography; ◦ essay; ◦ speech; ◦ poetry; and ◦ memoir. • understand characterization as the way that an author presents a character and reveals character traits. • analyze how a particular | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the elements of narrative structure, including: <ul style="list-style-type: none"> ◦ setting – time and place ◦ character(s), either: <ul style="list-style-type: none"> - static – remaining the same during the course of the story, or - dynamic – changing during the course of and as a result of the story ◦ external conflicts, such as: <ul style="list-style-type: none"> - individual vs. individual - individual vs. nature - individual vs. society - individual vs. supernatural - individual vs. technology ◦ internal conflict – individual vs. self ◦ plot <ul style="list-style-type: none"> - initiating event - rising action - climax - falling action <ul style="list-style-type: none"> - resolution ◦ theme |

- 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- a) Explain the use of symbols and figurative language.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - d) Understand the author’s use of conventional elements and characteristics within a variety of genres.
 - e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
 - f) Compare and contrast authors’ styles.
 - g) Identify and ask questions that clarify various viewpoints.
 - h) Identify the main idea.
 - i) Summarize text relating supporting details.
 - j) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - k) Identify cause and effect relationships.
 - l) Use prior and background knowledge as a context for new learning.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <p>elicit a response from the reader.</p> <ul style="list-style-type: none"> • 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. • A 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 | <p>sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <ul style="list-style-type: none"> • analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). • analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. • understand that poetic devices are used in prose and poetry. • identify author’s voice. | <ul style="list-style-type: none"> • recognize different plot patterns including subplots. • understand and analyze elements of an author’s style, including: <ul style="list-style-type: none"> ◦ dialogue; ◦ sentence structure; ◦ language patterns; ◦ tone, including <ul style="list-style-type: none"> - serious - solemn - sarcastic - objective - enthusiastic - humorous - hostile - disapproving - personal - impersonal ◦ voice. • differentiate among points of view in stories, including: <ul style="list-style-type: none"> ◦ first person; ◦ third person limited to a character or narrator; and |

- 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- a) Explain the use of symbols and figurative language.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - d) Understand the author’s use of conventional elements and characteristics within a variety of genres.
 - e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
 - f) Compare and contrast authors’ styles.
 - g) Identify and ask questions that clarify various viewpoints.
 - h) Identify the main idea.
 - i) Summarize text relating supporting details.
 - j) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - k) Identify cause and effect relationships.
 - l) Use prior and background knowledge as a context for new learning.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <p>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.</p> <ul style="list-style-type: none"> • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. | <ul style="list-style-type: none"> • make inferences, draw conclusions, and point to an author’s implications in the text. • understand the relationship between causes and effects. • understand that a cause may have multiple effects. • understand that an effect may have multiple causes. • understand and use the reading process to facilitate comprehension. • read several texts on a similar topic and synthesize what is read. • analyze how a text makes connections among and | <ul style="list-style-type: none"> ◦ third person omniscient. • analyze how differences in points of view can create such effects as suspense or humor. • analyze an author’s use of literary devices, including: <ul style="list-style-type: none"> ◦ 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; and ◦ symbolism – the use of concrete and recognizable things to represent ideas. • analyze poetic devices in prose and poetry, including: <ul style="list-style-type: none"> ◦ word choice; ◦ figurative language; ◦ symbolism; ◦ imagery; ◦ rhyme; ◦ rhythm; ◦ repetition; and |

- 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- a) Explain the use of symbols and figurative language.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - d) Understand the author's use of conventional elements and characteristics within a variety of genres.
 - e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
 - f) Compare and contrast authors' styles.
 - g) Identify and ask questions that clarify various viewpoints.
 - h) Identify the main idea.
 - i) Summarize text relating supporting details.
 - j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
 - k) Identify cause and effect relationships.
 - l) Use prior and background knowledge as a context for new learning.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| | <p>distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> | <ul style="list-style-type: none"> ◦ sound elements. • evaluate an author's choice of words and images. • identify poetic forms, including: <ul style="list-style-type: none"> ◦ 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; and ◦ quatrain – a stanza containing four lines. • compare and contrast an author's choice of sound elements in prose and poetry, including: <ul style="list-style-type: none"> ◦ 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; |

- 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- a) Explain the use of symbols and figurative language.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - d) Understand the author's use of conventional elements and characteristics within a variety of genres.
 - e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
 - f) Compare and contrast authors' styles.
 - g) Identify and ask questions that clarify various viewpoints.
 - h) Identify the main idea.
 - i) Summarize text relating supporting details.
 - j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
 - k) Identify cause and effect relationships.
 - l) Use prior and background knowledge as a context for new learning.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

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| | | <ul style="list-style-type: none"> ◦ alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and ◦ onomatopoeia – the use of a word whose sound suggests its meaning (e.g., <i>buzz</i>). • determine a theme of a text and analyze its development over the course of the text. • determine an author's point of view or purpose in a text. • analyze how differences in points of view can create such effects as suspense or humor. • use graphic organizers to analyze and summarize text. • recognize an author's use of connotations and persuasive language to convey a viewpoint. |

- 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.**
- a) Draw on background knowledge and knowledge of text structure to understand selections.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Analyze the author’s qualifications, viewpoint, and impact.
 - d) Analyze the author’s use of text structure and word choice.
 - e) Analyze details for relevance and accuracy.
 - f) Differentiate between fact and opinion.
 - g) Identify the main idea.
 - h) Summarize the text identifying supporting details.
 - i) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - j) Identify cause and effect relationships.
 - k) Evaluate, organize, and synthesize information for use in written and oral formats.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will analyze a variety of nonfiction sources and teachers will model the higher-order thinking processes with materials at the students’ independent reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Teachers will collaborate with students to help them apply reading skills in a variety of content texts. • Students will read at and beyond the literal level, using the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize. • An author’s viewpoint refers to his or her bias or subjectivity toward the subject. • Students will work collaboratively and with teacher support to move toward higher-order thinking, using instructional-level reading | <p>All students should</p> <ul style="list-style-type: none"> • activate prior knowledge before reading. • make predictions prior to and during the reading process. • recognize an author’s viewpoint and use of persuasive language. • read and analyze writing critically. • choose graphic organizers based on the internal text structure most prevalent in the text. • use graphic organizers and/or rules to analyze and summarize text. • read several texts on a similar topic and synthesize what is | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • activate prior knowledge before reading by use of: <ul style="list-style-type: none"> ◦ small-group or whole-class discussion; ◦ anticipation guides; and ◦ preview of key vocabulary. • recognize an author’s use of connotations and persuasive language, to convey a viewpoint. • determine an author’s point of view or purpose in a text. • analyze how the author acknowledges and responds to conflicting evidence or viewpoints. • analyze and record information, using text structures (organizational patterns), including: <ul style="list-style-type: none"> ◦ cause and effect; ◦ comparison/contrast; ◦ enumeration or listing; ◦ sequential or chronological; ◦ concept/definition; ◦ generalization; and ◦ process. |

- 8.6** The student will read, comprehend, and analyze a variety of nonfiction texts.
- a) Draw on background knowledge and knowledge of text structure to understand selections.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Analyze the author’s qualifications, viewpoint, and impact.
 - d) Analyze the author’s use of text structure and word choice.
 - e) Analyze details for relevance and accuracy.
 - f) Differentiate between fact and opinion.
 - g) Identify the main idea.
 - h) Summarize the text identifying supporting details.
 - i) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - j) Identify cause and effect relationships.
 - k) Evaluate, organize, and synthesize information for use in written and oral formats.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <p>materials.</p> <ul style="list-style-type: none"> • Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. • Students will use evaluation and conclusion to make reasonable inferences about what has been read by combining new information with what was known prior to reading. • Students will understand that an author’s credentials and experiences contribute to his/her viewpoint. • To critique text requires that a critical (but not necessarily negative) judgment be made. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. | <p>read.</p> <ul style="list-style-type: none"> • evaluate an author’s choice of words and images. • recognize an author’s use of connotations, and persuasive language to convey viewpoint. • understand that the writer implies and the reader infers. | <ul style="list-style-type: none"> • analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. • use strategies for summarizing, such as the following: <ul style="list-style-type: none"> ◦ delete trivia and redundancy; ◦ substitute a general term for a list; and ◦ find or create a main idea statement. • read and follow directions. • use text structures such as the following to enhance comprehension and note taking: <ul style="list-style-type: none"> ◦ boldface and/or italics type; ◦ type set in color; ◦ underlining; ◦ indentation; ◦ sidebars; ◦ illustrations, graphics, and photographs; ◦ headings and subheadings; and ◦ footnotes and annotations. • analyze an author’s choice of details by examining: <ul style="list-style-type: none"> ◦ accuracy; |

- 8.6** The student will read, comprehend, and analyze a variety of nonfiction texts.
- a) Draw on background knowledge and knowledge of text structure to understand selections.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Analyze the author’s qualifications, viewpoint, and impact.
 - d) Analyze the author’s use of text structure and word choice.
 - e) Analyze details for relevance and accuracy.
 - f) Differentiate between fact and opinion.
 - g) Identify the main idea.
 - h) Summarize the text identifying supporting details.
 - i) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - j) Identify cause and effect relationships.
 - k) Evaluate, organize, and synthesize information for use in written and oral formats.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| | | <ul style="list-style-type: none"> ◦ placement; ◦ thoroughness; ◦ relevance; and ◦ effectiveness. <ul style="list-style-type: none"> • analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. • distinguish between subjective and objective writing. • use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. |

At the eighth-grade level, students will plan, draft, revise, and edit narratives as well as expository, persuasive, and informational pieces with attention to composition and written expression. Students will continue the process of becoming independent with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader. Students will use writing for expressive purposes and as a tool for learning academic concepts. They will use available and appropriate technology.

- 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.**
- a) **Identify intended audience.**
 - b) **Use prewriting strategies to generate and organize ideas.**
 - c) **Distinguish between a thesis statement and a topic sentence.**
 - d) **Organize details to elaborate the central idea and provide unity.**
 - e) **Select specific vocabulary and information for audience and purpose.**
 - f) **Use interview quotations as evidence.**
 - g) **Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.**
 - h) **Use computer technology to plan, draft, revise, edit, and publish writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will become independent and proficient in composing a variety of types of writing. • Teachers will focus direct instruction on all three domains of writing: <ul style="list-style-type: none"> ◦ 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; and ◦ 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 chronologically. • Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing and allows the reader to know the writer’s ideas. Voice is the imprint of the writer — the capacity to elicit a response from the reader. • Tone expresses an author’s attitude toward the | <p>All students should</p> <ul style="list-style-type: none"> • use a process for writing, including: <ul style="list-style-type: none"> ◦ planning; ◦ drafting; ◦ revising; ◦ proofreading; ◦ editing; and ◦ publishing. • understand that good writing has been elaborated. • use peer and individual revising and editing. • understand that good writing has been improved through revision. • use keyboarding, including spell checkers and grammar checkers when available. • understand and apply the elements of composing: <ul style="list-style-type: none"> ◦ central idea; ◦ elaboration; ◦ unity; and | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • write in a variety of forms, including: <ul style="list-style-type: none"> ◦ 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; and ◦ informational – writing to put forth information, frequently used in textbooks and the news media. • use a variety of prewriting strategies, for example: <ul style="list-style-type: none"> ◦ brainstorming; ◦ webbing; ◦ mapping; ◦ outlining; ◦ clustering; ◦ listing; and ◦ using graphic organizers. • use written expression to explain, analyze, or summarize a topic with attention to: <ul style="list-style-type: none"> ◦ purpose and audience; ◦ a central or controlling idea; ◦ voice; ◦ tone (such as serious, sarcastic, objective, enthusiastic, solemn, humorous, hostile, personal, impersonal); |

- 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.**
- a) **Identify intended audience.**
 - b) **Use prewriting strategies to generate and organize ideas.**
 - c) **Distinguish between a thesis statement and a topic sentence.**
 - d) **Organize details to elaborate the central idea and provide unity.**
 - e) **Select specific vocabulary and information for audience and purpose.**
 - f) **Use interview quotations as evidence.**
 - g) **Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.**
 - h) **Use computer technology to plan, draft, revise, edit, and publish writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <p>subject.</p> <ul style="list-style-type: none"> • Coherence means that each part of the writing appears to be 'connected' and heading towards a single conclusion or theme in the text. • The writing process is nonlinear; returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. • Students will begin to assume responsibility for revising, proofreading, and editing their own writing. • Students should have practice writing on demand, for shorter time frames, and over extended periods of time. | <ul style="list-style-type: none"> ◦ organization. • use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters. • understand that a topic sentence supports an essay's thesis statement; it unifies a paragraph and directs the order of the sentences. | <ul style="list-style-type: none"> ◦ coherent selection of information and details; ◦ embedded phrases and clauses that clarify meaning and increase variety; ◦ vivid and precise vocabulary; ◦ figurative language; ◦ sentence variety; and ◦ transitional words and phrases. • develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives. • engage and orient the reader by establishing a context and introducing a narrator and/or characters. • organize an event sequence that unfolds naturally and logically. • use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • apply revising procedures, including: <ul style="list-style-type: none"> ◦ rereading; ◦ reflecting; ◦ rethinking; ◦ rewriting; ◦ including vivid vocabulary; ◦ combining sentences for variety and rhythm; and ◦ providing transitions between ideas and paragraphs. |

- 8.7** The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
- a) Identify intended audience.
 - b) Use prewriting strategies to generate and organize ideas.
 - c) Distinguish between a thesis statement and a topic sentence.
 - d) Organize details to elaborate the central idea and provide unity.
 - e) Select specific vocabulary and information for audience and purpose.
 - f) Use interview quotations as evidence.
 - g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
 - h) Use computer technology to plan, draft, revise, edit, and publish writing.

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| | | <ul style="list-style-type: none"> • create a thesis statement that focuses the essay, expresses the writer’s position in an argument, or explains the purpose of the essay, and is usually found in the first paragraph. • elaborate the central idea, providing sustained unity throughout the writing. • choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • sustain a formal style. • develop a conclusion. |

- 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - d) Maintain consistent verb tense across paragraphs.
 - e) Use comparative and superlative degrees in adverbs and adjectives.
 - f) Use quotation marks with dialogue and direct quotations.
 - g) Use correct spelling for frequently used words.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| <ul style="list-style-type: none"> • The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary and middle school levels. • Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. • The conventions of correct language are an integral part of the writing process. • Diagramming sentences is a strategy to increase understanding of their structure. • Teachers will explain the function of verbals (gerunds, participles, and infinitives) and how they are used to provide sentence variety in writing. | <p>All students should</p> <ul style="list-style-type: none"> • proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. • understand that pronouns need to agree with antecedents in gender, number, and person. • understand that verbs must agree with subjects. • use verbs in the indicative, imperative, interrogative, conditional, and subjunctive form. • recognize and correct inappropriate shifts in verb forms. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses. • use punctuation (comma, ellipsis, dash) to indicate a pause or break. • use an ellipsis to indicate an omission. • diagram sentences with phrases and clauses. • use a singular verb with a singular subject and a plural verb with a plural subject. • use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent. • use objective pronouns in prepositional phrases with compound objects. • choose and maintain tense (present, past, future) throughout an entire paragraph or text. • use comparative and superlative adjectives. • use comparative and superlative adverbs. • use and correctly punctuate transitional words, such as <i>furthermore</i>, <i>however</i>, <i>since</i>, and <i>next</i>. • use correct conjunctions, such as <i>either/or</i> and <i>neither/nor</i>. • embed quotations from other sources with skill and accuracy. |

- 8.8** The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - d) Maintain consistent verb tense across paragraphs.
 - e) Use comparative and superlative degrees in adverbs and adjectives.
 - f) Use quotation marks with dialogue and direct quotations.
 - g) Use correct spelling for frequently used words.

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| | | <ul style="list-style-type: none"> • use quotation marks correctly with dialogue. |

At the eighth-grade level, students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources and avoid plagiarism by using Modern Language Association (MLA) or American Psychological Association (APA) style guidelines.

- 8.9 The student will apply knowledge of appropriate reference materials to produce a research product.**
- a) **Collect and synthesize information from multiple sources including online, print and media.**
 - b) **Evaluate the validity and authenticity of texts.**
 - c) **Use technology as a tool to research, organize, evaluate, and communicate information.**
 - d) **Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**
 - e) **Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.**
 - f) **Publish findings and respond to feedback.**
 - g) **Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

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| <ul style="list-style-type: none"> • The intent of this standard is that students will collect resources, evaluate their usefulness, conduct research, and appropriately cite reliable sources of information. • Students will evaluate the accuracy and authenticity of multiple sources. • Students will evaluate the intent of the author, which may include misinformation, bias, and unsupported assertions. | <p>All students should</p> <ul style="list-style-type: none"> • determine if a source is trustworthy and accurate. • understand that using multiple sources of information produces a more complete understanding of a topic. | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand that a primary source is an original document or a firsthand or eyewitness account of an event. • understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information. • use a variety of strategies to generate notes, and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary. • embed quotations from other sources with skill and accuracy. • evaluate the validity and authenticity of texts, using questions such as: <ul style="list-style-type: none"> ◦ Does the source appear in a reputable publication? ◦ Is the source free from bias? Does the writer have something to gain from his opinion? ◦ Does the information contain facts for support? ◦ Is the same information found in more than one source? • conduct short research projects to answer a question drawing on several sources and generating questions. • use computer technology to research, organize, evaluate, and communicate information. |

- 8.9 The student will apply knowledge of appropriate reference materials to produce a research product.**
- a) **Collect and synthesize information from multiple sources including online, print and media.**
 - b) **Evaluate the validity and authenticity of texts.**
 - c) **Use technology as a tool to research, organize, evaluate, and communicate information.**
 - d) **Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**
 - e) **Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.**
 - f) **Publish findings and respond to feedback.**
 - g) **Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

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| | | <ul style="list-style-type: none"> • document using a standard form such as MLA or APA. • avoid plagiarism, give credit whenever using another person’s idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person’s words. |