

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township

Purpose Statement					
The purpose of this scope and sequence document is to ensure that MSD of Pike Township has a viable and guaranteed English Language Arts curriculum. It is meant to provide the foundational skills, strategies, and concepts necessary for our students to leave Pike Township college and career ready. Please remember that this scope and sequence is based on the Indiana Academic Standards and the typical progress of students. Use your professional judgment when addressing the individual needs of your students. If you need to shorten or lengthen a unit, then do so based on mastery of standards, evidence from your classroom assessments and professional observations. Always consider the students’ need and interest as well as social studies and science content area topics to guide your units of study. Collaborate with your instructional coach and school librarian to plan and implement the units of study, mini-lesson ideas, and instructional resources.					
Components Included in the Scope and Sequence					
Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support
These goals define the necessary habits, skills, and dispositions we want students to know and be able to do when the unit is completed.	The Indiana Academic standards listed represent the priority standards for each unit. Other standards may be taught explicitly or implicitly. Standards will also be spiraled from unit to unit to unit to ensure mastery.	The strategy and skill focus gives guidance for mini-lesson topics and ideas. The goal is for students to gain understanding of these skills/strategies by the end of the unit.	Academic vocabulary includes the words that are needed to understand the content. You will also teach other vocabulary throughout the rest of your day. Assessment vocabulary should be integrated throughout the year. They should be explicitly taught and used regularly.	Professional and mentor text suggestions are provided in this section. Additionally, this is where you will find your connection to your Pearson textbook and Lucy Calkins resources. Ask your school librarian and/or instructional coach for assistance with gathering resources.	Ideas for scaffolding support for striving readers/writers, English learners and special education are provided. Please use your available resources to differentiate for students. Ask your building resource teachers for additional assistance if needed.
Assessment Genre Vocabulary to be taught throughout the year					
Literary Terms: fiction, nonfiction, opinion, theme, lesson/moral, narrator, story, beginning/middle/end, essay, characters, reveal					
Reading Words: problem, support, details, opinion, captions, author’s purpose, main event/idea, select, development					
Writing Words: narrative, informative, persuasive, paragraph, transition words, introduction, body, conclusion/concluding statement					
Thinking Cues: predict, most important, best describes/best explains, explanation, most likely, according to, purpose, based on, illustrate, distinguish, convince, conclude/conclusion, impact					
Grammar / Usage Terms: subject/predicate, capitalization, sentence, punctuation, interjection, spelling					
Test Prompts: session, writing task, text box, rubric, passage, excerpt, extended response, editing checklist, constructed response, multiple choice, multiple correct					

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – First Nine Weeks

Weeks 1-3	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Reading Workshop</p> <p>Unit of Study:</p> <p>Launching Reading Workshop with Short Stories</p>	<ul style="list-style-type: none"> Readers understand what reading workshop looks like in our classroom. Readers develop and continuously reflect and respond to their reading in their reader's notebook. Readers make connections to self, text, media, and world (i.e. Post-it notes, highlighting, etc....) and use evidence from the text to support their connections. Readers confer with each other and their teacher about their reading. Readers actively participate in a mini-lesson so that they can apply learning to their independent reading. Readers process a variety of texts effectively so they learn the characteristics and demands of different text genres. Readers ask questions beyond basic comprehension that are related to craft and structure as well as integration of knowledge. Readers read paired passages and short texts, to answer constructed responses and open-ended responses 	<p>Indiana Academic Standards</p> <p>7.RL.1 7.RL.2.1 7.RV.1 7.RV.2.2 7.RV.2.3 7.RV.3.3 7.SL.1 7.SL.2.1 7.SL.2.2 7.SL.2.3 7.SL.2.4 7.SL.2.5 7.SL.4.1</p>	<p>Tools for Comprehension</p> <ul style="list-style-type: none"> Make connections Identify purpose for reading Ask questions of the text Read and re-read for different purposes Summarize text/passages Make inferences and support answers using evidence from the text. <p>Reading Habits</p> <ul style="list-style-type: none"> Pick a right fit book Choose an appropriate location to read a book Reflect and respond to reading Confer with adults and peers about books 	<p>conferring right fit book reader's notebook journaling text to text text to self text to media text to world reflection mini-lessons</p>	<p>Collections Close Reader: Arachne He__y, Come On Ou__t! Doris is Coming</p> <p>Suggested Mentor Texts</p> <ul style="list-style-type: none"> 7th Grade by Gary Soto Growing Up by Gary Soto Yes! We Are Latinos Been There, Done That Pick Up Game Girl Meets Boy Big Things Come in Small Packages Finding Your Everest Each Kindness by J. Woodson Yard Sale By Bunting Monkey Business by Wallace Edwards The Plan by Alison Paul Going Places What Do You Do with an Idea? <p>Resources/Materials</p> <ul style="list-style-type: none"> Unit One "Agency and Independence, Lucy Calkins Launching Reading Workshop with Experienced Readers – Calkins Curricular Calendar Collections published by Houghton Mifflin 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking
Weeks 1-3	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Writing Workshop</p> <p>Unit of Study:</p> <p>Launching Writing Workshop</p>	<ul style="list-style-type: none"> Writers learn the components of Writing Workshop. Writers review the structures of the three genres of writing. Writers generate ideas for writing. Writers write, on demand, within a designated amount of time. Writers organize their writing to clearly express their ideas and acknowledge different audiences. Writers plan and organize their thoughts to meet requirements outlined in the directions and/or rubric. 	<p>Indiana Academic Standards</p> <p>7.W. 1 7.W. 4 7.W.6.1 7.W 6.2 7.SL 2.1 7.SL 2.2 7.SL 2.3 7.SL 2.4 7.SL 2.5</p>	<p>Writer's Craft</p> <ul style="list-style-type: none"> Collecting ideas for writing Using those ideas as seed ideas for writing Writers stay on topic Writers expand ideas with details <p>6+1 Traits Ideas Sentence Fluency Application of Conventions</p>	<p>mini-Lesson independent practice reflection/ share format mentor text on demand writing writing process brainstorming evaluate rubrics graphic organizer paragraph structure topic sentence concluding sentence</p>	<p>Suggested Mentor Texts</p> <ul style="list-style-type: none"> Teacher's Writing Journal Article or short story Popular juvenile novel Student's Writing Journal (examples) <p>Resources/Materials</p> <ul style="list-style-type: none"> YouTube Clips Teaching Middle School Writers by Laura Robb Write Beside Them by Penny Kittle Using the Writer's Notebook in Grades 3-8 by Janet Elliott Inside the Writers'-Reader's Notebook by Linda Reif Collections Essays published by Houghton Mifflin 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking Breaking out into small groups to focus on the individual needs of students

	<ul style="list-style-type: none"> Writers use spelling strategies and punctuation to clearly express their ideas. Writers develop effective speaking and listening skills. Writers use 6 + 1 writing traits to enhance writing. 			language conventions effective communication discussion	
--	---	--	--	---	--

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – First Nine Weeks

Weeks 4-9	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Reading Workshop Unit of Study: Realistic Fiction	<ul style="list-style-type: none"> Readers explain how schema enriches interpretation of text and begins to make connections beyond life experience and immediate text. Readers develop questions to challenge the text. (author’s purpose, theme, point of view) Readers develop predictions, interpretations, and conclusions about the text that include connections between the text and reader. Readers use more than one strategy to build meaning when comprehension breaks down: can articulate which strategies are most important for a given text. (These should be strategies created in short story unit). Readers identify at least one key theme important in overall text meaning and clearly explains in a summary. Readers analyze the interaction of literary elements in a text such as how characters come to life through their actions, words, thoughts, feelings, what others say, and narration and these behaviors impact the plot. Readers compare and contrast paired passages, poetry, and short texts to answer constructed responses and open-ended responses. Readers analyze how an author develops the points of view of characters. 	<u>Indiana Academic Standards</u> 7.RL.1 7.RL.2.1 7.RL.2.2 7.RL.2.3 7.RL.3.1 7.RL.3.2 7.RL.4.1 7.RV.3.1	<u>Tools for Comprehension</u> <ul style="list-style-type: none"> Analyze text using predicting, questioning, connecting, note-taking, graphic organizers Read and re-read for different purpose (e.g. text structure and comprehension). Relate the text to their own lives, the lives of their friends, other texts or media they have experienced Use Close Reading strategies Identify how one story element impacts another by providing evidence Make Inferences Explain how the theme develops throughout the text 	elements of plot introduction rising action climax falling action resolution setting (impact story and characters) characterization inferences foreshadow symbolism allusions mood/tone/atmosphere theme(s) evidence envisioning irony point of view analysis textual support/evidence stereotypes	<u>Collections Close Reader:</u> Big Things Come in Small Packages Heartbeat He__y, Come On Ou__t! Doris is Coming <u>Suggested Mentor Texts</u> <ul style="list-style-type: none"> <i>Ninth Ward</i> <i>Sure Signs of Crazy</i> <i>Okay for Now</i> <i>Slob</i> <i>When You Reach Me</i> <i>Goodbye Stranger</i> <i>Heartbeat</i> <i>Night in the Country</i> – C. Rylant <i>The Girl Who Never made Mistakes</i> Memoirs of A Goldfish <i>The Dark</i> By L. Snickett and J. Klassen <i>We are in a Book</i> by Mo Williams <i>Knock, Knock, My Dads Dream for Me</i> <u>Resources/Materials</u> <ul style="list-style-type: none"> <i>Going with the Flow- How to Engage Boys and Girls in their Literacy Learning</i> -Jeffery Wilhelm <i>Going Deeper in Reading</i>- Kelly Gallagher <i>7 Keys to Comprehension</i> by Zimmerman <i>Notice and Note- Beers and Probst</i> <i>What to Do When Kids Can’t Read</i> by Kylene Beers <i>Genre Study Book and Prompting Guides</i>, Fountas & Pinnell <u>Collections</u> published by Houghton Mifflin <i>Text Dependent Questions</i>- Fisher and Frye <i>Rigorous Reading 5 Access Points to Comprehension</i>- Fisher and Frye 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – First Nine Weeks

Weeks 4-9	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Writing Workshop Unit of Study: Narrative	<ul style="list-style-type: none"> Writers learn that narrative writing tells a story, whether it's true or fictional; a personal narrative is based on a true memory of a writer's life. Writers learn how to pull from their own lives to inspire writing. Writers employ a variety of strategies to collect ideas for writing. Writers establish a point of view, setting, and characters. Writers develop a logical plot which uses transitional phrases to move from event to another. Writers understand that writing is a process and may take time to reach a final product. Writers use 6 + 1 writing traits and narrative techniques to enhance writing. Writers produce a narrative piece. 	<u>Indiana Academic Standards</u> 7.W. 1 7.W 3.3 7.W. 4 7.W 6.1 7.W.6.2 7.RV 1	<u>Writer's Craft</u> <ul style="list-style-type: none"> Narrow to one small moment Write a beginning, middle, end Create an enticing lead/hook Write details to help visualize Develop an ending that ends in an interesting way Stay with one point of view Varied sentence patterns Fluent writing Rich descriptions with clear and vivid actions Use literary techniques- dialogue, humor, suspense, etc. Understand the characteristics of the genre <u>6+1 Traits of Writing</u> Ideas Voice Sentence Fluency Word Choice Application of conventions	narrative narrator brainstorming focus plot beginning-middle-end pacing and sequence transition words lead/hook details sensory language show, don't tell revision characters and development mentor text dialogue point of view editing	<u>Suggested Mentor Texts</u> <ul style="list-style-type: none"> <i>Craig Kielburger Reflects on Working Toward Peace</i> <i>Difference Maker: John Bergmann and Popcorn Park</i> <i>Rocket Writes a Story</i> –Hills <u>Resources/Materials</u> <ul style="list-style-type: none"> <i>Craft Lessons Teaching Writing K-8</i> by Ralph Fletcher and Joann Portalupi <i>6+1 Traits</i> <i>Writing Whizardry 60 Mini-lessons to Teach Elaboration and Writer's Craft</i> by Maity Schrecengost <i>The Revision Toolbox</i> by Georgia Heard <i>Books, Lessons, Ideas for Teaching Six Traits Writing in the Elementary and Middle Grades</i> <i>Writing Thief- Ruth Culham</i> Nancy Loewen Writers Toolbox Series Picture Books— each one is on a type of writing * http://www.nancyloewen.com/books/bk_3-5.html	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking Breaking out into small groups to focus on the individual needs of students Teachers have individual writing conferences in order to meet the students' needs

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Second Nine Weeks

Weeks 10-11	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Reading Workshop</p> <p>Unit of Study:</p> <p>Research Process</p>	<ul style="list-style-type: none"> Readers understand the elements of research. Readers search a variety of sources to help find their own research topics to narrow down to a clear focus. Readers study topics they are familiar with or interests them. Readers gather, analyze, and use materials that have a clear central idea and details. Readers analyze texts to determine credibility and reliability. Readers summarize and/or paraphrase what is read. Readers draw evidence from literary or informational texts. 	<p><u>Indiana Academic Standards</u></p> <p>7.RN.2.1 7.RN.2.3 7.RN.3.3 7.RN.4.1 7.RN.4.2 7.RN.4.3</p> <p><u>Media Literacy Standards</u></p> <p>7.ML.1 7.ML.2.1 7.ML.2.2</p>	<p><u>Tools for Comprehension</u></p> <ul style="list-style-type: none"> Elements of research Develop research questions Gather relevant information Annotate sources Read and re-read for different purposes Identify central idea and details for support Analyze text for author’s purpose 	<p>primary and secondary source citations inference explanation synthesize paraphrase credibility reliability</p>	<p><u>Collections Close Reader:</u></p> <p>Saving the Lost Difference Maker: John Bergmann and Popcorn Park</p> <p><u>Suggested Mentor Texts</u></p> <ul style="list-style-type: none"> <i>Indianapolis Star</i> <i>National Geographic</i> <i>Sports Illustrated</i> <i>Scope/Action</i> ReadWorks - http://www.readworks.org/ Articles and other resources from various databases - http://www.myilibrary.org/PikeM/ <p><u>Resources/Materials</u></p> <ul style="list-style-type: none"> Pike Research Model/ Easybib.com <i>Texts and Lessons for Content-Area Reading</i> (75 articles) by Harvey Daniels and Nancy Steineke <i>Energize Research Reading and Writing</i>- Christopher Lehman 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking about compare and contrast (Double Bubble Map) or cause and effect (Multi-Flow Map)
Weeks 10-11	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Writing Workshop</p> <p>Unit of Study:</p> <p>Research Process</p>	<ul style="list-style-type: none"> Writers compile notes/create notecards from credible and accurate sources (digital and print) to become an expert on a topic. Writers develop outlines, graphic organizers, for organizing ideas or concepts as a way to synthesize old and new information. Writers revise their notes as they gather new information. Writers provide a bibliographic page for their sources to avoid plagiarism. Writers summarize/paraphrase the information. Writers chose a format to present information. 	<p><u>Indiana Academic Standards</u></p> <p>7.W.5</p> <p><u>Media Literacy Standards</u></p> <p>7.ML.1 7.ML.2.1 7.ML.2.2</p>	<p><u>Writers Craft</u></p> <ul style="list-style-type: none"> Identify important information and group accordingly Use phrases that link ideas Use a variety of reference materials to gather information to support topics Plan and organize to meet requirements 	<p>accurate and credible primary and secondary source citations explanation synthesize paraphrase summarize thesis plagiarism paraphrase support example evaluate justify convince develops</p>	<p><u>Suggested Mentor Texts</u></p> <ul style="list-style-type: none"> www.newsela.org Articles and other resources from various databases - http://www.myilibrary.org/PikeM/ <p><u>Resources/Materials</u></p> <ul style="list-style-type: none"> <i>Energize Research Reading and Writing</i>- Christopher Lehman Pike Research Model/ Easybib.com <i>Painless Research Projects</i> by Barrons Your Librarians <i>Texts and Lessons for Content-Area Reading</i> (75 articles) by Harvey Daniels and Nancy Steineke 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking about compare and contrast (Double Bubble Map) or cause and effect (Multi-Flow Map)

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Second Nine Weeks

Weeks 12-14	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Reading Workshop Unit of Study: Nonfiction: A Variety of Options that include Biography, Autobiography, and/or Social Studies Connection	<ul style="list-style-type: none"> Readers explain how a biography and an autobiography are similar and different. Readers analyze how a biography/ autobiography contains both subjective and objective information (facts and opinions). Readers explain how events and their response to those events shape a person’s life (cause and effect). Readers analyze the development of two or more central ideas in a text and provide a summary. Readers analyze information by using evidence to evaluate the information and target audience. Readers analyze the interactions between people, events, and ideas and cite /quote evidence to support analysis or inferences. Readers compare and contrast an event/topic across multiple texts or digital sources. 	<u>Indiana Academic Standards</u> 7.RN.2.1 7.RN.2.2 7.RN.2.3 7.RN.3.2 7.RN.3.3 7.RN.4.2 7.RV.2.1 7.RV.2.3 7.RV.3.2 7.RV.3.3 <u>Media Literacy Standards</u> 7.ML.1 7.ML.2.1 7.ML.2.2	<u>Tools for Comprehension</u> <ul style="list-style-type: none"> Identify fact and opinion Explain cause and effect Make inference Recognize bias Understand characteristics of genre Use text structure and features to enhance meaning of the text Make inferences and support answers using evidence from the text Synthesize information from two or more sources 	biography autobiography fact vs. opinion textual support and evidence inference bias cause and effect subjective point of view objective point of view compare and contrast central idea and details	<u>Collections Close Reader:</u> Finding Your Everest From Polar Dream The Hidden Southwest: The Arch Hunters Poems about Nature Teenagers and New Technology Labels and Illusions From “the Most Daring of [Our]Leaders” Speech from the Democratic National Convention <u>Suggested Mentor Texts</u> <ul style="list-style-type: none"> Henry’s Freedom Box by Ellen Levine, illustrated by Kadir Nelson Boycott Blues: How Rosa Parks Inspired a Nation by Andrea Davis Pinkney, illustrated by Brian Pinkney A Good Reason to Look Up by Shaquille O’Neal Mason-Dixon Memory by Clifton Davis “FishCheeks” by Amy Tan Rosa Parks by Rita Dove Long Walk to Freedom by Nelson Mandela When Marian Sang –Pam Ryan <i>Popular</i> by Maya Van Wagenen <i>Unbroken</i> (young reader’s edition) <i>Hidden Girl</i>: The true story of a modern-day child slave <i>Rosie Revere</i>, engineer <i>Iggy Peck</i>, Architect <i>Believarexic</i>-J.J. Johnson <i>Discovering Wes Moore</i>-Wes Moore <i>Brown Girl Dreaming</i>-Jacqueline Woodson The Boy on the Wooden Box: How the Impossible became Possible— <u>Resources/Materials</u> <ul style="list-style-type: none"> <i>Reading Nonfiction- Beers and Probst</i> <i>Nonfiction Craft Lessons- Ralph Fletcher</i> <i>Genre Prompting Guide</i>, Fountas and Pinnell <i>Genre Study</i>, Fountas and Pinnell <u>Collections</u> published by Houghton Mifflin 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking

Weeks 15-18	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Reading Workshop Unit of Study: Historical Fiction	<ul style="list-style-type: none">• Readers learn about the importance of historical fiction in understanding history.• Readers identify how the literary elements of historical fiction interact and impact each other throughout a piece of literature (plot, setting, character, change/struggles/motivations, movement through time, and that these components conform to the time period/setting.)• Readers analyze how the structure of the text contributes to its meaning and plot.• Readers read widely to critically analyze multiple perspectives to every story.• Readers compare and contrast the author’s point of view to that of other characters in text.• Readers compare historical fiction to a nonfiction article from the same time period.• Readers analyze the development of themes throughout a text in order to write a detailed summary.	<u>Indiana Academic Standards</u> 7.RL.1 7.RL.2.1 7.RL.2.2 7.RL.2.3 7.RL.3.2 7.RL.4.1 7.RL.4.2 7.RV.2.1 7.RV.2.4 7.RV.2.5 7.RV.3.1 7.SL.3.1	<u>Tools for Comprehension</u> <ul style="list-style-type: none">• Identify historical fiction elements• Determine point of view• Analyze theme• Summarize• Compare and contrast historical fiction with nonfiction history	point of view summarize theme compare and contrast describe summarize evaluate example	<u>Collections Close Reader:</u> <u>Suggested Mentor Texts</u> <ul style="list-style-type: none">• <i>Paperboy/The Dreamer/Navigating Early</i>• <i>Hattie Ever After</i>• <i>For What It’s Worth</i>• <i>Bindleman’s Midway</i>• <i>One Small Blue Bead</i>• <i>Dandelions</i>• <i>Pink and Say</i>• <i>Freedom Summer</i>• <i>Home Sweet Soddie</i>• <i>Union Pacific Railroad</i>• <i>Poster “Burma Shave</i>• <i>Freedom Summer – Historical Fiction – by Wiles & Lagarrigue</i>• <i>Hannah’s Suitcase</i>• <i>Patrol by WD Myers</i>• <i>Night Boat to Freedom – Raven & Lewis</i>• <i>Runaway Jack – S. Lees</i>• <i>Rosa’s Bus – Littinger & Walker</i> <u>Resources/Materials</u> <ul style="list-style-type: none">• <i>Genre Quick Guide</i>, Fountas & Pinnell• <i>Genre Prompting Guide for Fiction</i>, Fountas & Pinnell• <i>Genre Study: Teaching Fiction and Nonfiction Books</i>, Fountas & Pinnell• <u>Collections</u> published by Houghton Mifflin	<ul style="list-style-type: none">• Add picture support to all anchor charts and any labels that you have around the room• Use peer partners to engage students in analyzing the text with one another• Use thinking maps techniques or provide graphic organizers to assist students in their thinking

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Second Nine Weeks

Weeks 12-18	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Writing Workshop Unit of Study: Informational Writing	<ul style="list-style-type: none"> Writers identify a variety of informational writing such as biographies, autobiographies, descriptions, summaries of information, interpretations of data, procedural, and reports. Writers participate in the process of informational writing: brainstorm, research/experimentation/investigation, draft, revise, and publish. Writers gather and study a variety of credible informational texts in order to discover ways to organize and present information for their writing. Writers introduce and develop a topic in their piece through using text features, relevant facts, precise language, and appropriate style. Writers develop an essay with an introductory, body and concluding paragraphs which logically organizes their information. 	<u>Indiana Academic Standards</u> 7..W.1 7.W 3.2 7.W. 4 7.W.5 7.W 6.1 7.W.6.2 7.RV 1 <u>Media Literacy Standards</u> 7.ML 1 7.ML 2.1 7.ML 2.2	<u>Writer’s Craft</u> <ul style="list-style-type: none"> Narrow broad idea Strong thesis statement Solid topic sentences Weave in and out of direct quotes Use fluent transition sentences Revise and edit to convey a clear information <u>6+1 Traits of Writing</u> Ideas Organization Sentence Fluency Word Choice Application of conventions	informational text nonfiction/ fiction opinion/fact topic source category sub-topic hook thesis statement topic sentence supporting details conclusion sentence transition sentence sequence chronological order direct quote parenthetical citation works cited page MLA copyright plagiarism	<u>Suggested Mentor Texts</u> <ul style="list-style-type: none"> <i>Pompeii: Lost and Found</i> by Bonnie Christensen <i>What the World Eats</i> by Faith D’Aluisio <i>The Bone Detectives: How Forensic Anthropologists Solve Crimes and Uncover Mysteries of the Dead</i> by Donna Jackson <i>Crocodilians</i> by Joan Short and Bettina Bird Quality trade books – e.g. Scientists in the Field Series Russell Freedman books Candace Fleming books <u>Resources/Materials</u> <ul style="list-style-type: none"> Nonfiction Craft Lessons- Ralph Fletcher www.skillswise.com Pike Research Model <i>Get It Done: Writing and Analyzing Informational Texts to Make Things Happen</i> by Wilhelm, Smith and Fredricksen ReadWorks - http://www.readworks.org/ Articles /resources from various databases - http://www.mylibrary.org/PikeM/ <i>Energize Research Reading and Writing</i>- Christopher Lehman Nancy Loewen Writers Toolbox Series Picture Books—each one is on a type of writing http://www.nancyloewen.com/books/bk_3-5.html 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking Breaking out into small groups to focus on the individual needs of students Teachers have individual writing conferences in order to meet the students’ needs

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Third Nine Weeks

Weeks 19--25	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Reading Workshop</p> <p>Unit of Study:</p> <p>Nonfiction Reading to support the Argumentative Writing</p>	<ul style="list-style-type: none"> Readers analyze the development of two or more central ideas in a text in order to write a summary. Readers scrutinize the development/interactions between people, events, or ideas in a text. Readers analyze the writing structure used by the author (focus: cause & effect, problem solution, etc.). Readers make inferences based on evidence provided by the author. Readers identify and understand why authors use both logical and emotional appeal. Readers analyze the central Idea and supporting details in a text to support the claim and counterclaim. Readers summarize and/or paraphrase what is read. Readers can identify the author’s purpose and how the author’s purpose distinguishes from other authors while giving examples for support. 	<p>Indiana Academic Standards</p> <p>7.RN.2.1 7.RN.2.3 7.RN.3.3 7.RN.4.1 7.RN.4.2 7.RN.4.3</p> <p>Media Literacy Standards</p> <p>7.ML.1 7.ML.2.1 7.ML.2.2</p>	<p>Tools for Comprehension</p> <ul style="list-style-type: none"> Identify text structures Locate central idea and details Understand author’s purpose Draw inferences What is the central idea and details Readers read and re-read for different purpose (e.g. text structure and comprehension). 	<p>argumentative primary and secondary source citations Inference explanation claim thesis synthesize paraphrase appeal (logical and emotional) pro con stance evidence purpose</p>	<p>Collections Close Reader: Is space Exploration Worth the Cost?</p> <p>Suggested Mentor Texts</p> <ul style="list-style-type: none"> www.teentribune.com Magazines such as <i>Time</i>, <i>Newsweek</i>, <i>National Geographic</i>, <i>Sports Illustrated</i> Newspapers – <i>USA Today</i>, <i>Indy Star</i> <u><i>Ozone Layer</i></u> http://www.opposingviews.com/i/there-is-no-hole-in-the-ozone-layer# http://www.epa.gov/sunwise/kids/kids_ozone.html <u><i>Bottled vs. Tap Water</i></u> http://www.reverse-osmosis-water-filter-guide.com/dangers-of-tap-water.html http://abcnews.go.com/ad/introAd3.html?goback=http%253A%252F%252Fabcnews.go.com%252F2020%252FHealth%252Fstory%253Fid%253D728070%2526page%253D1 <u><i>Recycling</i></u> http://abcnews.go.com/US/story?id=91824&page=1#T2i24cUgewQ1 http://www.recycling-revolution.com/recycling-benefits.html <p>Resources/Materials</p> <ul style="list-style-type: none"> <i>Text and Lessons for Content Area Reading</i> by Harvey Daniels and Nancy Steineke <i>Writing to Persuade Minilessons to Help Students Plan, Draft,</i> <u>Collections</u> published by Houghton Mifflin 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking about cause and effect (Multi-Flow Map)

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Third Nine Weeks

Weeks 19-25	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Writing Workshop Unit of Study: Research-Based Argumentative Writing	<ul style="list-style-type: none"> Writers research a choice topic by evaluating their sources and analyzing the information. Writers state a claim and acknowledge a counterclaim while providing logical evidence from credible sources. Writers maintain a style and tone for a specific audience and purpose. Writers use 6+1 traits strategies to enhance writing (sentence fluency, word choice, etc.) Writers develop smooth transitions to connect ideas. Writers develop an argumentative essay which has a strong introduction, body paragraphs, and a concluding paragraph. 	<p><u>Indiana Academic Standards</u></p> <p>7.W. 1 7.W 3.1 7.W.4 7.W 6.1 7.W.6.2 7.SL 1 7.SL 4.1 7.RV 1</p> <p><u>Media Literacy Standards</u></p> <p>7.ML 1 7.ML 2.1 7.ML 2.2</p>	<p><u>Writer's Craft</u></p> <ul style="list-style-type: none"> Strong claim and counterclaim Creative Organization of arguments Solid sources of information Use vocabulary to create authoritative tone Strong thesis statement Use phrases to lead-in to a quote Logically organize information in paragraphs and the paper <p><u>6+1 Traits of Writing</u></p> <p>Ideas Organization Sentence Fluency Word Choice Voice Application of conventions</p>	<p>claim counterclaim opposition argumentative essay citation analyze evaluate support cite perspective authoritative tone source synthesize emotional appeals faulty logic faulty reasoning incomplete evidence plagiarism enunciation participles stereotyping conclude</p>	<p><u>Suggested Mentor Texts</u></p> <ul style="list-style-type: none"> <i>Science Warriors: The Battle Against Invasive Species</i> by Sneed Collard <i>World Without Fish</i> by Mark Kurlansky <i>Extraordinary Endangered Animals</i> by Sandrine Silhol and Gaelle Guerive <i>Global Warming</i> by Seymour Simon <i>One Well: The Story of Water on Earth</i> by Rochelle Strauss Opposing Viewpoints Database - http://www.mylibrary.org/PikeM/ <p><u>Resources/Materials</u></p> <ul style="list-style-type: none"> <i>A Curricular Plan for the Reading Workshop, Grade 7, 2011-2012</i> by Lucy Calkins www.readingandwritingproject.com (click on Resources tab) <i>Toolkit Texts: Short Nonfiction for Guided and Independent Practice (Grades 6-7)</i> by Harvey & Goudvis <i>Oh, yeah?! Putting Argument to Work Both in School and Out</i> by Smith, Wilhelm, and Fredricksen www.readwritethink.org Nancy Loewen Writers Toolbox Series Picture Books—each one is on a type of writing *http://www.nancyloewen.com/books/bk_3-5.html 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking about compare and contrast Breaking out into small groups to focus on the individual needs of students When teachers have individual writing conferences teachers will individualize these conferences to meet the students' needs

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Third Nine Weeks

Weeks 26-28	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Reading Workshop</p> <p>Unit of Study:</p> <p>Poetry - Developing Analytical Reading Practices for Interpretation</p>	<ul style="list-style-type: none"> Readers read a variety of poems from different authors Readers identify different types of poems and characteristics of the different types. Readers identify mood and tone of poems Readers analyze and interpret poems for symbolism and theme. Readers interpret the meaning of figurative language in poems and analyze how different authors use it for different reasons. Readers compare and contrast the author's theme across texts and poems (poetry and passages). 	<p>Indiana Academic Standards</p> <p>7.RL.3.1 7.RV.3.1 7.SL.1 7.SL.2.1 7.SL.2.2 7.SL.2.3 7.SL.2.4 7.SL.2.5 7.SL.4.2</p>	<p>Tools for Comprehension</p> <ul style="list-style-type: none"> Recognize idioms, figurative language, analogies, symbolism, and imagery Understand diction (denotation vs. connotation) Identify the tone and mood of poem Identify and support theme Understand the author's influences Find deeper meanings in poetry Respond to poems using textual and real life support & evidence Poetry is language-precise and concise; grammar, syntax and word choice are deliberate and intentional Compare and contrast paired texts with poetry 	<p>alliteration analogy elegy figurative language (hyperbole, personification) free verse haiku idiom imagery metaphor mood ode onomatopoeia poem repetition rhyme rhythm simile sonnet stanza symbol tone</p>	<p>Collections Close Reader: Poems about Nature</p> <p>Suggested Mentor Texts</p> <ul style="list-style-type: none"> Apple and Rain-Sarah Crossan This is Just to Say Visit the 811 section in any library www.ted.com/www.readwritethink.org/www.poets.org www.shelsilberstein.com/http://edsitement.neh.gov www.learningtogive.org/www.teachervision.fen.com/poetry www.learner.org "For Poets" Al Young "All in green went my love riding" E.E. Cummings "Maggie and milly and molly and may" E.E. Cummings "Missing You" (Puff Daddy and Faith Evans) "The Road Not Taken" Robert Frost "Ode to Family Photographs" Gary Soto "The Pasture" Robert Frost "A Time to Talk" Robert Frost "I Ask My Mother to Sing" Li-Young Lee "Harlem Night Song" Langston Hughes Patrol by WD Myers – HF & poetry <p>Resources/Materials</p> <ul style="list-style-type: none"> <i>Poetry Ala Carte</i> by Connie Homan Weaver <i>Figuratively Speaking</i> by Delana Heidrick Georgia Heard professional development resources <u>Collections</u> published by Houghton Mifflin 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in telling/rehearsing their stories Use thinking maps techniques or provide graphic organizers to assist students in thinking about ideas for writing

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Third Nine Weeks

Weeks 26-28	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Writing Workshop Unit of Study: Poetry	<ul style="list-style-type: none"> Writers draw from personal experience/ observation to inspire them when writing a poem. Writers recognize that although a poem can be short, it can still be powerful with a few well-chosen words. Writers develop a rhyme scheme and rhythm for their poem. Writers develop a theme for their poem. Writers use symbolism in their poetry. Writers create a tone and mood poems Writers use elements of figurative language. Writers see the world with fresh eyes to describe what he/she sees and feels through writing poetry. 	<u>Indiana Academic Standards</u> 7.W.1 7.W. 4	<u>Writer’s Craft</u> <ul style="list-style-type: none"> Crafted in various ways Use of imagery Awareness of sound of language Use of poetry concepts Choose vivid word choice <u>6+1 Traits of Writing</u> <ul style="list-style-type: none"> Word Choice Structure Voice Application of conventions 	word choice precise language specific nouns verbs adjectives onomatopoeia simile metaphor alliteration personification imagery stanza rhyme scheme rhyming couplet revision editing repetition idioms	<u>Suggested Mentor Texts</u> <ul style="list-style-type: none"> <i>Borrowed names</i> by Jeannine Atkins <i>The Dog Ate my Homework</i> by Sara Holbrook <i>The Dream Keeper and Other Poems</i> by Langston Hughes <i>Blues Journey</i> by Walter Dean Myers <i>19 Varieties of Gazelle: Poems of the Middle East</i> by Naomi Shihab Nye <i>Central Heating: Poems about Fire and Warmth</i> by Marilyn Singer <u>Resources/Materials</u> <ul style="list-style-type: none"> <i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i> by Georgia Heard <i>A Curricular Plan for the Writing Workshop/Grade 7</i> by Lucy Calkins - Unit 8-Poetry <i>Poetry: Powerful Thoughts in Tiny Packages</i> by Lucy Calkins and Stephanie Parsons <i>Poetry Matters</i> by Ralph Fletcher <i>Lessons That Change Writers</i> by Nancy Atwell <i>Practical Poetry</i> by Sara Holbrook 	<ul style="list-style-type: none"> Write various poems together in class Have numerous poetry books available for students to explore Provide ample time for peer sharing & editing Provide ample time for writing conferences

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Fourth Nine Weeks

Weeks 29-31	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Reading Workshop</p> <p>Unit of Study: Post-Modern Genres</p> <p>Journalism, Blogging, Graphic Novels, Comics and other alternative forms of non-fiction reading</p>	<ul style="list-style-type: none"> Readers examine and identify the purpose of a variety of post-modern structures in which authors communicate. Readers analyze how authors express ideas and impact society through their chosen text structure. Readers compare and contrast a variety of post-modern texts on the same topic. Readers develop strategies for understanding content in post-modern texts. Promote the reader as producers, not consumers of texts. 	<p><u>Indiana Academic Standards</u></p> <p>7.RL.1 7.RL.2.2 7.RL.3.2 7.RL.4.2 7.RN.1 7.RN.2.2 7.RN.3.2 7.RN.3.3 7.RN.4.2 7.RN.4.3</p> <p><u>Media Literacy Standards</u></p> <p>7.ML.1 7.ML.2.1 7.ML.2.2</p>	<p><u>Tools for Comprehension</u></p> <ul style="list-style-type: none"> Interpret the author's message Compare and contrast Use of figurative language Text structure Explore different forms of media Analyze different points of view/perspective Analyze author's purpose/audience 	<p>blogging (reflective reading) playwriting graphic Novels comics entertainment editorials poetry Tweets vlog</p>	<p><u>Collections Close Reader:</u></p> <p><u>Suggested Mentor Text</u></p> <ul style="list-style-type: none"> Examples from IndyStar.com of news columns Example blogs from Internet <i>Bad Day at Riverbend</i>-Van Allsburg <i>The Secret Knowledge of Grown-ups</i>- Wisniewski <i>The Jolly Postman</i>-Ahlberg <i>Zoom and Re-Zoom</i>-Banyai <i>Backlash</i>-Sarah Darer Littman <i>The Dead House</i>-Dawn Kurtagich <p><u>Resources/Materials</u></p> <ul style="list-style-type: none"> Previous curricular calendars See middle school resources section on common drive <i>Study Driven: A Framework for Planning Units of Study in the Writing Workshop</i> by Katie Wood Ray http://www.readingonline.org 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in telling/rehearsing their stories Use thinking maps techniques or provide graphic organizers to assist students in thinking about ideas for writing
Weeks 29-31	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Writing Workshop</p> <p>Unit of Study: Post- Modern</p>	<ul style="list-style-type: none"> Writers use a variety of strategies to assist them in the writing process. Writers analyze the different forms that post-modern authors take Writers take control of their writing by determining which type of writing best expresses their ideas. Writers select the point of view or perspective that articulates the message/point. Writers develop a variety post-modern pieces. 	<p><u>Indiana Academic Standards</u></p> <p>7.W. 1 7.W.3.1 7.W.3.2 7.W.3.3 7.W. 4 7.W.6.1 7.W.6.2</p>	<p><u>Writer's Craft</u></p> <ul style="list-style-type: none"> Crafts texts in various ways Awareness of audience Understand purpose Choose vivid word choice <p><u>6+1 Traits</u> Ideas Organization Voice Word Choice Sentence Fluency Application of conventions Presentation</p>	<p>blogging (reflective reading) playwriting graphic Novels comics entertainment editorials poetry Tweets vlog</p>	<p><u>Suggested Mentor Texts</u></p> <ul style="list-style-type: none"> Examples from IndyStar.com of news columns Example blogs from Internet <i>Bad Day at Riverbend</i>-Van Allsburg <i>The Secret Knowledge of Grown-ups</i>- Wisniewski <i>The Jolly Postman</i>-Ahlberg <i>Zoom and Re-Zoom</i>-Banyai <i>Backlash</i>-Sarah Darer Littman <i>The Dead House</i>-Dawn Kurtagich <p><u>Resources/Materials</u></p> <ul style="list-style-type: none"> Examples from IndyStar.com of news columns Example blogs from Internet Twitter Nancy Loewen Writers Toolbox Series Picture Books—each one is on a type of writing * http://www.nancyloewen.com/books/bk_3-5.html 	<ul style="list-style-type: none"> Write various poems together in class Have numerous poetry books available for students to explore Provide ample time for peer sharing & editing Provide ample time for writing conferences

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Fourth Nine Weeks

Weeks 32-36	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Reading Workshop</p> <p>Unit of Study:</p> <p>Sci-Fi or Fantasy genre</p>	<ul style="list-style-type: none"> Readers analyze development of theme of the text and write a summary. Readers make inferences using evidence from the text. Readers analyze how the literacy elements interact throughout a text. Readers synthesize the subplots and parallel plots to aid in comprehension. Readers compare and contrast a variety of texts and media. Readers analyze how authors express ideas and impact society through their chosen text structure. Readers identify the sci- fiction qualities and how they impact the story elements Readers identify the science behind the science fiction. Readers identify the theme and discover the underlying meaning beneath the surface. 	<p>Indiana Academic Standards</p> <p>7.RL.1 7.RL.2.1 7.RL.2.2 7.RL.2.3 7.RL.3.1 7.RL.3.2 7.RL.4.1 7.RL.4.2 7.RN.1 7.RN.2.1 7.RN.4.2</p>	<p>Tools for Comprehension</p> <ul style="list-style-type: none"> Identify characteristics of this genre Understand development of plot Analyze text (explicitly/implicitly) & give textual support Identify the author’s message to the world Describe the moral issues/dilemmas Make connections to self, other texts, and the world AND understand how those connections help the reader understand the story Make and revise inferences Identify theme(s) based on how characters change or how they respond to challenges in the story, series, or chapters. Compare and contrast stories with similar themes and topics. Distinguish personal point-of-view from that of the narrator/character. 	<p>science fiction tone fantasy plot setting perspective conflict theme resolution myth problem solution utopian/dystopian</p>	<p>Suggested Mentor Texts</p> <p><i>The Giver</i>, <i>Gathering Blue</i>, <i>Messenger</i> by Lois Lowry <i>The Golden Compass</i>, <i>Amber Spyglass</i>, <i>Subtle Knife</i>, <i>I was a Rat</i> by Philip Pullman <i>“Dark They Were”</i>, <i>“Golden-Eye”</i>, <i>“The Fun They Had”</i> <i>“Monsters Are Due on Maple Street”</i> <i>School for Good and Evil</i> <i>Jinx</i> <i>Bad Unicorn</i> <i>Extra Yarn –Barnett</i> <i>The Testing Series</i> <i>The False Prince</i> <i>The Chronicles of Harris Burdick</i> <i>Hunter-Mercedes Lackey</i> <i>I Am Princess X-Cherie Priest</i>. Ill. Kali Ciesemier. Arthur A. Levine <i>Red Queen</i>-Victoria Aveyard</p> <p>Resources/Materials</p> <p><i>When Kids Can’t Read: What Teachers Can Do</i>_by Kylene Beers <i>Guiding Readers and Writers</i> by Fountas and Pinnell www.readwritethink.org www.teachers.net www.betterlesson.com Scholastic: Writing Workshop in Middle School Collections published by Houghton Mifflin</p>	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking about compare and contrast (Double Bubble Map) or cause and effect (Multi-Flow Map)

7th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Fourth Nine Weeks

Weeks 32-36	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Writing Workshop Unit of Study: Sci-Fi or Fantasy	<ul style="list-style-type: none"> Writers write a story that include genre qualities. Writers effectively use dialogue in their stories. Writers use 6 + 1 writing traits to enhance writing. Writers revise and edit their work. Writers develop a plot line in their story. (introduction, rising action, climax/turning point, falling action, resolution). Writers analyze information by using evidence to evaluate the information and target audience. 	<u>Indiana Academic Standards</u> 7.RN.4.3 7.W. 1 7.W.3.3 7.W.4 7.W 6.1 7.W.6.2 <u>Media Literacy Standards</u> 7.ML 1 7.ML 2.1 7.ML 2.2	<u>Writer’s Craft</u> <ul style="list-style-type: none"> Develop believable, individual characters Use plot chart Develop cohesive paragraphs Use a variety of writing styles Adjusts tone, format, and role for specific purposes Writes with details & focus <u>6+1 Traits</u> <ul style="list-style-type: none"> Ideas Voice Word Choice Sentence Fluency Application of conventions 	introduction rising action turning point falling action resolution revise edit foreshadowing setting characters internal conflict external conflict antagonist protagonist	<u>Suggested Mentor Texts</u> <ul style="list-style-type: none"> <i>Mysteries of Harris Burdick</i> by Chris Van Allsburg <i>Harrison Beregón, Child Called X, All Summer in a Day</i> <i>School for Good and Evil</i> <i>Jinx</i> <i>Bad Unicorn</i> <i>Legend – Marie Lu</i> <i>Under the Never Sky</i> <i>Unbreakable – Garcia</i> The Red Pyramid-Rick Riordan Cinder-Marissa Meyer A Tale Dark and Grimm-Adam Gidwitz The Astounding Broccoli Boy-Frank Cottrell Boyce Brain Jack-Brian Falkner <u>Resources/Materials</u> <ul style="list-style-type: none"> <i>Less is More</i> by Kimberly Hill Campbell <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Genre Quick Guide</i>, Fountas & Pinnell <i>Genre Prompting Guide for Fiction</i>, Fountas & Pinnell <i>Genre Study: Teaching Fiction and Nonfiction Books</i>, Fountas & Pinnell 	<ul style="list-style-type: none"> Have numerous books available for students to explore the types of writing they want to do Provide ample time for peer sharing & editing Provide ample time for writing conferences

READING

LEARNING OUTCOME	RL.1: LEARNING OUTCOME FOR READING LITERATURE Read and comprehend a variety of literature independently and proficiently			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	7.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	9-10.RL.1: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.
KEY IDEAS AND TEXTUAL SUPPORT	RL.2: KEY IDEAS AND TEXTUAL SUPPORT Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
	6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	9-10.RL.2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
	6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i>).	8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	9-10.RL.2.3: Analyze how dynamic characters (e.g., <i>those with multiple or conflicting motivations</i>) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	6.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	7.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	8.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	9-10.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>

STRUCTURAL ELEMENTS AND ORGANIZATION	RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION			
	Build comprehension and appreciation of literature, using knowledge of literary structure and point of view			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<p>6.RL.3.1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.</p>	<p>7.RL.3.1: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.</p>	<p>8.RL.3.1: Compare and contrast the structure of two or more related works of literature (e.g., <i>similar topic or theme</i>), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.</p>	<p>9-10.RL.3.1: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., <i>parallel episodes</i>), and manipulate time (e.g., <i>pacing, flashbacks</i>) create such effects as mystery, tension, or surprise.</p>
SYNTHESIS AND CONNECTION OF IDEAS	<p>6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.</p>	<p>7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.</p>	<p>8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p>	<p>9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., <i>created through the use of dramatic irony</i>).</p>
	RL.4: SYNTHESIS AND CONNECTION OF IDEAS			
	Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<p>6.RL.4.1: Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.</p>	<p>7.RL.4.1: Compare and contrast a written story, play or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., <i>lighting, sound, color, or camera focus and angles in a film</i>).</p>	<p>8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>9-10.RL.4.1: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.</p>
	<p>6.RL.4.2: Compare and contrast works of literature in different forms or genres (e.g., <i>stories and poems; historical novels and fantasy stories</i>) in terms of their approaches to similar themes and topics.</p>	<p>7.RL.4.2: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>8.RL.4.2: Analyze how works of literature draw on and transform earlier texts.</p>	<p>9-10.RL.4.2: Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.</p>

READING: *Nonfiction*

LEARNING OUTCOME	RN.1: LEARNING OUTCOME FOR READING NONFICTION Read and comprehend a variety of nonfiction independently and proficiently			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	7.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	8.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	9-10.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.
KEY IDEAS AND TEXTUAL SUPPORT	RN.2: KEY IDEAS AND TEXTUAL SUPPORT Extract and construct meaning from nonfiction texts using a range of comprehension skills			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	7.RN.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	9-10.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
	6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.
	6.RN.2.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., <i>through examples or anecdotes</i>).	7.RN.2.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals or events, or how individuals influence ideas or events</i>).	8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.	9-10.RN.2.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STRUCTURAL ELEMENTS AND ORGANIZATION	RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION			
	Build understanding of nonfiction text, using knowledge of structural organization and author's purpose and message			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	7.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	8.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	9-10.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>
	6.RN.3.2: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	7.RN.3.2: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	8.RN.3.2: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	9-10.RN.3.2: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
SYNTHESIS AND CONNECTION OF IDEAS	6.RN.3.3: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	7.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	8.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	9-10.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
	RN.4: SYNTHESIS AND CONNECTION OF IDEAS			
	Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RN.4.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	7.RN.4.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.	8.RN.4.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	9-10.RN.4.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
	6.RN.4.2: Integrate information presented in different media or formats (e.g., <i>visually, quantitatively, verbally</i>) to demonstrate a coherent understanding of a topic or issue.	7.RN.4.2: Compare and contrast a print or digital text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., <i>how the delivery of a speech affects the impact of the words</i>).	8.RN.4.2: Evaluate the advantages and disadvantages of using different mediums (e.g., <i>print or digital text, video, multimedia</i>) to present a particular topic or idea.	9-10.RN.4.2: Analyze various accounts of a subject told in different mediums (e.g., <i>a person's life story in both print and multimedia</i>), determining which details are emphasized in each account.
	6.RN.4.3: Compare and contrast one author's presentation of events with that of another.	7.RN.4.3: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	8.RN.4.3: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	9-10.RN.4.3: Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

READING: Vocabulary

LEARNING OUTCOME	RV.1: LEARNING OUTCOME FOR READING VOCABULARY Acquire, refine, and apply vocabulary using various strategies and sources			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9-10.RV.1: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
VOCABULARY BUILDING	RV.2: VOCABULARY BUILDING Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	7.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases.
	6.RV.2.2: Use the relationship between particular words (e.g., <i>cause/effect</i> , <i>part/whole</i> , <i>item/category</i>) to better understand each of the words.	7.RV.2.2: Use the relationship between particular words (e.g., <i>synonym/antonym</i> , <i>analogy</i>) to better understand each of the words.	8.RV.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	9-10.RV.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>
	6.RV.2.3: Distinguish among the connotations of words with similar denotations.	7.RV.2.3: Distinguish among the connotations of words with similar denotations.	8.RV.2.3: Distinguish among the connotations of words with similar denotations.	9-10.RV.2.3: Analyze nuances in the meaning of words with similar denotations.
	6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	7.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	8.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	9-10.RV.2.4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i> , <i>analysis</i> , <i>analytical</i> ; <i>advocate</i> , <i>advocacy</i>).
	6.RV.2.5: Consult reference materials, both print and digital (e.g., <i>dictionary</i> , <i>thesaurus</i>), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	7.RV.2.5: Consult general and specialized reference materials, both print and digital (e.g., <i>dictionary</i> , <i>thesaurus</i> , <i>style guide</i>), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	8.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	9-10.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

VOCABULARY IN LITERATURE AND NONFICTION TEXTS	RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS			
	Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	7.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i>) within a story, poem, or play.	8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
	6.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	7.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., <i>how the language of a court opinion differs from that of a newspaper</i>).
	6.RV.3.3: Interpret figures of speech (e.g., <i>personification</i>) in context.	7.RV.3.3: Interpret figures of speech (e.g., <i>literary, religious, and mythological allusions</i>) in context.	8.RV.3.3: Interpret figures of speech (e.g. <i>verbal irony, puns</i>) in context.	9-10.RV.3.3: Interpret figures of speech (e.g., <i>euphemism, oxymoron</i>) in context and analyze their role in the text.

WRITING

LEARNING OUTCOME	W.1: LEARNING OUTCOME FOR WRITING			
	Write effectively for a variety of tasks, purposes, and audiences			
HANDWRITING	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	7.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
HANDWRITING	W.2: HANDWRITING			
	Demonstrate the ability to write legibly			
HANDWRITING	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	7.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	8.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	9-10.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>

ARGUMENTATIVE	W.3: WRITING GENRES: Develop and refine writing skills by writing for different purposes and to specific audiences or people			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<p>6.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect. ● Use an organizational structure to group related ideas that support the argument. ● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. ● Provide a concluding statement or section that follows from the argument presented. 	<p>7.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ● Provide a concluding statement or section that follows from and supports the argument presented. 	<p>8.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented. 	<p>9-10.W.3.1 Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.

INFORMATIVE	<p>6.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> ● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate transitions to clarify the relationships among ideas and concepts. ● Include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to purpose and audience. ● Provide a concluding statement or section that follows from the information or explanation presented. 	<p>7.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>8.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>9-10.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>figures, tables</i>), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., <i>articulating implications or the significance of the topic</i>).
-------------	--	--	--	--

<p style="text-align: center;">NARRATIVE</p>	<p>6.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by developing an exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i>). ● Organize an event sequence (e.g. <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● Provide an ending that follows from the narrated experiences or events. 	<p>7.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ● Organize an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events. 	<p>8.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ● Organize an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events. 	<p>9-10.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques, (e.g., <i>dialogue, pacing, description, reflection, and multiple plot lines</i>), to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
---	---	---	---	--

THE WRITING PROCESS	W.4: THE WRITING PROCESS			
	Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<p>6.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing. 	<p>7.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources. 	<p>8.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. 	<p>9-10.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., <i>use of publishing programs, integration of multimedia</i>).
	W.5: THE RESEARCH PROCESS			
FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION	Build knowledge about the research process and the topic under study by conducting research			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<p>6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> Formulate a research question (e.g., <i>In what ways did Madame Walker influence Indiana society?</i>). Gather relevant information from multiple sources, and annotate sources. Assess the credibility of each source. Quote or paraphrase the information and conclusions of others. Avoid plagiarism and provide basic bibliographic information for sources. Present information, choosing from a variety of formats. 	<p>7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> Formulate a research question. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. Assess the credibility and accuracy of each source. Quote or paraphrase the information and conclusions of others. Avoid plagiarism and follow a standard format for citation. Present information, choosing from a variety of formats. 	<p>8.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> Formulate a research question. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. Assess the credibility and accuracy of each source. Quote or paraphrase the information and conclusions of others. Avoid plagiarism and follow a standard format for citation. Present information, choosing from a variety of formats. 	<p>9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> Formulate an inquiry question, and refine and narrow the focus as research evolves. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in answering the research question. Synthesize and integrate information into the text selectively to maintain the flow of ideas. Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., <i>MLA, APA</i>) for citation. Present information, choosing from a variety of formats.

W.6: CONVENTIONS OF STANDARD ENGLISH				
Demonstrate command of the conventions of standard English				
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
GRAMMAR AND USAGE	6.W.6.1: Demonstrate command of English grammar and usage, focusing on:	7.W.6.1: Demonstrate command of English grammar and usage, focusing on:	8.W.6.1: Demonstrate command of English grammar and usage, focusing on:	9-10.W.6.1: Demonstrate command of English grammar and usage, focusing on:
	6.W.6.1a: Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).	7.W.6.1a: Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	8.W.6.1a: Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	9-10.W.6.1a: Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i>
	6.W.6.1b: Verbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	7.W.6.1b: Verbs – Recognizing and correcting problems with subject/verb agreement.	8.W.6.1b: Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	9-10.W.6.1b: Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
	6.W.6.1c: Adjectives and Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	7.W.6.1c: Adjectives and Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	8.W.6.1c: Adjectives and Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	9-10.W.6.1c: Adjectives and Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>
	6.W.6.1d: Phrases and Clauses – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	7.W.6.1d: Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.	8.W.6.1d: Phrases and Clauses – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	9-10.W.6.1d: Phrases and Clauses – <i>Students are expected to build upon and continue applying conventions learned previously.</i>
	6.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	7.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	8.W.6.1e: Usage – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	9-10.W.6.1e: Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.
CAPITALIZATION, PUNCTUATION, AND SPELLING	6.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	7.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	9-10.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
	6.W.6.2a: Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	7.W.6.2a: Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	8.W.6.2a: Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	9-10.W.6.2a: Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously.</i>
	6.W.6.2b: Punctuation – <ul style="list-style-type: none"> Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Using semicolons to connect main clauses and colons to introduce a list or quotation. 	7.W.6.2b: Punctuation – <ul style="list-style-type: none"> Using commas with subordinate clauses. 	8.W.6.2b: Punctuation – <ul style="list-style-type: none"> Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission. 	9-10.W.6.2b: Punctuation – <ul style="list-style-type: none"> Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
	6.W.6.2c: Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	7.W.6.2c: Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	8.W.6.2c: Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	9-10.W.6.2c: Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>

SPEAKING AND LISTENING

LEARNING OUTCOME	SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING Refine and apply effective communication skills through speaking and active listening			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	7.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	8.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	9-10.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.
DISCUSSION AND COLLABORATION	SL.2: DISCUSSION AND COLLABORATION Refine and apply reciprocal communication skills by participating in a range of collaborative discussions			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	7.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	8.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	9-10.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
	6.SL.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	7.SL.2.2: Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	8.SL.2.2: Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	9-10.SL.2.2: Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.
	6.SL.2.3: Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.	7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	8.SL.2.3: Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	9-10.SL.2.3: Work with peers to set rules for collegial discussions and decision-making (e.g., <i>informal consensus, taking votes on key issues, presentation of alternate views</i>), clear goals and deadlines, and individual roles as needed.
	6.SL.2.4: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	7.SL.2.4: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	8.SL.2.4: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	9-10.SL.2.4: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	6.SL.2.5: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	7.SL.2.5: Acknowledge new information expressed by others, and consider it in relation to one's own views.	8.SL.2.5: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	9-10.SL.2.5: Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.

COMPREHENSION	SL.3: COMPREHENSION			
	Refine and apply active listening and interpretation skills using various strategies			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<p>6.SL.3.1: Interpret information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and explain how it contributes to a topic, text, or issue under study.</p>	<p>7.SL.3.1: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>8.SL.3.1: Analyze the purpose of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and evaluate the motives (e.g., <i>social, commercial, political</i>) behind its presentation.</p>	<p>9-10.SL.3.1: Integrate multiple sources of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) evaluating the credibility and accuracy of each source.</p>
PRESENTATION OF KNOWLEDGE AND IDEAS	<p>6.SL.3.2: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>7.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>8.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>9-10.SL.3.2: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
	SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS			
	Refine and apply speaking skills to communicate ideas effectively in a variety of situations			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<p>6.SL.4.1: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>7.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>8.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>9-10.SL.4.1: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
	<p>6.SL.4.2: Create engaging presentations that include multimedia components (e.g., <i>graphics, images, music, sound</i>) and visual displays in presentations to clarify information.</p>	<p>7.SL.4.2: Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.</p>	<p>8.SL.4.2: Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.</p>	<p>9-10.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (e.g., <i>textual, graphical, audio, visual, and interactive elements</i>) to add interest and enhance understanding of findings, reasoning, and evidence.</p>
	<p>6.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>7.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>8.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>9-10.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>

MEDIA LITERACY

LEARNING OUTCOME	ML.1: LEARNING OUTCOME FOR MEDIA LITERACY Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	7.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	8.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	9-10.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
MEDIA LITERACY	ML.2: MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.	7.ML.2.1: Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	8.ML.2.1: Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.	9-10.ML.2.1: Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.
	6.ML.2.2: Identify the target audience of a particular media message, using the context of the message (e.g., <i>where it is placed, when it runs, etc.</i>)	7.ML.2.2: Analyze the ways that the media use words and images to attract the public's attention.	8.ML.2.2: Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	9-10.ML.2.2: Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.