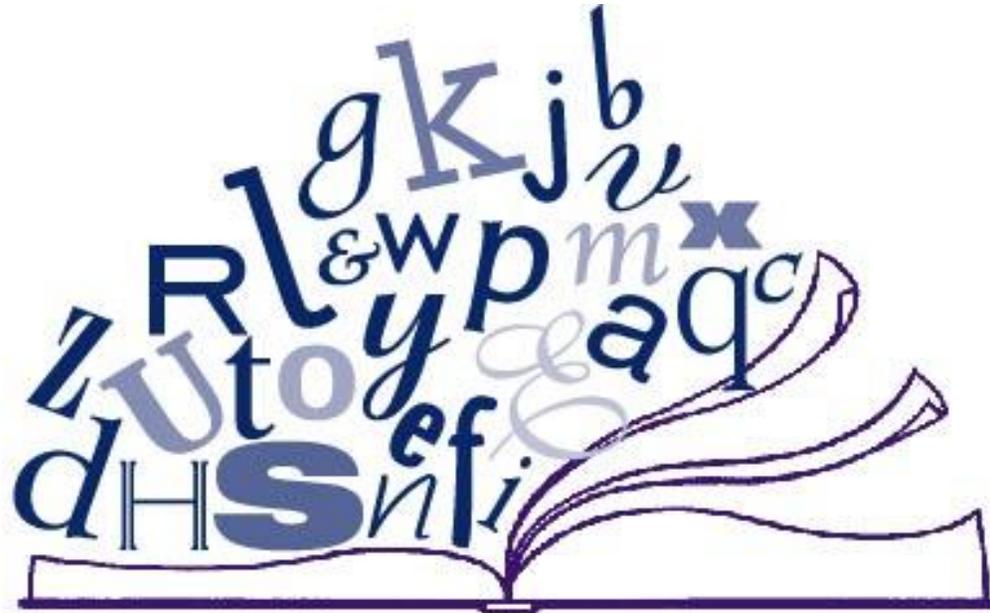


# ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

*Grade Seven*



Final Review  
November 18, 2010

Commonwealth of Virginia  
Board of Education  
Richmond, Virginia  
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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. ~~Knowledge of the media and its impact on public opinion will be introduced.~~ 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"> <li>• 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.</li> <li>• Students will express opinions forthrightly yet respectfully, demonstrating interest in and respect for the opinions of others.</li> <li>• Students will use grammatically correct language.</li> <li>• <u>Teachers should model active listening strategies.</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand and demonstrate appropriate audience behavior.</li> <li>• prepare and deliver oral presentations.</li> <li>• participate effectively in group discussions and presentations.</li> <li>• show awareness of audience, topic, and purpose.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• contribute relevant ideas, opinions, and feelings in large and small <u>diverse</u> groups.</li> <li>• offer and seek summary statements <u>of their own ideas and the ideas of others.</u></li> <li>• select vocabulary, tone, and style with audience <u>and purpose</u> in mind.</li> <li>• state points clearly and directly.</li> <li>• <u>include multimedia in presentations.</u></li> <li>• maintain a focused discussion.</li> <li>• ask <u>clarifying</u> questions <u>and respond appropriately to others' questions</u> in order to encourage discussion, foster understanding, <u>and bring the discussion back to the topic when needed.</u></li> <li>• provide feedback to other group members, <u>acknowledge new insights expressed by others, and when justified, modify their own views.</u></li> <li>• <u>use a variety of strategies to actively listen, including:</u> <ul style="list-style-type: none"> <li>◦ <u>give speaker undivided attention;</u></li> <li>◦ <u>use body language and gestures to show they are listening;</u></li> <li>◦ <u>provide feedback or paraphrase;</u></li> <li>◦ <u>allow the speaker to finish without interruptions; and</u></li> <li>◦ <u>respond appropriately.</u></li> </ul> </li> </ul>

- 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.**

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

- 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.

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<ul style="list-style-type: none"> <li>• <u>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 deconstruct it, looking at the following attributes:</u> <ul style="list-style-type: none"> <li>◦ <b>Authorship</b> (Who constructed the message?)</li> <li>◦ <b>Format</b> (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.)</li> <li>◦ <b>Audience</b> (Who is the person or persons meant to receive the message? How will different people receive the message?)</li> <li>◦ <b>Content</b> (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.)</li> <li>◦ <b>Purpose</b> (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?)</li> </ul> </li> </ul>	<p>All students should</p> <ul style="list-style-type: none"> <li>• understand that facts can be verified and opinions cannot.</li> <li>• distinguish fact from opinion.</li> <li>• identify the effect of persuasive messages on the audience.</li> <li>• notice use of persuasive language and connotations to convey viewpoint.</li> <li>• <u>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.</u></li> <li>• <u>analyze a media text considering what techniques have been used and their purpose.</u></li> </ul>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li>• <u>deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, angles, lighting, editing and sound in TV, radio, and film.</u></li> <li>• <u>recognize that production elements in media are composed based on audience and purpose to create specific effects.</u></li> <li>• identify persuasive techniques in the media <u>including:</u> <ul style="list-style-type: none"> <li>◦ <b>name calling</b> or <b>innuendo</b> – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language;</li> <li>◦ <b>glittering generalities</b> or <b>card stacking</b> – telling only part of the truth; generalizing from a shred of evidence;</li> <li>◦ <b>bandwagon</b> – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd;</li> <li>◦ <b>testimonials</b> – using the declaration of a famous person or authoritative expert to give heightened credibility;</li> <li>◦ <b>appeal to prestige, snobbery, or plain folks</b> – 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</li> <li>◦ <b>appeal to emotions</b> – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.</li> </ul> </li> <li>• <del>recognize three most common camera angles/ shots are:</del> <ul style="list-style-type: none"> <li>◦ <del>the close up shows part of a subject usually in great detail;</del></li> <li>◦ <del>the long shot often establishes the scene (car driving up to a hotel or an overview of a city) and</del></li> <li>◦ <del>the medium shot shows the whole subject (a person, car etc.).</del></li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li><u>Auditory media</u> can be heard (e.g., music, radio shows, podcasts).</li> <li><u>Visual media</u> can be viewed (e.g., television, video, Web-based materials, print ads).</li> <li><u>Written media</u> includes text (e.g., newspapers, magazines, books, blogs).</li> <li><del>There are a variety of camera angles, which can add perspective or point of view of what is being pictured. Sometimes the camera angle can greatly influence the audience.</del></li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li><u>recognize and identify</u> opinions in the media.</li> <li><u>recognize and identify</u> facts in the media.</li> <li><u>recognize that evidence is fact and a valid inference is the interpretation of fact.</u></li> <li><u>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.</u></li> <li>describe the effect on the audience of persuasive messages in the media.</li> <li>identify effective word choice in the media.</li> <li>identify <u>and analyze a variety of viewpoints expressed in the media.</u></li> <li><u>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.</u></li> </ul>

At the seventh-grade level, students will continue the study of roots and affixes for vocabulary development and ~~begin~~ continue to a study of figurative language. Connotations ~~and analogies~~ 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
<ul style="list-style-type: none"> <li>The intent of this standard is that students will become independent learners of vocabulary <u>by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words.</u></li> <li>Students come to understand <u>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.</u></li> <li>Teachers should use a study of <u>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).</u></li> <li>Students will continue <del>begin</del> the study of figurative language <del>and analogies</del>, and <del>continue to use the</del> context to help determine the meaning of words.</li> <li>Students will begin to notice connotations of words and use reference books and context to</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>use word structure to analyze and find relationships among words.</li> <li><del>recognize internal and external inflections that change meaning and pronunciation.</del></li> <li><del>recognize relationships used to create analogies.</del></li> <li>recognize that figurative language and analogy enrich text.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li><u>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).</u></li> <li>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>.</li> <li>use synonyms and antonyms to determine the meaning of unfamiliar words.</li> <li><u>use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words.</u></li> <li>recognize that words have nuances of meaning (<u>figurative, connotative, and technical</u>), which <u>help</u> determine the appropriate meaning.</li> <li><del>recognize and apply relationships common to analogy construction</del> <ul style="list-style-type: none"> <li><del>purpose—chair: sit</del></li> <li><del>cause/effect—sun: burn</del></li> <li><del>sequence—day: week</del></li> <li><del>characteristic—snow: cold</del></li> <li><del>product—tree: lumber</del></li> <li><del>degree—warm: hot</del></li> </ul> </li> <li>recognize, understand, and use figurative language <u>figures of speech</u>, including: <ul style="list-style-type: none"> <li><b>simile</b> – figure of speech that uses the words <i>like</i> or <i>as</i> to make</li> </ul> </li> </ul>

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determine the nuances of connotative language.		<p>comparisons;</p> <ul style="list-style-type: none"> <li>◦ <b>metaphor</b> – figure of speech that makes a comparison equating two or more unlike things. <del>without using like or as;</del></li> <li>◦ <b>personification</b> – figure of speech that applies human characteristics to nonhuman objects; and</li> <li>◦ <b>hyperbole</b> – intentionally exaggerated figure of speech.</li> </ul> <ul style="list-style-type: none"> <li>• <u>distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>), recognizing that some words have technical meanings based on context such as <i>stern</i>.</u></li> <li>• recognize that synonyms may have connotations (e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i>).</li> <li>• <u>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.</u></li> <li>• <u>consult <del>general and specialized</del> word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings.</u></li> </ul>

- 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
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will begin to analyze text including fiction, narrative nonfiction, and poetry.</li> <li>• Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how an author's craft makes an impact on readers.</li> <li>• Students will compare and contrast narrative and poetic forms and recognize poetic devices in prose and poetry.</li> <li>• Students will read at and beyond the literal level, including <b>making inferences</b> – making judgments or drawing conclusions based on what an author has implied.</li> <li>• The <b>initiating event</b> is the incident that introduces the central conflict in a story; it may have occurred before the opening of the story.</li> <li>• <b>Voice</b> shows an author's personality, awareness of audience, and passion for his or her subject. It</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• recognize that authors make <u>deliberate</u> choices to create <u>stories- literary works</u>.</li> <li>• understand that language has an impact on readers.</li> <li>• make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge.</li> <li>• use strategies and graphic organizers to summarize and analyze text.</li> <li>• <u>analyze how a text makes connections among and distinctions between individuals, ideas, or events</u></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• <del>understand</del> <u>recognize</u> the elements of <u>story, narrative structure</u> including: <ul style="list-style-type: none"> <li>◦ setting – time, place, and duration;</li> <li>◦ character(s);</li> <li>◦ external conflicts, such as <ul style="list-style-type: none"> <li>- individual vs. individual</li> <li>- individual vs. nature</li> <li>- individual vs. society</li> <li>- individual vs. supernatural</li> <li>- individual vs. technology</li> </ul> </li> <li>◦ internal conflict – individual vs. self;</li> <li>◦ plot – development of the central conflict, including <ul style="list-style-type: none"> <li>- initiating event</li> <li>- rising action</li> <li>- climax</li> <li>- falling action</li> <li>- resolution</li> </ul> </li> <li>◦ theme.</li> </ul> </li> <li>• <del>identify</del> <u>distinguish</u> between narrative prose and poetic forms, including:</li> </ul>

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  - 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.
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<p>adds liveliness and energy to writing.</p> <ul style="list-style-type: none"> <li>• <b>Mood</b> refers to the emotional atmosphere produced by an author's use of language.</li> <li>• <b>Tone</b> refers to an attitude a writer takes toward a <u>subject</u>.</li> <li>• <u>Students will understand how authors use keywords and images to craft a message and establish tone.</u></li> <li>• <u>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.</u></li> <li>• <u>Students will use a variety of reading strategies including such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</u></li> </ul>	<p><u>(e.g., through comparisons or categories).</u></p>	<ul style="list-style-type: none"> <li>◦ <b>haiku</b> – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;</li> <li>◦ <b>limerick</b> – a 5-line, rhymed, rhythmic verse, usually humorous;</li> <li>◦ <b>ballad</b> – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;</li> <li>◦ <b>free verse</b> – poetry with neither regular meter nor rhyme scheme</li> <li>◦ <b>couplet</b> – a pair of rhyming lines; and</li> <li>◦ <b>quatrain</b> – a stanza containing four lines.</li> <li>• read, understand, <del>and differentiate</del>, and <u>compare/contrast</u> the characteristics and narrative structures of: <ul style="list-style-type: none"> <li>◦ short stories;</li> <li>◦ novels (<u>including historical fiction, biographies, and autobiographies</u>);</li> <li>◦ folk literature; <ul style="list-style-type: none"> <li>- tales</li> <li>- myths</li> <li>- legends</li> <li>- fables</li> </ul> </li> <li>◦ plays;</li> <li>◦ <u>narrative nonfiction (including personal essays, biographies, and autobiographies); and</u></li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>◦ biographies and autobiographies.</li> <li>• use graphic organizers, such as “It says...I say,” to record <u>clues in the text and inferences or important details for summarizing and drawing conclusions.</u></li> <li>• <del>understand</del> <u>identify</u> <b>characterization</b> as the way an author presents a character and reveals character traits by: <ul style="list-style-type: none"> <li>◦ what a character says;</li> <li>◦ what a character thinks;</li> <li>◦ what a character does; and</li> <li>◦ how other characters respond to the character.</li> </ul> </li> <li>• <u>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.</u></li> <li>• <del>understand</del> <u>analyze</u> an author's choice and use of literary devices, including: <ul style="list-style-type: none"> <li>◦ <b>foreshadowing</b> – the use of clues to hint at coming events in a story; and</li> <li>◦ <b>irony</b> – 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.</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>• <del>understand and</del> analyze elements of an author's style, including:               <ul style="list-style-type: none"> <li>◦ word choice;</li> <li>◦ sentence structure and language patterns;</li> <li>◦ imagery – the use of words to create sensory impressions — most often visual impressions but may be sound, smell, taste, or touch impressions;</li> <li>◦ <u>contrasting points of view; and</u></li> <li>◦ figurative language – text enriched by word images and figures of speech.</li> </ul> </li> <li>• <u>define an author's tone including, but not limited to: serious, sarcastic, objective, humorous, disapproving, solemn, enthusiastic, and hostile.</u></li> <li>• <del>use strategies for summarizing, such as</del> <ul style="list-style-type: none"> <li>◦ <u>story maps</u></li> <li>◦ <u>Somebody...Wanted...But...So</u></li> </ul> </li> <li>• recognize and <u>analyze the impact of</u> an author's choice of poetic devices, including:               <ul style="list-style-type: none"> <li>◦ <b>rhyme</b> – recurring identical or similar final word sounds within or at the ends of lines of verse;</li> <li>◦ <b>rhythm</b> – the recurring pattern of strong and weak syllabic stresses;</li> <li>◦ <b>meter</b> – a fixed pattern of accented and unaccented syllables in lines</li> </ul> </li> </ul>

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  - Use prior and background knowledge as a context for new learning.
  - Make inferences and draw conclusions based on the text.
  - Identify the main idea.
  - Summarize text relating supporting details.
  - Identify the author's organizational pattern.
  - Identify cause and effect relationships.
  - Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>of fixed length to create rhythm;</p> <ul style="list-style-type: none"> <li>◦ <b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis;</li> <li>◦ <b>alliteration</b> – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and</li> <li>◦ <b>assonance</b> – repetition of vowel sounds, e.g., <i>mad hatter</i></li> <li>◦ <b>consonance</b> – repetition of final consonant sounds, e.g., <i>east/west</i></li> <li>◦ <b>onomatopoeia</b> – the use of a word whose sound suggests its meaning, e.g., <i>clatter</i>.</li> </ul> <ul style="list-style-type: none"> <li>• <u>explain how poetic devices of form, rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem.</u></li> <li>• <u>make predictions before, during, and after reading texts.</u></li> <li>• <u>connect to prior knowledge of a subject.</u></li> <li>• <u>visualize, and question a text while reading.</u></li> <li>• <u>draw inferences.</u></li> </ul>

- 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
		<ul style="list-style-type: none"> <li>• <u>synthesize information.</u></li> </ul>

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

- 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
<p>teacher support to move toward higher-order thinking with instructional level materials.</p> <ul style="list-style-type: none"> <li>• <b>Synthesis</b> involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts.</li> <li>• <u>Students will use a variety of reading strategies including such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</u></li> </ul>	<ul style="list-style-type: none"> <li>◦ to inform; and</li> <li>◦ to persuade.</li> <li>• notice use of connotations and persuasive language to convey viewpoint.</li> <li>• make inferences, which imply meaning, and draw conclusions based on both explicit and implied information.</li> <li>• <del>use graphic organizers and other strategies to organize and summarize text</del></li> <li>• distinguish between a fact, which can be verified, and an opinion, which cannot.</li> </ul>	<ul style="list-style-type: none"> <li>◦ comparison/contrast;</li> <li>◦ enumeration or listing;</li> <li>◦ sequential or chronological;</li> <li>◦ concept/definition;</li> <li>◦ generalization; and</li> <li>◦ process.</li> <li>• recognize <del>the transitional</del> words and phrases authors use to signal organizational patterns, including, <u>but not limited to:</u> <ul style="list-style-type: none"> <li>◦ <i>as a result of, consequently</i> for cause and effect;</li> <li>◦ <i>similarly, on the other hand</i> for comparison/contrast;</li> <li>◦ <i>first, three</i> for enumeration or listing;</li> <li>◦ <i>today, meanwhile</i> for sequential or chronological;</li> <li>◦ <i>refers to, thus</i> for concept/definition;</li> <li>◦ <i>always, in fact</i> for generalization; and</li> <li>◦ <i>begins with, in order to</i> for process.</li> </ul> </li> <li>• <u>determine two or more central ideas in a text and analyze their development over the course of the text.</u></li> <li>• <u>provide an objective summary of the text by recording the development of the central ideas.</u></li> </ul>

- 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.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>• <u>analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning.</u></li> </ul>

At the seventh-grade level, students will plan, draft, revise, and edit ~~narratives~~ expository as well as ~~persuasive narrative~~ and ~~expository~~ persuasive pieces with attention to composition and written expression. Students will ~~begin the process of becoming independent~~ 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 ~~as available and appropriate~~.

- 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.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will become independent and proficient in composing a variety of types of writing.</li> <li>• Teachers will focus direct instruction on all three domains of writing:               <ul style="list-style-type: none"> <li>◦ <b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers;</li> <li>◦ <b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers; and</li> <li>◦ <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse.</li> </ul> </li> <li>• Students will gradually assume responsibility for revising, proofreading, and editing their own writing.</li> <li>• <b>Elaboration</b> can occur by using descriptive details and examples <i>horizontally</i> within a sentence to give detail and depth to an idea, or</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• use a process for writing, including:               <ul style="list-style-type: none"> <li>◦ planning;</li> <li>◦ drafting;</li> <li>◦ revising;</li> <li>◦ proofreading;</li> <li>◦ editing; and</li> <li>◦ publishing.</li> </ul> </li> <li>• understand that good writing <del>has been elaborated horizontally and vertically</del> <u>includes elaboration.</u></li> <li>• <u>recognize that a thesis statement is not an announcement of the subject, but rather a unified, and specific statement.</u></li> <li>• understand that good writing has been improved through revision.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• <u>identify intended audience and purpose.</u></li> <li>• use a variety of prewriting strategies including:               <ul style="list-style-type: none"> <li>◦ brainstorming;</li> <li>◦ webbing;</li> <li>◦ mapping;</li> <li>◦ outlining;</li> <li>◦ clustering;</li> <li>◦ listing; and</li> <li>◦ using graphic organizers.</li> </ul> </li> <li>• <u>explain, analyze, or summarize a topic.</u></li> <li>• <u>write an effective thesis statement focusing, limiting, or narrowing the topic.</u></li> <li>• <u>differentiate between a thesis statement and a topic sentence.</u></li> <li>• <u>choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas.</u></li> </ul>

- 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p><del>vertically</del> from paragraph to paragraph.</p> <ul style="list-style-type: none"> <li>• <b>Voice</b> 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.</li> <li>• <b>Tone</b> expresses an author’s attitude toward the subject.</li> <li>• 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.</li> <li>• <u>Students should have practice writing on demand, for shorter time frames, and over extended periods of time.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <del>use peer and individual revising and editing.</del></li> <li>• understand and apply the elements of composing:                             <ul style="list-style-type: none"> <li>◦ central idea;</li> <li>◦ elaboration;</li> <li>◦ unity; and</li> <li>◦ organization.</li> </ul> </li> <li>• <del>apply word processing skills to the writing process.</del></li> </ul>	<ul style="list-style-type: none"> <li>• <u>develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.</u></li> <li>• <u>engage and orient the reader by establishing a context and introducing a narrator and/or characters.</u></li> <li>• <u>organize an event sequence that unfolds naturally and logically.</u></li> <li>• <u>use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</u></li> <li>• <u>create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.</u></li> <li>• <u>include an appropriate introduction and satisfying conclusion.</u></li> <li>• <u>sustain a formal style.</u></li> <li>• use written expression to draft and revise compositions with attention to:                             <ul style="list-style-type: none"> <li>◦ voice;</li> <li>◦ tone;</li> <li>◦ selection of information;</li> </ul> </li> </ul>

- 7.7** The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
- a) Identify intended audience.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>◦ embedded phrases and clauses that clarify meaning;</li> <li>◦ vivid and precise vocabulary;</li> <li>◦ figurative language; and</li> <li>◦ sentence variety.</li> <li>• recognize terms illustrative of tone, such as, <u>but not limited to</u>: <ul style="list-style-type: none"> <li>◦ serious;</li> <li>◦ sarcastic;</li> <li>◦ objective;</li> <li>◦ enthusiastic;</li> <li>◦ solemn;</li> <li>◦ humorous;</li> <li>◦ hostile;</li> <li>◦ personal; and</li> <li>◦ impersonal.</li> </ul> </li> <li>• apply revising procedures <u>in peer and self-review</u>, including: <ul style="list-style-type: none"> <li>◦ rereading;</li> <li>◦ reflecting;</li> <li>◦ rethinking; and</li> <li>◦ rewriting.</li> </ul> </li> <li>• <u>vary sentence structure by using coordinating conjunctions: <i>for, and,</i></u></li> </ul>

- 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
- a) Identify intended audience.
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  - j) Revise sentences for clarity of content including specific vocabulary and information.
  - k) Use computer technology to plan, draft, revise, edit, and publish writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p><u>nor, but, or, yet, and so.</u></p> <ul style="list-style-type: none"> <li>• <u>use subordinating conjunctions to form complex sentences: 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.</u></li> <li>• <u>incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to:</u> <ul style="list-style-type: none"> <li>◦ <b>coordination</b> – <u>joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions:</u></li> <li>◦ <b>subordination</b> – <u>establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions; and</u></li> <li>◦ <b>modifier</b> – <u>an adjective, an adverb, or a phrase or clause acting as an adjective or adverb.</u></li> </ul> </li> <li>• <u>use available computer technology to assist throughout the writing process.</u></li> </ul>

- 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.**

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

- 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
	<ul style="list-style-type: none"> <li>◦ <u>adverb</u>;</li> <li>◦ <u>preposition</u>;</li> <li>◦ <u>conjunction</u>; and</li> <li>◦ <u>interjection</u>.</li> </ul>	

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
<ul style="list-style-type: none"> <li>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.</li> <li>Students will synthesize information from a variety of sources and will document sources, using a standard format.</li> <li><u>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.</u></li> <li><u>Teachers should assist students in determining the authenticity and validity of sources.</u></li> <li><u>Teachers should make students aware of possible consequences of plagiarism.</u></li> <li>Teachers will collaborate with library media specialists to assist students as the students learn to become independent with research.</li> <li><u>Students will have the opportunity to practice writing over shorter time frames as well as for extended ones.</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li><del>use research tools available in school media centers and public libraries.</del></li> <li><del>choose and use appropriate graphic organizers</del></li> <li><u>understand that research tools are available in school media centers and libraries.</u></li> <li><u>understand that a primary source is an original document or a firsthand or eyewitness account of an event.</u></li> <li><u>understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.</u></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li><del>understand use the characteristics of available resource tools, including:</del> <ul style="list-style-type: none"> <li>educational online resources;</li> <li>reference books;</li> <li>scholarly journals;</li> <li>magazines;</li> <li>the Internet, as appropriate for school use; and</li> <li><u>general and specialized (or subject-specific) databases.</u></li> </ul> </li> <li>organize and synthesize information with tools, including: <ul style="list-style-type: none"> <li><del>file cards</del></li> <li>graphic organizers;</li> <li><del>flow charts;</del></li> <li><del>Venn diagrams;</del></li> <li>outlines;</li> <li>spreadsheets;</li> <li>databases; and</li> <li>presentation software.</li> </ul> </li> <li>create a “Works Cited” page using MLA format for oral and written presentations.</li> <li><u>differentiate between a primary and a secondary source.</u></li> <li><u>gather relevant information from multiple print and digital sources; assess the credibility and validity of each source;</u></li> <li><u>prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in direct quotation or paraphrases.</u></li> </ul>

- 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"> <li>• <u>evaluate the validity and authenticity of texts, using questions, such as:</u> <ul style="list-style-type: none"> <li>◦ <u>Does the source appear in a reputable publication?</u></li> <li>◦ <u>Is the source free from bias?</u></li> <li>◦ <u>Does the writer have something to gain from his opinion?</u></li> <li>◦ <u>Does the information contain facts for support?</u></li> <li>◦ <u>Is the same information found in more than one source?</u></li> </ul> </li> <li>• <u>summarize and cite specific evidence from the text to support conclusions.</u></li> </ul>