

# **Grade 7 Honors English Pacing Guide**



**2018 -  
2019**

**Waynesboro Public Schools**  
301 Pine Avenue  
Waynesboro, Virginia 22980

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## COURSE OVERVIEW

Honors English 7 is designed to meet the language arts needs of TAG and high ability students through a series of thematic units incorporating multiple genres and addressing required S.O.L.s. Skills development builds on accomplishments from the sixth grade language arts course and stresses reading, research, speaking, vocabulary/word study, grammar and writing—assignments designed to be challenging and to cultivate higher order thinking. In this fast-paced class, students are expected to demonstrate increasing responsibility for their own learning and to contribute positively as active members of a community of scholars.

### Introduction, classroom set up

**Time Frame: August 7 - 17**

**Overview/Content Focus:** In the first week of the class, the emphasis will be on establishing expectations, routines, procedures, and materials necessary for smooth and high level functioning of Honors English 7. Students will set up notebooks and begin initial word study, grammar, and writing activities. They will be required to gather and bring to class daily all required materials, including non-periodical pleasure reading.

### Related S.O.L.s

In word study assignments,

- 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.**
  - 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.**

### To be successful with this standard, students are expected to

- 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).
- recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.

In initial reading assignments,

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

### To be successful with this standard, students are expected to

- activate prior knowledge before reading by use of, but not limited to:  
small-group or whole-class discussion;

- 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.

In initial writing assignments,

**7.7 The student will write in a variety of forms with an emphasis on ... persuasion.**

- Identify intended audience.**
- Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.**
- Organize writing structure to fit mode or topic.**
- Establish a central idea and organization.**
- Compose a topic sentence or thesis statement.**
- Select vocabulary and information to enhance the central idea, tone, and voice.**
- Revise sentences for clarity of content including specific vocabulary and information.**
- Use computer technology to ... revise, edit, and publish writing.**

**To be successful with this standard, students are expected to**

identify intended audience and purpose.

use a variety of prewriting strategies including:

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.
- sustain a formal style.
- use written expression to draft and revise compositions with attention to:  
voice;  
selection of information;
- apply revising procedures in peer and self-review, including:  
rereading;  
reflecting;  
rethinking; and  
rewriting.

In grammar study and writing assignments,

**7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**

- Use correct spelling for commonly used words.**

**To be successful with this standard, students are expected to**

- use complete sentences with appropriate punctuation
- maintain verb tense (present, past, future) throughout an entire piece of writing.
- maintain consistent point of view through a piece of writing.

**Activities/Assignments/Assessments/Resources**

Word study/ vocabulary notebook set-up; word study lessons; grammar assignments; short persuasive reading and writing assignments

**Amazing Tales****Time Frame: August 20 – November 20****Unit Overview**

Utilizing a common theme, the students will focus on reading and summarizing effectively from both fiction and non-fiction texts as well as other media, including short stories, folktales, and video presentations. After analyzing short stories and reviewing story elements, they will craft an original creative tale. Also, students will select and read orally for class a story selection that fits this thematic unit.

Vocabulary and word study lessons will focus on building root knowledge and enhancing vocabulary development with story-specific vocabulary.

Grammar instruction will focus on usage of basic parts of speech, correct sentence structures, and paragraph construction.

**Related S.O.L.s**

In discussions of stories and in short story presentation assignment,

**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.

**To be successful with this standard, students are expected to**

- contribute relevant ideas, opinions, and feelings in large and small diverse groups.
- select vocabulary, tone, and style with audience and purpose in mind.
- state points clearly and directly.
- maintain a focused discussion.
- use a variety of strategies to actively listen, including:
  - 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.

In the story sharing assignment,

**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.

**To be successful with this standard, students are expected to**

- 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.

In word study and vocabulary assignments,

**7.4 The student will read to determine the meanings and pronunciations 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) Identify and analyze figurative language.
- d) Identify connotations.
- e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

**To be successful with this standard, students are expected to**

- 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 *dent* from *dentist* and *fric* from *friction* to predict the meaning of *dentifrice*.
- recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.
- recognize, understand, and use figurative language including:
  - simile** – figure of speech that uses the words *like* or *as* to make comparisons;
  - metaphor** – figure of speech that makes a comparison equating two or more unlike things.
  - personification** – figure of speech that applies human characteristics to nonhuman objects; and
  - hyperbole** – intentionally exaggerated figure of speech.
- 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.

In analyzing fictional short stories and nonfiction video presentations,

**7.5 The student will read and demonstrate comprehension of a variety of fictional texts, [and] narrative nonfiction.**

- a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
- 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.

**To be successful with this standard, students are expected to**

- recognize the elements of narrative structure including:
  - setting – time, place, and duration;
  - character(s);
  - external conflicts, such as
    - 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  
initiating event  
rising action  
climax  
falling action  
resolution  
theme.

- 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:

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:  
**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:  
word choice;  
sentence structure and language patterns;  
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.
- 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.

In unit writing assignments,

7.7

**The student will write in a variety of forms with an emphasis on exposition [and] narration.**

- Identify intended audience.**
- Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.**
- Organize writing structure to fit mode or topic.**
- Establish a central idea and organization.**
- Compose a topic sentence or thesis statement.**
- Write multi-paragraph compositions with unity elaborating the central idea.**
- Select vocabulary and information to enhance the central idea, tone, and voice.**
- 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.**

**To be successful with this standard, students are expected to**

identify intended audience and purpose.

use a variety of prewriting strategies including:

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.

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.

reasons, or

- create multi-paragraph compositions focusing on a central idea and using elaborating details,

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:
  - voice;
  - tone;
  - selection of information;
  - 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:
  - serious;
  - sarcastic;

objective;  
enthusiastic;  
solemn;  
humorous;  
hostile;  
personal; and  
impersonal.

- apply revising procedures in peer and self-review, including:  
rereading;  
reflecting;  
rethinking; and  
rewriting.
- vary sentence structure by using coordinating conjunctions: *for, and, nor, but, or, yet, and so*.
- use subordinating conjunctions to form complex sentences: after, although, as, as if, because, before, whereas, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, wherever, whether, which, and while.
- incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to:  
**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.

In on-going grammar study, writing assignments, and editing and revising tasks,

- 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.**
  - 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.**

**To be successful with this standard, students are expected to**

- 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., *The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.*).

- 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.

**Activities/Assignments/Assessments/Resources**

Word study and vocabulary lessons; grammar study; reading, writing, and oral presentation assignments based on unit theme.

**Virtues**

**Time Frame: November 26 – March 8**

**Unit Overview**

Utilizing a common theme, the students will study elements of drama; will read short non-fiction selections and a novel; will practice skills in summarizing both fiction and non-fiction; will complete research and media literacy projects; and will pursue a variety of writing assignments emphasizing descriptive, expository, and persuasive forms. Students will also apply their understanding of virtues by completing a “goodness project” outside of school.

Grammar study will continue the of review of parts of speech and sentence construction, and will include more advanced work on usage and practice with direct and indirect objects, prepositions, appositives, and linking verbs. Word study and vocabulary work will continue to focus on growing root knowledge and enhancing vocabulary acquisition.

**Related S.O.L.s**

As part of reading, research, and literary analysis,

**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.**

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**To be successful with this standard, students are expected to**

- contribute relevant ideas, opinions, and feelings in large and small diverse groups.
- select vocabulary, tone, and style with audience and purpose in mind.
- state points clearly and directly.
- include multimedia in presentations.
- maintain a focused discussion.
- 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:
  - 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.

In the media literacy project,

**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.**

**To be successful with this standard, students are expected to**

- 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.

In analysis of dramatic productions and in the media literacy project,

**7.3 The student will understand the elements of media literacy.**

- a) **Identify persuasive/informative techniques used in non-print 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.**

**To be successful with this standard, students are expected to**

- 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:
  - 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.
- recognize that the effectiveness of any media message is determined by the impact on the intended audience. For example, the *Don't Drink and Drive* 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.

In on-going word study and vocabulary assignments, and in analogies review,

**7.4 The student will read to determine the meanings and pronunciations 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) **Identify and analyze figurative language.**

- d) **Identify connotations.**
- e) **Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
- f) **Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

**To be successful with this standard, students are expected to**

- 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 *dent* from *dentist* and *fric* from *friction* to predict the meaning of *dentifrice*.
- 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:
  - simile** – figure of speech that uses the words *like* or *as* to make comparisons;
  - metaphor** – figure of speech that makes a comparison equating two or more unlike things.
  - personification** – figure of speech that applies human characteristics to nonhuman objects; and
  - hyperbole** – intentionally exaggerated figure of speech.
- distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern*.
- recognize that synonyms may have connotations (e.g., *elderly and mature; youthful and juvenile*).
- 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.

In reading and analysis of fiction, drama, and narrative non-fiction selections,

**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.**

**To be successful with this standard, students are expected to**

- recognize the elements of narrative structure including:
  - setting – time, place, and duration;
  - character(s);
  - external conflicts, such as
    - 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
    - initiating event
    - rising action
    - climax
    - falling action
    - resolution
  - theme.
- read, understand, and compare/contrast the characteristics and narrative structures of:
  - short stories;
  - novels (including historical fiction);
  - folk literature;
    - tales
    - myths
    - legends
    - fables
  - plays; and
  - narrative nonfiction (including personal essays, biographies, and autobiographies).
- 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:
  - 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:
  - 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:
    - word choice;
    - sentence structure and language patterns;
    - 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.
  - 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.

In unit reading and research assignments,

**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.

**To be successful with this standard, students are expected to**

- activate prior knowledge before reading by use of, but not limited to:
  - small-group or whole-class discussion;
  - anticipation guides; and
  - preview of key vocabulary.
- use textual features to make predictions and enhance comprehension, including:
  - 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:

cause and effect;  
comparison/contrast;  
enumeration or listing;  
sequential or chronological;  
concept/definition;  
generalization; and  
process.

- recognize transitional words and phrases authors use to signal organizational patterns, including, but not

limited to:

*as a result of, consequently* for cause and effect;  
*similarly, on the other hand* for comparison/contrast;  
*first, three* for enumeration or listing;  
*today, meanwhile* for sequential or chronological;  
*refers to, thus* for concept/definition;  
*always, in fact* for generalization; and  
*begins with, in order to* 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 reasoning.

In unit writing assignments,

**7.7 The student will write in a variety of forms with an emphasis on exposition [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 multi-paragraph 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.**

**To be successful with this standard, students are expected to**

identify intended audience and purpose.

use a variety of prewriting strategies including:

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.
- create multi-paragraph 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:
  - voice;
  - tone;
  - selection of information;
  - 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:
  - serious;
  - sarcastic;
  - objective;
  - enthusiastic;
  - solemn;
  - humorous;
  - hostile;
  - personal; and
  - impersonal.
- apply revising procedures in peer and self-review, including:
  - rereading;
  - reflecting;
  - rethinking; and
  - rewriting.
- vary sentence structure by using coordinating conjunctions: *for, and, nor, but, or, yet, and so.*
- 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.*
- incorporate variety into sentences using simple, compound, and compound-complex sentences, including,
  - but not limited to:
    - coordination** – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions;

clause by **subordination** – establishing the relationship between an independent and a dependent 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.

In on-going grammar study and 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.**
  - h) Use correct spelling for commonly used words.**

**To be successful with this standard, students are expected to**

- 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., *The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.*).
- use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent (e.g., *All students should bring their notebooks to class. Each student must provide his own pen.*)
- 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.

In unit research and media literacy projects,

- 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.**

**To be successful with this standard, students are expected to**

- use available resource tools, including:  
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:  
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:  
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?
- summarize and cite specific evidence from the text to support conclusions.

### **Activities/Assignments/Assessments/Resources**

Word study and vocabulary lessons; grammar study; analogy and spelling practices; Goodness Project; reading, writing, research, media literacy and oral presentation assignments based on unit theme.

**Unit Overview:**

The unit is organized as a contract in which students will recognize poetic forms, figurative language, poetry terminology and devices; will read and analyze selections from a survey of notable American poems; will write and illustrate original poems modeled after specific forms; and will share orally self-selected published poems. Grammar study will continue, with emphasis on review of pronouns.

**Related S.O.L.s**

As part of the poetry contract's work on poem analysis and poetry sharing,

**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.**

**To be successful with this standard, students are expected to**

- contribute relevant ideas, opinions, and feelings in large and small diverse groups.
- select vocabulary, tone, and style with audience and purpose in mind.
- use a variety of strategies to actively listen, including:
  - 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.

In poetry sharing,

**7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.**

- **Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.**
- **Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.**

**To be successful with this standard, students are expected to**

- 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.

In reviewing poetry terminology, types of figurative language and poetic forms,

**7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.**

- c) **Identify and analyze figurative language.**

**To be successful with this standard, students are expected to**

- recognize, understand, and use figurative language including:
  - simile** – figure of speech that uses the words *like* or *as* to make comparisons;

things. **metaphor** – figure of speech that makes a comparison equating two or more unlike objects; and **personification** – figure of speech that applies human characteristics to nonhuman objects; and **hyperbole** – intentionally exaggerated figure of speech.

Throughout the contract,

- 7.5 **The student will read and demonstrate comprehension of a variety of ... poetry.**
- d) **Describe the impact of word choice, imagery, and literary devices including figurative language.**
  - 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.**

**To be successful with this standard, students are expected to**

- distinguish between narrative prose and poetic forms, including:
  - 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.
- analyze elements of an author’s style, including:
  - word choice;
  - sentence structure and language patterns;
  - 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:
  - rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse;
  - rhythm** – the recurring pattern of strong and weak syllabic stresses;
  - meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;
  - repetition** – repeated use of sounds, words, or ideas for effect and emphasis;
  - alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*; and
  - onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., *clatter*.
- explain how poetic devices of form, rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem.
- connect to prior knowledge of a subject.

- visualize, and question a text while reading.
- draw inferences
- synthesize information.

In completing the Sampler assignment and the writing of original poems,

**7.7 The student will write in a variety of forms...**

- **Organize writing structure to fit mode or topic.**
- d) Establish a central idea and organization.**
- g) Select vocabulary and information to enhance the central idea, tone, and voice.**
- k) Use computer technology to plan, draft, revise, edit, and publish writing.**

**To be successful with this standard, students are expected to**

identify intended audience and purpose.

use a variety of prewriting strategies including:

brainstorming;  
webbing;  
mapping;  
outlining;  
clustering;  
listing; and  
using graphic organizers.

- explain, analyze, or summarize a topic.
- recognize terms illustrative of tone, such as, but not limited to:  
serious;  
sarcastic;  
objective;  
enthusiastic;  
solemn;  
humorous;  
hostile;  
personal; and  
impersonal.
- use available computer technology to assist throughout the writing process.

In contract activities and in on-going grammar study,

**7.8 The student will edit writing for correct grammar, capitalization, punctuation, [and] spelling**

- b) Choose appropriate adjectives and adverbs to enhance writing.**
- c) Use pronoun-antecedent agreement to include indefinite pronouns.**
- h) Use correct spelling for commonly used words.**

**To be successful with this standard, students are expected to**

- use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent

(e.g., *All students should bring their notebooks to class. Each student must provide his own pen.*)

### **Activities/Assignments/Assessments/Resources**

Packets of reprinted material, audio, visual, video, and internet sources; vocabulary and grammar practices

**The Holocaust****Time Frame: April 1 – April 26****Unit Overview:**

Students will investigate the historical context of the Holocaust; will read and analyze a powerful Holocaust memoir; and will study and apply work of social psychologists in an effort to grasp how the events could occur. The unit will place great emphasis on students' individual responsibility and involvement in small group discussions.

Class members will continue to work on grammar rules and correct usage, and on word study and vocabulary development. The reading and analysis of the memoir offers an excellent opportunity to review analogies, imagery and figurative language.

**Related S.O.L.s**

During historical research activity and in group discussions of the memoir,

**7.1 The student will participate in and contribute to conversations [and] group discussions.**

- 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.**

**To be successful with this standard, students are expected to**

- 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.
- 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:
  - 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.

In word study assignments and in text-specific vocabulary work,

**7.4 The student will read to determine the meanings and pronunciations 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) **Identify and analyze figurative language.**
- d) **Identify connotations.**
- e) **Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
- f) **Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

**To be successful with this standard, students are expected to**

- 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 *dent* from *dentist* and *fric* from *friction* to predict the meaning of *dentifrice*.
- 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:
  - simile** – figure of speech that uses the words *like* or *as* to make comparisons;
  - metaphor** – figure of speech that makes a comparison equating two or more unlike things.
  - personification** – figure of speech that applies human characteristics to nonhuman objects; and
  - hyperbole** – intentionally exaggerated figure of speech.
- distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern*.
- recognize that synonyms may have connotations (e.g., *elderly and mature; youthful and juvenile*).
- 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.

In the reading of the memoir,

- 7.5 The student will read and demonstrate comprehension of ... narrative nonfiction.**
- 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.**
  - k) Identify cause and effect relationships.**
  - l) Use reading strategies to monitor comprehension throughout the reading process.**

**To be successful with this standard, students are expected to**

- analyze an author's choice and use of literary devices, including:  
**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:  
word choice;  
sentence structure and language patterns;  
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.
- connect to prior knowledge of a subject.
- visualize, and question a text while reading.
- draw inferences.
- synthesize information.

In the historical research and social psychology assignments,

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.**

**To be successful with this standard, students are expected to**

- activate prior knowledge before reading by use of, but not limited to:  
small-group or whole-class discussion;  
anticipation guides; and  
preview of key vocabulary.
- use textual features to make predictions and enhance comprehension, including:  
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:
  - cause and effect;
  - comparison/contrast;
  - enumeration or listing;
  - sequential or chronological;
  - concept/definition;
  - generalization; and
  - process.
- recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to:
  - as a result of, consequently* for cause and effect;
  - similarly, on the other hand* for comparison/contrast;
  - first, three* for enumeration or listing;
  - today, meanwhile* for sequential or chronological;
  - refers to, thus* for concept/definition;
  - always, in fact* for generalization; and
  - begins with, in order to* 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 reasoning.

In unit writing assignments and in responding to the spring writing prompt,

**7.7 The student will write in a variety of forms with an emphasis on exposition...**

- 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 multi-paragraph 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.**

**To be successful with this standard, students are expected to**

identify intended audience and purpose.

use a variety of prewriting strategies including:

- 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.
- create multi-paragraph 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:
  - voice;
  - tone;
  - selection of information;
  - embedded phrases and clauses that clarify meaning;
  - vivid and precise vocabulary;
  - figurative language; and
  - sentence variety.
- apply revising procedures in peer and self-review, including:
  - rereading;
  - reflecting;
  - rethinking; and
  - rewriting.
- vary sentence structure by using coordinating conjunctions: *for, and, nor, but, or, yet, and so.*
- 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.*
- incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to:
  - coordinating** – joining words, phrases, clauses, or sentences by using appropriate 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.

In on-going grammar study, in unit writing assignments and in responding to the writing prompt,

**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.**
  - **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.**

**To be successful with this standard, students are expected to**

- 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., *The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.*).
  - use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent (e.g., *All students should bring their notebooks to class. Each student must provide his own pen.*)
  - 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.

**Activities/Assignments/Assessments/Resources**

Reprinted material, Holocaust memoir, visual, video, and internet sources; word study, vocabulary and grammar practices

Additional assessments: S.O.L. Reading Test

**Unit Overview**

Students will use variety of texts to explore the notion of a "perfect world." They will analyze, compare and contrast "worlds" from different literary pieces and from real world contemporary video presentations, and will ultimately envision their own perfect societies.

Word study and grammar review will continue.

**Related Standards of Learning:**

In analyzing different "perfect worlds,"

**7.1 The student will participate in and contribute to conversations [and] group discussions.**

- 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.**

**To be successful with this standard, students are expected to**

- contribute relevant ideas, opinions, and feelings in large and small diverse groups.
- state points clearly and directly.
- 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:
  - 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.

In on-going word study and in unit readings,

**7.4 The student will read to determine the meanings and pronunciations 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.**
- d) **Identify connotations.**
- e) **Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
- f) **Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

**To be successful with this standard, students are expected to**

- 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 *dent* from *dentist* and *fric* from *friction* to predict the meaning of *dentifrice*.
- use synonyms and antonyms to determine the meaning of unfamiliar words.
- distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern*.
- recognize that synonyms may have connotations (e.g., *elderly and mature; youthful and juvenile*).
- 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.

In examining a variety of “perfect worlds,”

**7.5 The student will read and demonstrate comprehension of a variety of fictional texts [and] narrative nonfiction.**

- 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.**
- k) **Identify cause and effect relationships.**
- l) **Use reading strategies to monitor comprehension throughout the reading process.**

**To be successful with this standard, students are expected to**

- 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:
  - 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.
- 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.

In writing about the “perfect worlds,”

**7.7 The student will write in a variety of forms with an emphasis on exposition.**

- c) **Organize writing structure to fit mode or topic.**
- d) **Establish a central idea and organization.**

**To be successful with this standard, students are expected to**

identify intended audience and purpose.

- explain, analyze, or summarize a topic.

In on-going grammar review and in unit writing assignments,

**7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**

- 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.**
- h) Use correct spelling for commonly used words.**

**To be successful with this standard, students are expected to**

- 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., *The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.*).
- use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent (e.g., *All students should bring their notebooks to class. Each student must provide his own pen.*)
- 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.

**Activities/Assignments/Assessments/Resources**

Reprints, videos; analysis sheets; word study and grammar practices.