



# **Language Arts Curriculum Framework Grades 6-8**



## **6<sup>TH</sup> GRADE COURSE OVERVIEW**

Sixth-grade students experience English language arts through exploration of communication and author’s craft. This emphasis allows students to study those structures (systems) and styles (communication) that authors use to communicate ideas about the world. As such, students read extensively from a variety of genres, including fiction, narrative nonfiction, nonfiction, and poetry and transfer what they learn about those genres to their own writing and speaking. Students write for a variety of audiences and purposes, using narrative and expository forms. Additional emphasis is placed on continuing to build comprehension strategies, understanding Latin roots for vocabulary development, and using correct punctuation and grammar.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	Speaking to Communicate
<b>Enduring Understanding:</b> Attentive listeners discern the ideas of other’s to understand multiple perspectives, build knowledge, and actively solve problems.	<b>Enduring Understanding:</b> Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
<b>Essential Standard:</b> (6-12) Interpret and analyze information in order to evaluate the relevance of arguments based on evidence	<b>Essential Standard:</b> (6-12) Present claims and findings with relevant and specific evidence using appropriate eye contact, adequate volume and clear pronunciation – differentiating when appropriate between formal and informal discourse.
<b>Lifelong Learner Standards:</b> <ul style="list-style-type: none"> <li>Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.</li> <li>Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments.</li> </ul>	<b>Lifelong Learner Standards:</b> <ul style="list-style-type: none"> <li>Acquire and use precise language to clearly communicate ideas, knowledge, and processes.</li> <li>Explore and express ideas and opinions using multiple media, the arts, and technology.</li> </ul>
<b>SOLs:</b> 6.1, 6.2, 6.3	<b>SOLs:</b> 6.1, 6.2, 6.3

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
6.1 The student will participate in and contribute to small-group activities. a) Communicate as leader and contributor. b) Evaluate own contributions to discussions. c) Summarize and evaluate group activities. d) Analyze the effectiveness of participant interactions.	<ul style="list-style-type: none"> <li>ensure that all group members participate in the exchange of information.</li> <li>use strategies that contribute to the discussion.</li> <li>receive and understand feedback from the others.</li> <li>pose and respond to questions.</li> <li>relate and retell information.</li> <li>restate briefly and critically the main idea(s) or theme(s) discussed within a group.</li> <li>use active listening to focus on what is said and what is implied.</li> </ul>

	<ul style="list-style-type: none"> <li>• summarize what is heard.</li> <li>• retain and rethink ideas based on what is heard.</li> <li>• infer and assimilate new ideas.</li> <li>• use a checklist and/or rubric to evaluate the participation of self and others.</li> </ul>
<p>6.2 The student will present, listen critically, and express opinions in oral presentations.</p> <p>a) Distinguish between fact and opinion.</p> <p>b) Compare and contrast viewpoints.</p> <p>c) Present a convincing argument.</p> <p>d) Paraphrase and summarize what is heard.</p> <p>e) Use language and vocabulary appropriate to audience, topic, and purpose.</p>	<ul style="list-style-type: none"> <li>• take notes to record facts/opinions or differing viewpoints.</li> <li>• organize convincing arguments to include: <ul style="list-style-type: none"> <li>◦ facts;</li> <li>◦ statistics;</li> <li>◦ examples; and</li> <li>◦ logical reasoning.</li> </ul> </li> <li>• paraphrase or summarize what others have said.</li> <li>• plan and deliver an oral presentation, using the following steps: <ul style="list-style-type: none"> <li>◦ determine topic and purpose;</li> <li>◦ identify the intended audience;</li> <li>◦ gather information;</li> <li>◦ organize the information;</li> <li>◦ use multimedia to clarify presentation information;</li> <li>◦ choose vocabulary appropriate to topic, purpose, and audience;</li> <li>◦ phrase with grammatically correct language; and</li> <li>◦ practice delivery.</li> </ul> </li> <li>• use strategies for summarizing, such as the following: <ul style="list-style-type: none"> <li>◦ delete trivial and redundant information;</li> <li>◦ substitute a general term for a list; and</li> <li>◦ find or create a main idea statement.</li> </ul> </li> </ul>
<p>6.3 The student will understand the elements of media literacy.</p> <p>a) Compare and contrast auditory, visual, and written media messages.</p> <p>b) Identify the characteristics and effectiveness of a variety of media messages.</p> <p>c) Craft and publish audience-specific</p>	<ul style="list-style-type: none"> <li>• deconstruct and compare/contrast several types of media messages.</li> <li>• recognize production elements in media are composed based on audience and purpose.</li> <li>• create media messages, such as public service announcements aimed at a variety of audiences with different purposes.</li> <li>• integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</li> </ul>

media messages.	<ul style="list-style-type: none"><li>• identify the elements of a variety of media including layout, pictures, and text features in print media; camera shots, lighting, editing, and sound in TV, radio, and film.</li><li>• access media message to compare and contrast information presented in different media and/or formats.</li><li>• understand that three most common camera angles or shots are the close-up, long shot, and medium shot.</li></ul>
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	Reading to Learn
<p><b>Enduring Understanding:</b> Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.</p>	<p><b>Enduring Understanding:</b> Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.</p>
<p><b>Essential Standard:</b> (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.</p>	<p><b>Essential Standards:</b> (6-12) Evaluate and synthesize complex information to discern the main ideas, significant details, and relationships among them in order to ask/answer questions, solve problems, and build knowledge. (6-12) Analyze how the author’s word choice, point of view, and organizational structure impact his/her overall message. (6-12) Analyze, evaluate, and integrate information presented in diverse formats, from multiple sources, to build knowledge and make meaning. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.</p>
<p><b>Lifelong Learner Standards:</b></p> <ul style="list-style-type: none"> <li>• Seek, recognize and understand systems, patterns, themes, and interactions.</li> <li>• Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.</li> </ul>	<p><b>Lifelong Learner Standards:</b></p> <ul style="list-style-type: none"> <li>• Gather, organize, and analyze data; evaluate processes and products; and draw conclusions</li> <li>• Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.</li> </ul>
<p><b>SOLs:</b> 6.4</p>	<p><b>SOLs:</b> 6.5, 6.6</p>

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<p>6.4 The student will read and learn the</p>	<ul style="list-style-type: none"> <li>• use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound <i>audience, auditory, audible</i>).</li> </ul>

<p>meanings of unfamiliar words and phrases within authentic texts.</p> <p>a) Identify word origins and derivations.</p> <p>b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.</p> <p>c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>d) Identify and analyze figurative language.</p> <p>e) Use word-reference materials.</p> <p>f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.</p>	<ul style="list-style-type: none"> <li>• identify Latin and Greek roots of common English words as clues to the meaning.</li> <li>• separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>poly</i> from <i>polygon</i> and <i>phone</i> from <i>telephone</i> to predict the meaning of <i>polyphony</i>.</li> <li>• recognize common antonyms and synonyms.</li> <li>• notice relationships among inflected words, such as <i>proceed</i> and <i>procession</i> or <i>internal</i> and <i>internalization</i>.</li> <li>• use context (e.g., the overall meaning of a sentence or paragraph; a word’s function in a sentence) as a clue to the meaning.</li> <li>• recognize word relationships, such as: <ul style="list-style-type: none"> <li>◦ synonyms – small: little;</li> <li>◦ antonyms – up: down;</li> <li>◦ object/action – ear: hear;</li> <li>◦ source/product – tree: lumber;</li> <li>◦ part/whole – paw: dog; and</li> <li>◦ animal/habitat – bee: hive.</li> </ul> </li> <li>• use context clues to determine meanings of unfamiliar words in text, such as: <ul style="list-style-type: none"> <li>◦ examples;</li> <li>◦ restatements; and</li> <li>◦ contrast.</li> </ul> </li> <li>• identify figurative language in text, including: <ul style="list-style-type: none"> <li>◦ <b>simile</b> – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons;</li> <li>◦ <b>hyperbole</b> – intentionally exaggerated figures of speech; and</li> <li>◦ <b>metaphor</b> – a comparison equating two or more unlike things without using “like” or “as.”</li> </ul> </li> <li>• consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning.</li> <li>• determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.</li> </ul>
<p>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p>	<ul style="list-style-type: none"> <li>• understand setting as time and place.</li> <li>• understand plot as: <ul style="list-style-type: none"> <li>◦ the development of the central conflict and resolution;</li> </ul> </li> </ul>

<p>a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.</p> <p>b) Make, confirm, and revise predictions.</p> <p>c) Describe how word choice and imagery contribute to the meaning of a text.</p> <p>d) Describe cause and effect relationships and their impact on plot.</p> <p>e) Use prior and background knowledge as context for new learning.</p> <p>f) Use information in the text to draw conclusions and make inferences.</p> <p>g) Explain how character and plot development are used in a selection to support a central conflict or story line.</p> <p>h) Identify the main idea.</p> <p>i) Identify and summarize supporting details.</p> <p>j) Identify and analyze the author’s use of figurative language.</p> <p>k) Identify transitional words and phrases that signal an author’s organizational pattern.</p> <p>l) Use reading strategies to monitor comprehension throughout the reading process.</p>	<ul style="list-style-type: none"> <li>◦ the sequence of events in the story; and</li> <li>◦ the writer’s map for what happens, how it happens, to whom it happens, and when it happens.</li> </ul> <ul style="list-style-type: none"> <li>• understand that character traits are revealed by: <ul style="list-style-type: none"> <li>◦ what a character says;</li> <li>◦ what a character thinks;</li> <li>◦ what a character does; and</li> <li>◦ how other characters respond to the character.</li> </ul> </li> <li>• determine a central idea or theme of a fictional text and how it is developed through specific details.</li> <li>• understand internal and external conflicts in stories, including: <ul style="list-style-type: none"> <li>◦ internal conflicts within characters;</li> <li>◦ external conflicts between characters; and</li> <li>◦ changes in characters as a result of conflicts and resolutions in the plot.</li> </ul> </li> <li>• describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution.</li> <li>• notice an author’s craft, including use of : <ul style="list-style-type: none"> <li>◦ language patterns;</li> <li>◦ sentence variety;</li> <li>◦ vocabulary;</li> <li>◦ imagery; and</li> <li>◦ figurative language.</li> </ul> </li> <li>• recognize an author’s use of: <ul style="list-style-type: none"> <li>◦ <b>simile</b> – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons;</li> <li>◦ <b>hyperbole</b> – intentionally exaggerated figures of speech; and</li> <li>◦ <b>metaphor</b> – a figure of speech that makes a comparison equating two or more unlike things without using “like” or “as.”</li> </ul> </li> <li>• recognize poetic forms, including: <ul style="list-style-type: none"> <li>◦ <b>haiku</b> – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;</li> <li>◦ <b>limerick</b> – a 5-line, rhymed, rhythmic verse, usually humorous;</li> <li>◦ <b>ballad</b> – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; and</li> <li>◦ <b>free verse</b> – poetry with neither regular meter nor rhyme scheme.</li> </ul> </li> <li>• recognize poetic elements in prose and poetry, including: <ul style="list-style-type: none"> <li>◦ <b>rhyme</b> – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., <i>farm/harm</i>;</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>◦ <b>rhythm</b> – the recurring pattern of strong and weak syllabic stresses;</li> <li>◦ <b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis;</li> <li>◦ <b>alliteration</b> – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and</li> <li>◦ <b>onomatopoeia</b> – the use of a word whose sound suggests its meaning, e.g., <i>buzz</i>.</li> </ul> <ul style="list-style-type: none"> <li>• recognize an author’s tone including serious, humorous, objective, and personal.</li> <li>• use strategies for summarizing, such as graphic organizers.</li> <li>• use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development.</li> <li>• use graphic organizers to record changes in characters as a result of incidents in the plot.</li> <li>• use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.</li> <li>• analyze author’s use of figurative language.</li> <li>• identify how transitional words signal an author’s organization such as words indicating time, cause and effect, or indicating more information.</li> </ul>
<p>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.</p> <p>b) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>c) Identify questions to be answered.</p> <p>d) Make, confirm, or revise predictions.</p> <p>e) Draw conclusions and make inferences based on explicit and implied information.</p> <p>f) Differentiate between fact and opinion.</p> <p>g) Identify main idea.</p>	<ul style="list-style-type: none"> <li>• activate prior knowledge before reading by use of, but not limited to: <ul style="list-style-type: none"> <li>◦ small-group or whole-class discussion;</li> <li>◦ anticipation guides; and</li> <li>◦ preview of key vocabulary</li> </ul> </li> <li>• pose questions prior to and during the reading process based on text structures, such as: <ul style="list-style-type: none"> <li>◦ boldface and/or italics type;</li> <li>◦ type set in color;</li> <li>◦ vocabulary;</li> <li>◦ graphics or photographs; and</li> <li>◦ headings and subheadings.</li> </ul> </li> <li>• use specific and helpful clues in the context, including: <ul style="list-style-type: none"> <li>◦ <b>definitions</b> – which define words within the text;</li> <li>◦ <b>signal words</b> – which alert readers that explanations or examples follow;</li> <li>◦ <b>direct explanations</b> – which explain terms as they are introduced;</li> <li>◦ <b>synonyms</b> – which provide a more commonly used term;</li> </ul> </li> </ul>

<p>h) Summarize supporting details.</p> <p>i) Compare and contrast information about one topic, which may be contained in different selections.</p> <p>j) Identify the author’s organizational pattern.</p> <p>k) Identify cause and effect relationships.</p> <p>l) Use reading strategies to monitor comprehension throughout the reading process.</p>	<ul style="list-style-type: none"> <li>◦ <b>antonyms</b> – which contrast words with their opposites; and</li> <li>◦ <b>inferences</b> – which imply meaning and help readers deduce meaning.</li> </ul> <ul style="list-style-type: none"> <li>• give evidence from the text to support conclusions.</li> <li>• identify common patterns of organizing text including: <ul style="list-style-type: none"> <li>◦ chronological or sequential;</li> <li>◦ comparison/contrast;</li> <li>◦ cause and effect;</li> <li>◦ problem-solution; and</li> <li>◦ generalization or principle.</li> </ul> </li> <li>• predict and then read to validate or revise the prediction(s).</li> <li>• identify clue words and phrases that help unlock meaning of unfamiliar and technical terms.</li> <li>• comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization.</li> <li>• recognize that a fact is something that can be proven, while an opinion is a personal feeling.</li> <li>• determine a central idea of a text and recognize how details support that idea.</li> <li>• use graphic organizers to show similarities and differences in the information found in several sources about the same topic.</li> <li>• use strategies and rules for summarizing, such as the following: <ul style="list-style-type: none"> <li>◦ delete trivia and redundancy;</li> <li>◦ substitute a general term for a list; and</li> <li>◦ find or create a main idea statement.</li> </ul> </li> <li>• summarize the text without providing a personal opinion.</li> <li>• compare and contrast similar information across several texts.</li> </ul>
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	Writing to Communicate
<p><b>Enduring Understanding:</b> Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.</p> <p><b>Essential Standards:</b>                      (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing.                      (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.</p>	<p><b>Enduring Understanding:</b> Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.</p> <p><b>Essential Standards:</b>                      (6-12) Write for a variety of purposes and audiences using effective technique, relevant descriptive details, supporting evidence, and well-structured event sequences. Types of writing include: arguments, informative/explanatory texts, and narratives.                      (6-12) Produce, edit, revise, and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.</p>
<p><b>Lifelong Learner Standards:</b></p> <ul style="list-style-type: none"> <li>• Seek, recognize, and understand systems, patterns, themes, and interactions.</li> <li>• Acquire and use precise language to clearly communicate ideas, knowledge, and processes.</li> </ul>	<p><b>Lifelong Learner Standards:</b></p> <ul style="list-style-type: none"> <li>• Acquire and use precise language to clearly communicate ideas, knowledge, and processes.</li> <li>• Explore and express ideas and opinions using multiple media, the arts, and technology.</li> </ul>
<b>SOLs:</b> 6.7, 6.8	<b>SOLs:</b> 6.7, 6.8

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
6.7 The student will write narration, description, exposition, and persuasion. a) Identify audience and purpose.	<ul style="list-style-type: none"> <li>• develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.</li> <li>• engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an</li> </ul>

<p>b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.</p> <p>c) Organize writing structure to fit mode or topic.</p> <p>d) Establish a central idea and organization.</p> <p>e) Compose a topic sentence or thesis statement if appropriate.</p> <p>f) Write multiparagraph compositions with elaboration and unity.</p> <p>g) Select vocabulary and information to enhance the central idea, tone, and voice.</p> <p>h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p> <p>i) Revise sentences for clarity of content including specific vocabulary and information.</p> <p>j) Use computer technology to plan, draft, revise, edit, and publish writing.</p>	<p>event sequence that unfolds naturally and logically.</p> <ul style="list-style-type: none"> <li>• use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.</li> <li>• write using strategies such as definition, classification comparison/contrast, and cause/effect.</li> <li>• include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when appropriate.</li> <li>• develop the topic using relevant facts, definitions, details, quotations, and/or examples.</li> <li>• use transitional words or phrases to connect parts of sentences in order to: <ul style="list-style-type: none"> <li>◦ show relationships between ideas;</li> <li>◦ signal a shift or change in the writer's thoughts;</li> <li>◦ signal levels of importance;</li> <li>◦ suggest a pattern of organization; and</li> <li>◦ make sentences clearer.</li> </ul> </li> <li>• establish and maintain a formal style of writing when appropriate.</li> <li>• provide an appropriate conclusion for the purpose and mode of writing.</li> <li>• identify audience and purpose for any piece of writing.</li> <li>• use selected prewriting techniques, such as: <ul style="list-style-type: none"> <li>◦ brainstorming;</li> <li>◦ webbing;</li> <li>◦ mapping;</li> <li>◦ clustering;</li> <li>◦ listing;</li> <li>◦ organizing graphically;</li> <li>◦ questioning; and</li> <li>◦ outlining.</li> </ul> </li> <li>• write using descriptive details.</li> <li>• elaborate to: <ul style="list-style-type: none"> <li>◦ give detail;</li> <li>◦ add depth; and</li> <li>◦ continue the flow of an idea.</li> </ul> </li> <li>• write an effective thesis statement focusing, limiting, or narrowing the topic.</li> </ul>
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	<ul style="list-style-type: none"> <li>• differentiate between a thesis statement and a topic sentence.</li> <li>• write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity.</li> <li>• incorporate variety into sentences, using appropriate: <ul style="list-style-type: none"> <li>◦ <b>modifier</b> – an adjective, an adverb, or a phrase or clause <a href="#">acting</a> as an adjective or adverb;</li> <li>◦ <b>coordination</b> – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; and</li> <li>◦ <b>subordination</b> – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions.</li> </ul> </li> <li>• understand that revising to improve a draft includes: <ul style="list-style-type: none"> <li>◦ rereading;</li> <li>◦ reflecting;</li> <li>◦ rethinking; and</li> <li>◦ rewriting.</li> </ul> </li> <li>• use available computer technology to enhance the writing process.</li> </ul>
<p>6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</p> <p>b) Use subject-verb agreement with intervening phrases and clauses.</p> <p>c) Use pronoun-antecedent agreement to include indefinite pronouns.</p> <p>d) Maintain consistent verb tense across paragraphs.</p> <p>e) Eliminate double negatives.</p> <p>f) Use quotation marks with dialogue.</p> <p>g) Choose adverbs to describe verbs, adjectives, and other adverbs.</p> <p>h) Use correct spelling for frequently used</p>	<ul style="list-style-type: none"> <li>• use complete sentences with appropriate punctuation.</li> <li>• avoid comma splices and fused sentences.</li> <li>• avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so).</li> <li>• diagram sentences with phrases and clauses.</li> <li>• use singular verbs with singular subjects and plural verbs with plural subjects (e.g., <i>The driver of the bus aware of children drives very carefully. The students in the class discuss many topics</i>).</li> <li>• use reference sources to select the correct spelling and usage of words such as <i>their, there, and they're</i>.</li> <li>• use first person pronouns appropriately in compound subjects and objects (e.g., <i>John and I went to the store. Mother gave presents to Jim and me.</i>).</li> <li>• recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>• choose adjectives and adverbs appropriately (e.g., <i>He is a good student. He does really well in all his studies</i>).</li> <li>• capitalize language classes or classes followed by a number (e.g., French, Algebra II ).</li> <li>• capitalize <i>mom</i> and <i>dad</i> only when those titles replace names or are used as proper nouns (e.g., <i>My mom told me</i></li> </ul>

words.	<p><i>to go to bed, and I replied, “No, Mom, I don’t want to.”).</i></p> <ul style="list-style-type: none"><li>• punctuate and format dialogue.</li><li>• correctly use the apostrophe for contractions and possessives.</li><li>• maintain a consistent verb tense within sentences and throughout and across paragraphs.</li><li>• eliminate double negatives.</li><li>• correctly use quotation marks in dialogue.</li></ul>
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<b>ACPS Concepts, Enduring Understandings &amp; Essential Standards</b>	
<b>Concept: Research</b>	
<b>Enduring Understanding:</b>	
<b>Essential Standards:</b>	
<b>Lifelong Learner Standards:</b>	
<ul style="list-style-type: none"> <li>• Plan and conduct research.</li> <li>• Gather, organize, and analyze data; evaluate processes and products; and draw conclusions</li> </ul>	
<b>SOLs: 6.9</b>	

<b>Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings &amp; Essential Standards</b>	
<b>Virginia Standards of Learning</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b> To be successful with this standard, students are expected to:
<p>6.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <p>a) Collect information from multiple sources including online, print, and media.</p> <p>b) Evaluate the validity and authenticity of texts.</p> <p>c) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>d) Cite primary and secondary sources.</p> <p>e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<ul style="list-style-type: none"> <li>• understand and use the online, print, and media references available in the classroom, school, and public libraries, including:               <ul style="list-style-type: none"> <li>◦ general and specialized dictionaries;</li> <li>◦ thesauruses and glossaries;</li> <li>◦ general and specialized encyclopedias;</li> <li>◦ directories;</li> <li>◦ general and specialized (or subject-specific) databases; and</li> <li>◦ Internet resources, as appropriate for school use.</li> </ul> </li> <li>• evaluate the validity and authenticity of texts, using questions, such as:               <ul style="list-style-type: none"> <li>◦ Does the source appear in a reputable publication?</li> <li>◦ Is the source free from bias?</li> <li>◦ Does the writer have something to gain from his opinion?</li> <li>◦ Does the information contain facts for support?</li> <li>◦ Is the same information found in more than one source?</li> </ul> </li> <li>• prevent plagiarism and its consequences by giving credit to authors when idea and/or words are used in research.</li> <li>• differentiate between a primary and secondary source.</li> <li>• provide a list of sources using a standard form for documenting primary and secondary sources.</li> </ul>



## **7<sup>TH</sup> GRADE COURSE OVERVIEW**

Seventh students investigate the concept of change and continuity in language and literature. This focus requires students to explore the etymology of language through continued study of Latin roots and Greek combining forms. This focus also provides a lens through which students read, write, and speak, their understanding of various genre structures and author’s craft while beginning exploration of universality (the human experience). In essence, students seek to answer critical questions: Why does language change? Why do certain themes pervade literature? How does literature reflect individual and cultural beliefs? Students read extensively from a variety of genres, including fiction, narrative nonfiction, nonfiction, poetry, with an emphasis on historical fiction. Seventh-grade students write for a variety of audiences and purposes, using narrative, expository, persuasive, and reflective forms.

**Strand: Communication: Speaking, Listening, Media Literacy**

**Grade Level: 7**

<b>ACPS Concepts, Enduring Understandings &amp; Essential Standards</b>	
<b>Language Arts Concept: Communication</b>	
<b>Listening for Meaning</b>	<b>Speaking to Communicate</b>
<b>Enduring Understanding:</b> Attentive listeners discern the ideas of other’s to understand multiple perspectives, build knowledge, and actively solve problems.	<b>Enduring Understanding:</b> Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
<b>Essential Standard:</b> (6-12) Interpret and analyze information in order to evaluate the relevance of arguments based on evidence	<b>Essential Standard:</b> (6-12) Present claims and findings with relevant and specific evidence using appropriate eye contact, adequate volume and clear pronunciation – differentiating when appropriate between formal and informal discourse.
<b>Lifelong Learner Standards:</b> <ul style="list-style-type: none"> <li>• Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.</li> <li>• Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments.</li> </ul>	<b>Lifelong Learner Standards:</b> <ul style="list-style-type: none"> <li>• Acquire and use precise language to clearly communicate ideas, knowledge, and processes.</li> <li>• Explore and express ideas and opinions using multiple media, the arts, and technology.</li> </ul>
<b>SOLs:</b> 7.1, 7.2, 7.3	<b>SOLs:</b> 7.1, 7.2, 7.3

<b>Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings &amp; Essential Standards</b>	
<b>Virginia Standards of Learning</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b> To be successful with this standard, students are expected to:
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.	<ul style="list-style-type: none"> <li>• contribute relevant ideas, opinions, and feelings in large and small diverse groups.</li> <li>• offer and seek summary statements of their own ideas and the ideas of others.</li> <li>• select vocabulary, tone, and style with audience and purpose in mind.</li> </ul>

<p>a) Communicate ideas and information orally in an organized and succinct manner.</p> <p>b) Ask probing questions to seek elaboration and clarification of ideas.</p> <p>c) Make statements to communicate agreement or tactful disagreement with others' ideas.</p> <p>d) Use language and style appropriate to audience, topic, and purpose.</p> <p>e) Use a variety of strategies to listen actively.</p>	<ul style="list-style-type: none"> <li>• state points clearly and directly.</li> <li>• include multimedia in presentations.</li> <li>• maintain a focused discussion.</li> <li>• ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed.</li> <li>• provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views.</li> <li>• use a variety of strategies to actively listen, including: <ul style="list-style-type: none"> <li>◦ give speaker undivided attention;</li> <li>◦ use body language and gestures to show they are listening;</li> <li>◦ provide feedback or paraphrase;</li> <li>◦ allow the speaker to finish without interruptions; and</li> <li>◦ respond appropriately.</li> </ul> </li> </ul>
<p>7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.</p> <p>a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.</p> <p>b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.</p> <p>c) Compare/contrast a speaker's verbal and nonverbal messages.</p>	<ul style="list-style-type: none"> <li>• match vocabulary, tone, and volume to the audience, purpose, and topic of the message.</li> <li>• use proper posture and stance when speaking.</li> <li>• identify whether or not a nonverbal message complements the spoken message.</li> <li>• use appropriate facial expressions and gestures or motions to add to what is being said.</li> </ul>
<p>7.3 The student will understand the elements of media literacy.</p> <p>a) Identify persuasive/ informative techniques used in nonprint media including television, radio, video, and Internet.</p> <p>b) Distinguish between fact and opinion,</p>	<ul style="list-style-type: none"> <li>• deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film.</li> <li>• recognize that production elements in media are composed based on audience and purpose to create specific effects.</li> <li>• identify persuasive techniques in the media including:</li> </ul>

<p>and between evidence and inference.</p> <p>c) Describe how word choice and visual images convey a viewpoint.</p> <p>d) Compare and contrast the techniques in auditory, visual, and written media messages.</p> <p>e) Craft and publish audience-specific media messages.</p>	<ul style="list-style-type: none"> <li>◦ <b>name calling</b> or <b>innuendo</b> – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language;</li> <li>◦ <b>glittering generalities</b> or <b>card stacking</b> – telling only part of the truth; generalizing from a shred of evidence;</li> <li>◦ <b>bandwagon</b> – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd;</li> <li>◦ <b>testimonials</b> – using the declaration of a famous person or authoritative expert to give heightened credibility;</li> <li>◦ <b>appeal to prestige, snobbery, or plain folks</b> – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; and</li> <li>◦ <b>appeal to emotions</b> – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.</li> </ul> <ul style="list-style-type: none"> <li>• recognize and identify opinions in the media.</li> <li>• recognize and identify facts in the media.</li> <li>• recognize that evidence is fact and a valid inference is the interpretation of fact.</li> <li>• recognize that the effectiveness of any media message is determined by the impact on the intended audience. For example, the <i>Don't Drink and Drive</i> campaign has been an effective campaign because the number of traffic accidents due to drunk driving has been reduced.</li> <li>• describe the effect on the audience of persuasive messages in the media.</li> <li>• identify effective word choice in the media.</li> <li>• identify and analyze a variety of viewpoints expressed in the media.</li> <li>• create and publish age-appropriate media messages, such as public service announcements aimed at a variety of audiences with different purposes; include multimedia components in presentations to emphasize points.</li> </ul>
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	Reading to Learn
<p><b>Enduring Understanding:</b> Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.</p>	<p><b>Enduring Understanding:</b> Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.</p>
<p><b>Essential Standard:</b> (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.</p>	<p><b>Essential Standards:</b> (6-12) Evaluate and synthesize complex information to discern the main ideas, significant details, and relationships among them in order to ask/answer questions, solve problems, and build knowledge. (6-12) Analyze how the author’s word choice, point of view, and organizational structure impact his/her overall message. (6-12) Analyze, evaluate, and integrate information presented in diverse formats, from multiple sources, to build knowledge and make meaning. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.</p>
<p><b>Lifelong Learner Standards:</b></p> <ul style="list-style-type: none"> <li>• Seek, recognize and understand systems, patterns, themes, and interactions.</li> <li>• Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.</li> </ul>	<p><b>Lifelong Learner Standards:</b></p> <ul style="list-style-type: none"> <li>• Gather, organize, and analyze data; evaluate processes and products; and draw conclusions</li> <li>• Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.</li> </ul>
<p><b>SOLs:</b> 7.4</p>	<p><b>SOLs:</b> 7.5, 7.6</p>

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<p>7.4 The student will read to determine the</p>	<ul style="list-style-type: none"> <li>• use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words and make connections with word families (e.g. -phobia, and -ology).</li> </ul>

<p>meanings and pronunciations of unfamiliar words and phrases within authentic texts.</p> <p>a) Identify word origins and derivations.</p> <p>b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.</p> <p>c) Identify and analyze figurative language.</p> <p>d) Identify connotations.</p> <p>e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.</p>	<ul style="list-style-type: none"> <li>• separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>dent</i> from <i>dentist</i> and <i>fric</i> from <i>friction</i> to predict the meaning of <i>dentifrice</i>.</li> <li>• use synonyms and antonyms to determine the meaning of unfamiliar words.</li> <li>• use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words.</li> <li>• recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.</li> <li>• recognize, understand, and use figurative language including: <ul style="list-style-type: none"> <li>◦ <b>simile</b> – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons;</li> <li>◦ <b>metaphor</b> – figure of speech that makes a comparison equating two or more unlike things.</li> <li>◦ <b>personification</b> – figure of speech that applies human characteristics to nonhuman objects; and</li> <li>◦ <b>hyperbole</b> – intentionally exaggerated figure of speech.</li> </ul> </li> <li>• distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>), recognizing that some words have technical meanings based on context such as <i>stern</i>.</li> <li>• recognize that synonyms may have connotations (e.g., <i>elderly and mature</i>; <i>youthful and juvenile</i>).</li> <li>• use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• consult word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings.</li> </ul>
<p>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p> <p>a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.</p> <p>b) Compare and contrast various forms and genres of fictional text.</p> <p>c) Identify conventional elements and characteristics of a variety of genres.</p> <p>d) Describe the impact of word choice, imagery, and literary devices including</p>	<ul style="list-style-type: none"> <li>• recognize the elements of narrative structure including: <ul style="list-style-type: none"> <li>◦ setting – time, place, and duration;</li> <li>◦ character(s);</li> <li>◦ external conflicts, such as <ul style="list-style-type: none"> <li>- individual vs. individual</li> <li>- individual vs. nature</li> <li>- individual vs. society</li> <li>- individual vs. supernatural</li> <li>- individual vs. technology</li> </ul> </li> <li>◦ internal conflict – individual vs. self;</li> <li>◦ plot – development of the central conflict, including <ul style="list-style-type: none"> <li>- initiating event</li> </ul> </li> </ul> </li> </ul>

<p>figurative language.</p> <p>e) Make, confirm, and revise predictions.</p> <p>f) Use prior and background knowledge as a context for new learning.</p> <p>g) Make inferences and draw conclusions based on the text.</p> <p>h) Identify the main idea.</p> <p>i) Summarize text relating supporting details.</p> <p>j) Identify the author’s organizational pattern.</p> <p>k) Identify cause and effect relationships.</p> <p>l) Use reading strategies to monitor comprehension throughout the reading process.</p>	<ul style="list-style-type: none"> <li>- rising action</li> <li>- climax</li> <li>- falling action</li> <li>- resolution</li> <li>o theme.</li> <li>• distinguish between narrative prose and poetic forms, including: <ul style="list-style-type: none"> <li>o <b>haiku</b> – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;</li> <li>o <b>limerick</b> – a 5-line, rhymed, rhythmic verse, usually humorous;</li> <li>o <b>ballad</b> – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;</li> <li>o <b>free verse</b> – poetry with neither regular meter nor rhyme scheme</li> <li>o <b>couplet</b> – a pair of rhyming lines; and</li> <li>o <b>quatrain</b> – a stanza containing four lines.</li> </ul> </li> <li>• read, understand, and compare/contrast the characteristics and narrative structures of: <ul style="list-style-type: none"> <li>o short stories;</li> <li>o novels (including historical fiction);</li> <li>o folk literature; <ul style="list-style-type: none"> <li>- tales</li> <li>- myths</li> <li>- legends</li> <li>- fables</li> </ul> </li> <li>o plays; and</li> <li>o narrative nonfiction (including personal essays, biographies, and autobiographies).</li> </ul> </li> <li>• use graphic organizers to record important details for summarizing and drawing conclusions.</li> <li>• identify <b>characterization</b> as the way an author presents a character and reveals character traits by: <ul style="list-style-type: none"> <li>o what a character says;</li> <li>o what a character thinks;</li> <li>o what a character does; and</li> <li>o how other characters respond to the character.</li> </ul> </li> <li>• determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>• analyze an author’s choice and use of literary devices, including: <ul style="list-style-type: none"> <li>o <b>foreshadowing</b> – the use of clues to hint at coming events in a story; and</li> <li>o <b>irony</b> – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true.</li> </ul> </li> <li>• analyze elements of an author’s style, including:</li> </ul>
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	<ul style="list-style-type: none"> <li>◦ word choice;</li> <li>◦ sentence structure and language patterns;</li> <li>◦ imagery – the use of words to create sensory impressions — most often visual impressions but may be sound, smell, taste, or touch impressions;</li> <li>◦ contrasting points of view; and</li> <li>◦ figurative language – text enriched by word images and figures of speech.</li> </ul> <ul style="list-style-type: none"> <li>• define an author’s tone including, but not limited to: serious, sarcastic, objective, humorous, disapproving, solemn, enthusiastic, and hostile.</li> <li>• recognize and analyze the impact of an author’s choice of poetic devices, including: <ul style="list-style-type: none"> <li>◦ <b>rhyme</b> – recurring identical or similar final word sounds within or at the ends of lines of verse;</li> <li>◦ <b>rhythm</b> – the recurring pattern of strong and weak syllabic stresses;</li> <li>◦ <b>meter</b> – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;</li> <li>◦ <b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis;</li> <li>◦ <b>alliteration</b> – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and</li> <li>◦ <b>onomatopoeia</b> – the use of a word whose sound suggests its meaning, e.g., <i>clatter</i>.</li> </ul> </li> <li>• explain how poetic devices of form, rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem.</li> <li>• make predictions before, during, and after reading texts.</li> <li>• connect to prior knowledge of a subject.</li> <li>• visualize, and question a text while reading.</li> <li>• draw inferences.</li> <li>• synthesize information.</li> </ul>
<p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>a) Use prior and background knowledge as a context for new learning.</p> <p>b) Use text structures to aid comprehension.</p> <p>c) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.</p> <p>d) Draw conclusions and make inferences</p>	<ul style="list-style-type: none"> <li>• activate prior knowledge before reading by use of, but not limited to: <ul style="list-style-type: none"> <li>◦ small-group or whole-class discussion;</li> <li>◦ anticipation guides; and</li> <li>◦ preview of key vocabulary.</li> </ul> </li> <li>• use textual features to make predictions and enhance comprehension, including: <ul style="list-style-type: none"> <li>◦ boldface and/or italics type;</li> <li>◦ type set in color;</li> <li>◦ underlining;</li> <li>◦ indentation;</li> <li>◦ sidebars;</li> <li>◦ illustrations, graphics, and photographs;</li> </ul> </li> </ul>

<p>on explicit and implied information.</p> <p>e) Differentiate between fact and opinion.</p> <p>f) Identify the source, viewpoint, and purpose of texts.</p> <p>g) Describe how word choice and language structure convey an author’s viewpoint.</p> <p>h) Identify the main idea.</p> <p>i) Summarize text identifying supporting details.</p> <p>j) Identify cause and effect relationships.</p> <p>k) Organize and synthesize information for use in written formats.</p> <p>l) Use reading strategies to monitor comprehension throughout the reading process.</p>	<ul style="list-style-type: none"> <li>◦ headings and subheadings; and</li> <li>◦ footnotes and annotations.</li> </ul> <ul style="list-style-type: none"> <li>• recognize organizational pattern to enhance comprehension, including: <ul style="list-style-type: none"> <li>◦ cause and effect;</li> <li>◦ comparison/contrast;</li> <li>◦ enumeration or listing;</li> <li>◦ sequential or chronological;</li> <li>◦ concept/definition;</li> <li>◦ generalization; and</li> <li>◦ process.</li> </ul> </li> <li>• recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to: <ul style="list-style-type: none"> <li>◦ <i>as a result of, consequently</i> for cause and effect;</li> <li>◦ <i>similarly, on the other hand</i> for comparison/contrast;</li> <li>◦ <i>first, three</i> for enumeration or listing;</li> <li>◦ <i>today, meanwhile</i> for sequential or chronological;</li> <li>◦ <i>refers to, thus</i> for concept/definition;</li> <li>◦ <i>always, in fact</i> for generalization; and</li> <li>◦ <i>begins with, in order to</i> for process.</li> </ul> </li> <li>• determine two or more central ideas in a text and analyze their development over the course of the text.</li> <li>• provide an objective summary of the text by recording the development of the central ideas.</li> <li>• analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning.</li> </ul>
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	Writing to Communicate
<p><b>Enduring Understanding:</b> Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.</p> <p><b>Essential Standards:</b>                      (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing.                      (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.</p>	<p><b>Enduring Understanding:</b> Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.</p> <p><b>Essential Standards:</b>                      (6-12) Write for a variety of purposes and audiences using effective technique, relevant descriptive details, supporting evidence, and well-structured event sequences. Types of writing include: arguments, informative/explanatory texts, and narratives.                      (6-12) Produce, edit, revise, and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.</p>
<p><b>Lifelong Learner Standards:</b></p> <ul style="list-style-type: none"> <li>• Seek, recognize, and understand systems, patterns, themes, and interactions.</li> <li>• Acquire and use precise language to clearly communicate ideas, knowledge, and processes.</li> </ul>	<p><b>Lifelong Learner Standards:</b></p> <ul style="list-style-type: none"> <li>• Acquire and use precise language to clearly communicate ideas, knowledge, and processes.</li> <li>• Explore and express ideas and opinions using multiple media, the arts, and technology.</li> </ul>
<b>SOLs:</b> 7.7, 7.8	<b>SOLs:</b> 7.7, 7.8

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.	<ul style="list-style-type: none"> <li>• identify intended audience and purpose.</li> <li>• use a variety of prewriting strategies including:</li> </ul>

<p>a) Identify intended audience.</p> <p>b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.</p> <p>c) Organize writing structure to fit mode or topic.</p> <p>d) Establish a central idea and organization.</p> <p>e) Compose a topic sentence or thesis statement.</p> <p>f) Write multiparagraph compositions with unity elaborating the central idea.</p> <p>g) Select vocabulary and information to enhance the central idea, tone, and voice.</p> <p>h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p> <p>i) Use clauses and phrases for sentence variety.</p> <p>j) Revise sentences for clarity of content including specific vocabulary and information.</p> <p>k) Use computer technology to plan, draft, revise, edit, and publish writing.</p>	<ul style="list-style-type: none"> <li>◦ brainstorming;</li> <li>◦ webbing;</li> <li>◦ mapping;</li> <li>◦ outlining;</li> <li>◦ clustering;</li> <li>◦ listing; and</li> <li>◦ using graphic organizers.</li> </ul> <ul style="list-style-type: none"> <li>• explain, analyze, or summarize a topic.</li> <li>• write an effective thesis statement focusing, limiting, or narrowing the topic.</li> <li>• differentiate between a thesis statement and a topic sentence.</li> <li>• choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas.</li> <li>• develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.</li> <li>• engage and orient the reader by establishing a context and introducing a narrator and/or characters.</li> <li>• organize an event sequence that unfolds naturally and logically.</li> <li>• use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</li> <li>• create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.</li> <li>• include an appropriate introduction and satisfying conclusion.</li> <li>• sustain a formal style.</li> <li>• use written expression to draft and revise compositions with attention to: <ul style="list-style-type: none"> <li>◦ voice;</li> <li>◦ tone;</li> <li>◦ selection of information;</li> <li>◦ embedded phrases and clauses that clarify meaning;</li> <li>◦ vivid and precise vocabulary;</li> <li>◦ figurative language; and</li> <li>◦ sentence variety.</li> </ul> </li> <li>• recognize terms illustrative of tone, such as, but not limited to: <ul style="list-style-type: none"> <li>◦ serious;</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>◦ sarcastic;</li> <li>◦ objective;</li> <li>◦ enthusiastic;</li> <li>◦ solemn;</li> <li>◦ humorous;</li> <li>◦ hostile;</li> <li>◦ personal; and</li> <li>◦ impersonal.</li> </ul> <ul style="list-style-type: none"> <li>• apply revising procedures in peer and self-review, including: <ul style="list-style-type: none"> <li>◦ rereading;</li> <li>◦ reflecting;</li> <li>◦ rethinking; and</li> <li>◦ rewriting.</li> </ul> </li> <li>• vary sentence structure by using coordinating conjunctions: <i>for, and, nor, but, or, yet, and so.</i></li> <li>• use subordinating conjunctions to form complex sentences: <i>after, although, as, as if, because, before, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, whereas, wherever, whether, which, and while.</i></li> <li>• incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to: <ul style="list-style-type: none"> <li>◦ <b>coordination</b> – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions;</li> <li>◦ <b>subordination</b> – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions; and</li> <li>◦ <b>modifier</b> – an adjective, an adverb, or a phrase or clause <u>acting</u> as an adjective or adverb.</li> </ul> </li> <li>• use available computer technology to assist throughout the writing process.</li> </ul>
<p>7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</p> <p>b) Choose appropriate adjectives and adverbs to enhance writing.</p>	<ul style="list-style-type: none"> <li>• use complete sentences with appropriate punctuation, including the punctuation of dialogue.</li> <li>• use a singular verb with a singular subject and a plural verb with a plural subject (e.g., <i>The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.</i>).</li> <li>• use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent (e.g., <i>All students should bring their notebooks to class. Each student must provide his own pen.</i>)</li> <li>• diagram sentences with phrases and clauses.</li> <li>• use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> </ul>

<p>c) Use pronoun-antecedent agreement to include indefinite pronouns.</p> <p>d) Use subject-verb agreement with intervening phrases and clauses.</p> <p>e) Edit for verb tense consistency and point of view.</p> <p>f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.</p> <p>g) Use quotation marks with dialogue.</p> <p>h) Use correct spelling for commonly used words.</p>	<ul style="list-style-type: none"><li>• maintain verb tense (present, past, future) throughout an entire piece of writing.</li><li>• maintain consistent point of view through a piece of writing.</li><li>• use quotation marks to represent the exact language (either spoken or written) of another.</li></ul>
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<b>ACPS Concepts, Enduring Understandings &amp; Essential Standards</b>	
<b>Concept: Research</b>	
<b>Enduring Understanding:</b>	
<b>Essential Standards:</b>	
<b>Lifelong Learner Standards:</b>	
<ul style="list-style-type: none"> <li>• Plan and conduct research.</li> <li>• Gather, organize, and analyze data; evaluate processes and products; and draw conclusions</li> </ul>	
<b>SOLs: 7.9</b>	

<b>Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings &amp; Essential Standards</b>	
<b>Virginia Standards of Learning</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b> To be successful with this standard, students are expected to:
<p>7.9 The student will apply knowledge of appropriate reference materials to produce a research product.</p> <p>a) Collect and organize information from multiple sources including online, print and media.</p> <p>b) Evaluate the validity and authenticity of sources.</p> <p>c) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>d) Cite primary and secondary sources.</p> <p>e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<ul style="list-style-type: none"> <li>• use available resource tools, including:             <ul style="list-style-type: none"> <li>◦ educational online resources;</li> <li>◦ reference books;</li> <li>◦ scholarly journals;</li> <li>◦ magazines;</li> <li>◦ the Internet, as appropriate for school use; and</li> <li>◦ general and specialized (or subject-specific) databases.</li> </ul> </li> <li>• organize and synthesize information with tools, including:             <ul style="list-style-type: none"> <li>◦ graphic organizers;</li> <li>◦ outlines;</li> <li>◦ spreadsheets;</li> <li>◦ databases; and</li> <li>◦ presentation software.</li> </ul> </li> <li>• create a “Works Cited” page using MLA format for oral and written presentations.</li> <li>• differentiate between a primary and a secondary source.</li> <li>• gather relevant information from multiple print and digital sources; assess the credibility and validity of each source;</li> </ul>

	<ul style="list-style-type: none"><li>• prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in direct quotation or paraphrases.</li><li>• evaluate the validity and authenticity of texts, using questions, such as:<ul style="list-style-type: none"><li>◦ Does the source appear in a reputable publication?</li><li>◦ Is the source free from bias?</li><li>◦ Does the writer have something to gain from his opinion?</li><li>◦ Does the information contain facts for support?</li><li>◦ Is the same information found in more than one source?</li></ul></li><li>• summarize and cite specific evidence from the text to support conclusions.</li></ul>
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## **8<sup>TH</sup> GRADE COURSE OVERVIEW**

Eighth-grade students focus on universality and expressing their own voices as part of the human experience. Reading extensively from fiction, narrative nonfiction, nonfiction, drama, and poetry, students explore such themes as the search for identity, coming of age, cooperation vs. isolation, and tolerance of the atypical. Through speaking and writing, students contribute their own voices and experiences to this timeless, universal conversation about what it means to be human. Eighth-grade students also write for a variety of audiences and purposes, using narrative, expository, persuasive, and analytical forms. Additionally, students use knowledge of Latin roots and Greek combining forms to discuss the etymology of language and to use language effectively as speakers and writers.

**Strand: Communication: Speaking, Listening, Media Literacy**

**Grade Level: 8**

<b>ACPS Concepts, Enduring Understandings &amp; Essential Standards</b>	
<b>Language Arts Concept: Communication</b>	
<b>Listening for Meaning</b>	<b>Speaking to Communicate</b>
<b>Enduring Understanding:</b> Attentive listeners discern the ideas of other’s to understand multiple perspectives, build knowledge, and actively solve problems.	<b>Enduring Understanding:</b> Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
<b>Essential Standard:</b> (6-12) Interpret and analyze information in order to evaluate the relevance of arguments based on evidence	<b>Essential Standard:</b> (6-12) Present claims and findings with relevant and specific evidence using appropriate eye contact, adequate volume and clear pronunciation – differentiating when appropriate between formal and informal discourse.
<b>Lifelong Learner Standards:</b> <ul style="list-style-type: none"> <li>• Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.</li> <li>• Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments.</li> </ul>	<b>Lifelong Learner Standards:</b> <ul style="list-style-type: none"> <li>• Acquire and use precise language to clearly communicate ideas, knowledge, and processes.</li> <li>• Explore and express ideas and opinions using multiple media, the arts, and technology.</li> </ul>
<b>SOLs:</b> 8.1, 8.2, 8.3	<b>SOLs:</b> 8.1, 8.2, 8.3

<b>Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings &amp; Essential Standards</b>	
<b>Virginia Standards of Learning</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b> To be successful with this standard, students are expected to:
8.1 The student will use interviewing techniques to gain information. a) Prepare and ask relevant questions for the interview. b) Make notes of responses. c) Compile, accurately report, and publish responses. d) Evaluate the effectiveness of the	<ul style="list-style-type: none"> <li>• determine the purpose of the interview.</li> <li>• select a subject for the interview.</li> <li>• create and record questions that will elicit relevant responses.</li> <li>• apply effective note-taking strategies.</li> <li>• evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists.</li> </ul>

interview.	
<p>8.2 The student will develop and deliver oral presentations in groups and individually.</p> <p>a) Choose topic and purpose appropriate to the audience.</p> <p>b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.</p> <p>c) Use appropriate verbal and nonverbal presentation skills.</p> <p>d) Respond to audience questions and comments.</p> <p>e) Differentiate between standard English and informal language.</p> <p>f) Critique oral presentations.</p> <p>g) Assume shared responsibility for collaborative work.</p> <p>h) Use a variety of strategies to listen actively.</p>	<ul style="list-style-type: none"> <li>• articulate the purpose of the presentation.</li> <li>• select and narrow the topic with attention to time limits and audience.</li> <li>• prepare the presentation, using strategies including, but not limited to: <ul style="list-style-type: none"> <li>◦ note cards;</li> <li>◦ outlines;</li> <li>◦ formal written report; and</li> <li>◦ questions and answers.</li> </ul> </li> <li>• select and use appropriate vocabulary for audience and purpose.</li> <li>• define technical terms.</li> <li>• include multimedia to clarify presentation information.</li> <li>• rehearse both alone and with a coach.</li> <li>• use a rubric or checklist to evaluate presentations.</li> <li>• answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas.</li> <li>• work effectively with diverse groups.</li> <li>• exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.</li> </ul>
<p>8.3 The student will analyze, develop, and produce creative or informational media messages.</p> <p>a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.</p> <p>b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p>c) Use media and visual literacy skills to create products that express new understandings.</p>	<ul style="list-style-type: none"> <li>• deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film.</li> <li>• identify and analyze persuasive techniques used in the media, including: <ul style="list-style-type: none"> <li>◦ <b>name calling</b> or <b>innuendo</b> – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language;</li> <li>◦ <b>glittering generalities</b> or <b>card stacking</b> – telling only part of the truth; generalizing from a shred of evidence;</li> <li>◦ <b>bandwagon</b> – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd;</li> <li>◦ <b>testimonials</b> – using the declaration of a famous person or authoritative expert to give heightened credibility;</li> <li>◦ <b>appeal to prestige, snobbery, or plain folks</b> – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; and</li> <li>◦ <b>appeal to emotions</b> – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.</li> </ul> </li> </ul>

<p>d) Evaluate sources for relationships between intent and factual content.</p>	<ul style="list-style-type: none"> <li>• describe the effect of persuasive messages in the media on the audience.</li> <li>• identify and evaluate effective word choice in the media.</li> <li>• identify and analyze choice of information in the media.</li> <li>• identify and analyze various viewpoints in the media.</li> <li>• identify public opinion trends and possible causes.</li> <li>• identify the sources and viewpoint of publications.</li> <li>• identify the elements of a variety of media including layout, pictures, and text features in print media. Camera shots, lighting, editing and sound in TV, radio, and film.</li> <li>• recognize that production elements in media are composed based on audience and purpose to create specific effects.</li> <li>• analyze the use of opinions in the media.</li> <li>• analyze the use of facts in the media.</li> <li>• describe the effect on the audience of persuasive messages in the media.</li> <li>• identify effective word choice and images in the media.</li> <li>• create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes.</li> <li>• evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to express new understandings.</li> <li>• identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and nonprint resources.</li> </ul>
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	Reading to Learn
<p><b>Enduring Understanding:</b> Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.</p>	<p><b>Enduring Understanding:</b> Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.</p>
<p><b>Essential Standard:</b> (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.</p>	<p><b>Essential Standards:</b> (6-12) Evaluate and synthesize complex information to discern the main ideas, significant details, and relationships among them in order to ask/answer questions, solve problems, and build knowledge. (6-12) Analyze how the author’s word choice, point of view, and organizational structure impact his/her overall message. (6-12) Analyze, evaluate, and integrate information presented in diverse formats, from multiple sources, to build knowledge and make meaning. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.</p>
<p><b>Lifelong Learner Standards:</b></p> <ul style="list-style-type: none"> <li>• Seek, recognize and understand systems, patterns, themes, and interactions.</li> <li>• Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.</li> </ul>	<p><b>Lifelong Learner Standards:</b></p> <ul style="list-style-type: none"> <li>• Gather, organize, and analyze data; evaluate processes and products; and draw conclusions</li> <li>• Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.</li> </ul>
<p><b>SOLs:</b> 8.4, 8.5</p>	<p><b>SOLs:</b> 8.5, 8.6</p>

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
8.4 The student will apply knowledge of	<ul style="list-style-type: none"> <li>• use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g., -phobia, and -ology).</li> </ul>

<p>word origins, analogies, and figurative language to extend vocabulary development within authentic texts.</p> <p>a) Identify and analyze an author’s use of figurative language.</p> <p>b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.</p> <p>c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.</p> <p>d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.</p> <p>e) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.</p>	<ul style="list-style-type: none"> <li>• recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i>.</li> <li>• distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>), recognizing that some words have technical meanings based on context such as <i>stern</i>.</li> <li>• understand, evaluate, and use figurative language, including: <ul style="list-style-type: none"> <li>◦ <b>simile</b> – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons;</li> <li>◦ <b>metaphor</b> – figure of speech that <i>implies</i> comparisons;</li> <li>◦ <b>personification</b> – figure of speech that applies human characteristics to nonhuman objects;</li> <li>◦ <b>hyperbole</b> – intentionally exaggerated figure of speech; and</li> <li>◦ <b>symbol</b> – word or object that represents something else. For example, a dove stands for peace.</li> </ul> </li> <li>• analyze relationships common to analogy construction, including: <ul style="list-style-type: none"> <li>◦ type or example – cinnamon: spice;</li> <li>◦ characteristics – glass: breakable;</li> <li>◦ association – bow: arrow;</li> <li>◦ operator – car: driver;</li> <li>◦ degree – pleased: ecstatic;</li> <li>◦ mathematical – three: six;</li> <li>◦ number – louse: lice;</li> <li>◦ synonyms and antonyms – hot: cold;</li> <li>◦ purpose – chair: sit;</li> <li>◦ cause/effect – sun: burn;</li> <li>◦ sequence – day: week;</li> <li>◦ characteristic – snow: cold;</li> <li>◦ product – tree: lumber; and</li> <li>◦ degree – warm: hot.</li> </ul> </li> <li>• consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning.</li> <li>• recognize that synonyms may have connotations, e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i> and describe the impact on text.</li> <li>• use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• use both context and reference skills independently to determine the nuances and connotations of words.</li> </ul>
<p>8.5 The student will read and analyze a</p>	<ul style="list-style-type: none"> <li>• identify the elements of narrative structure, including: <ul style="list-style-type: none"> <li>◦ setting – time and place</li> </ul> </li> </ul>

<p>variety of fictional texts, narrative nonfiction, and poetry.</p> <p>a) Explain the use of symbols and figurative language.</p> <p>b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.</p> <p>d) Understand the author’s use of conventional elements and characteristics within a variety of genres.</p> <p>e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.</p> <p>f) Compare and contrast authors’ styles.</p> <p>g) Identify and ask questions that clarify various viewpoints.</p> <p>h) Identify the main idea.</p> <p>i) Summarize text relating supporting details.</p> <p>j) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.</p> <p>k) Identify cause and effect relationships.</p> <p>l) Use prior and background knowledge as a context for new learning.</p> <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p>	<ul style="list-style-type: none"> <li>◦ character(s), either: <ul style="list-style-type: none"> <li>- <b>static</b> – remaining the same during the course of the story, or</li> <li>- <b>dynamic</b> – changing during the course of and as a result of the story</li> </ul> </li> <li>◦ external conflicts, such as: <ul style="list-style-type: none"> <li>- individual vs. individual</li> <li>- individual vs. nature</li> <li>- individual vs. society</li> <li>- individual vs. supernatural</li> <li>- individual vs. technology</li> </ul> </li> <li>◦ internal conflict – individual vs. self</li> <li>◦ plot <ul style="list-style-type: none"> <li>- initiating event</li> <li>- rising action</li> <li>- climax</li> <li>- falling action <ul style="list-style-type: none"> <li>- resolution</li> </ul> </li> </ul> </li> <li>◦ theme</li> <li>• recognize different plot patterns including subplots.</li> <li>• understand and analyze elements of an author’s style, including: <ul style="list-style-type: none"> <li>◦ dialogue;</li> <li>◦ sentence structure;</li> <li>◦ language patterns;</li> <li>◦ tone, including <ul style="list-style-type: none"> <li>- serious</li> <li>- solemn</li> <li>- sarcastic</li> <li>- objective</li> <li>- enthusiastic</li> <li>- humorous</li> <li>- hostile</li> <li>- disapproving</li> <li>- personal</li> <li>- impersonal</li> </ul> </li> <li>◦ voice.</li> </ul> </li> <li>• differentiate among points of view in stories, including: <ul style="list-style-type: none"> <li>◦ first person;</li> <li>◦ third person limited to a character or narrator; and</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>◦ third person omniscient.</li> <li>• analyze how differences in points of view can create such effects as suspense or humor.</li> <li>• analyze an author’s use of literary devices, including: <ul style="list-style-type: none"> <li>◦ <b>foreshadowing</b> – the giving of clues to hint at coming events in a story;</li> <li>◦ <b>irony</b> – the implication, through plot or character, that the actual situation is quite different from that presented;</li> <li>◦ <b>flashback</b> – a return to an earlier time in the course of a narrative to introduce prior information; and</li> <li>◦ <b>symbolism</b> – the use of concrete and recognizable things to represent ideas.</li> </ul> </li> <li>• analyze poetic devices in prose and poetry, including: <ul style="list-style-type: none"> <li>◦ word choice;</li> <li>◦ figurative language;</li> <li>◦ symbolism;</li> <li>◦ imagery;</li> <li>◦ rhyme;</li> <li>◦ rhythm;</li> <li>◦ repetition; and</li> <li>◦ sound elements.</li> </ul> </li> <li>• evaluate an author’s choice of words and images.</li> <li>• identify poetic forms, including: <ul style="list-style-type: none"> <li>◦ <b>haiku</b> – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;</li> <li>◦ <b>limerick</b> – a 5-line, rhymed, rhythmic verse, usually humorous;</li> <li>◦ <b>ballad</b> – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;</li> <li>◦ <b>free verse</b> – poetry with neither regular meter nor rhyme scheme;</li> <li>◦ <b>couplet</b> – a pair of rhyming lines; and</li> <li>◦ <b>quatrain</b> – a stanza containing four lines.</li> </ul> </li> <li>• compare and contrast an author’s choice of sound elements in prose and poetry, including: <ul style="list-style-type: none"> <li>◦ <b>rhyme</b> – recurring identical or similar final word sounds within or at the ends of lines of verse;</li> <li>◦ <b>rhythm</b> – the recurring pattern of strong and weak syllabic stresses;</li> <li>◦ <b>meter</b> – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;</li> <li>◦ <b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis;</li> <li>◦ <b>alliteration</b> – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and</li> <li>◦ <b>onomatopoeia</b> – the use of a word whose sound suggests its meaning (e.g., <i>buzz</i>).</li> </ul> </li> <li>• determine a theme of a text and analyze its development over the course of the text.</li> <li>• determine an author’s point of view or purpose in a text.</li> </ul>
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	<ul style="list-style-type: none"> <li>• analyze how differences in points of view can create such effects as suspense or humor.</li> <li>• use graphic organizers to analyze and summarize text.</li> <li>• recognize an author’s use of connotations and persuasive language to convey a viewpoint.</li> </ul>
<p>8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <p>a) Draw on background knowledge and knowledge of text structure to understand selections.</p> <p>b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>c) Analyze the author’s qualifications, viewpoint, and impact.</p> <p>d) Analyze the author’s use of text structure and word choice.</p> <p>e) Analyze details for relevance and accuracy.</p> <p>f) Differentiate between fact and opinion.</p> <p>g) Identify the main idea.</p> <p>h) Summarize the text identifying supporting details.</p> <p>i) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.</p> <p>j) Identify cause and effect relationships.</p> <p>k) Evaluate, organize, and synthesize information for use in written and oral formats.</p> <p>l) Use reading strategies to monitor comprehension throughout the reading process.</p>	<ul style="list-style-type: none"> <li>• activate prior knowledge before reading by use of: <ul style="list-style-type: none"> <li>◦ small-group or whole-class discussion;</li> <li>◦ anticipation guides; and</li> <li>◦ preview of key vocabulary.</li> </ul> </li> <li>• recognize an author’s use of connotations and persuasive language, to convey a viewpoint.</li> <li>• determine an author’s point of view or purpose in a text.</li> <li>• analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li> <li>• analyze and record information, using text structures (organizational patterns), including: <ul style="list-style-type: none"> <li>◦ cause and effect;</li> <li>◦ comparison/contrast;</li> <li>◦ enumeration or listing;</li> <li>◦ sequential or chronological;</li> <li>◦ concept/definition;</li> <li>◦ generalization; and</li> <li>◦ process.</li> </ul> </li> <li>• 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.</li> <li>• use strategies for summarizing, such as the following: <ul style="list-style-type: none"> <li>◦ delete trivia and redundancy;</li> <li>◦ substitute a general term for a list; and</li> <li>◦ find or create a main idea statement.</li> </ul> </li> <li>• read and follow directions.</li> <li>• use text structures such as the following to enhance comprehension and note taking: <ul style="list-style-type: none"> <li>◦ boldface and/or italics type;</li> <li>◦ type set in color;</li> <li>◦ underlining;</li> <li>◦ indentation;</li> <li>◦ sidebars;</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>◦ illustrations, graphics, and photographs;</li><li>◦ headings and subheadings; and</li><li>◦ footnotes and annotations.</li><li>• analyze an author’s choice of details by examining:<ul style="list-style-type: none"><li>◦ accuracy;</li><li>◦ placement;</li><li>◦ thoroughness;</li><li>◦ relevance; and</li><li>◦ effectiveness.</li></ul></li><li>• analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li><li>• analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.</li><li>• distinguish between subjective and objective writing.</li><li>• use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.</li></ul>
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	Writing to Communicate
<p><b>Enduring Understanding:</b> Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.</p> <p><b>Essential Standards:</b>                      (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing.                      (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.</p>	<p><b>Enduring Understanding:</b> Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.</p> <p><b>Essential Standards:</b>                      (6-12) Write for a variety of purposes and audiences using effective technique, relevant descriptive details, supporting evidence, and well-structured event sequences. Types of writing include: arguments, informative/explanatory texts, and narratives.                      (6-12) Produce, edit, revise, and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.</p>
<p><b>Lifelong Learner Standards:</b></p> <ul style="list-style-type: none"> <li>• Seek, recognize, and understand systems, patterns, themes, and interactions.</li> <li>• Acquire and use precise language to clearly communicate ideas, knowledge, and processes.</li> </ul>	<p><b>Lifelong Learner Standards:</b></p> <ul style="list-style-type: none"> <li>• Acquire and use precise language to clearly communicate ideas, knowledge, and processes.</li> <li>• Explore and express ideas and opinions using multiple media, the arts, and technology.</li> </ul>
<b>SOLs:</b> 8.7, 8.8	<b>SOLs:</b> 8.7, 8.8

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.	<ul style="list-style-type: none"> <li>• write in a variety of forms, including:                             <ul style="list-style-type: none"> <li>◦ <b>narrative</b> – writing to tell a story;</li> <li>◦ <b>expository</b> – writing to explain and build a body of well-organized and understandable information;</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>a) Identify intended audience.</li> <li>b) Use prewriting strategies to generate and organize ideas.</li> <li>c) Distinguish between a thesis statement and a topic sentence.</li> <li>d) Organize details to elaborate the central idea and provide unity.</li> <li>e) Select specific vocabulary and information for audience and purpose.</li> <li>f) Use interview quotations as evidence.</li> <li>g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.</li> <li>h) Use computer technology to plan, draft, revise, edit, and publish writing.</li> </ul>	<ul style="list-style-type: none"> <li>◦ <b>persuasive</b> – writing to influence the reader or listener to believe or do as the author or speaker suggests; and</li> <li>◦ <b>informational</b> – writing to put forth information, frequently used in textbooks and the news media.</li> <li>• use a variety of prewriting strategies, for example: <ul style="list-style-type: none"> <li>◦ brainstorming;</li> <li>◦ webbing;</li> <li>◦ mapping;</li> <li>◦ outlining;</li> <li>◦ clustering;</li> <li>◦ listing; and</li> <li>◦ using graphic organizers.</li> </ul> </li> <li>• use written expression to explain, analyze, or summarize a topic with attention to: <ul style="list-style-type: none"> <li>◦ purpose and audience;</li> <li>◦ a central or controlling idea;</li> <li>◦ voice;</li> <li>◦ tone (such as serious, sarcastic, objective, enthusiastic, solemn, humorous, hostile, personal, impersonal);</li> <li>◦ coherent selection of information and details;</li> <li>◦ embedded phrases and clauses that clarify meaning and increase variety;</li> <li>◦ vivid and precise vocabulary;</li> <li>◦ figurative language;</li> <li>◦ sentence variety; and</li> <li>◦ transitional words and phrases.</li> </ul> </li> <li>• develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.</li> <li>• engage and orient the reader by establishing a context and introducing a narrator and/or characters.</li> <li>• organize an event sequence that unfolds naturally and logically.</li> <li>• use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• apply revising procedures, including: <ul style="list-style-type: none"> <li>◦ rereading;</li> <li>◦ reflecting;</li> <li>◦ rethinking;</li> <li>◦ rewriting;</li> <li>◦ including vivid vocabulary;</li> <li>◦ combining sentences for variety and rhythm; and</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>◦ providing transitions between ideas and paragraphs.</li> <li>• create a thesis statement that focuses the essay, expresses the writer’s position in an argument, or explains the purpose of the essay, and is usually found in the first paragraph.</li> <li>• elaborate the central idea, providing sustained unity throughout the writing.</li> <li>• choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• sustain a formal style.</li> <li>• develop a conclusion.</li> </ul>
<p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</p> <p>b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.</p> <p>c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.</p> <p>d) Maintain consistent verb tense across paragraphs.</p> <p>e) Use comparative and superlative degrees in adverbs and adjectives.</p> <p>f) Use quotation marks with dialogue and direct quotations.</p> <p>g) Use correct spelling for frequently used words.</p>	<ul style="list-style-type: none"> <li>• use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses.</li> <li>• use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>• use an ellipsis to indicate an omission.</li> <li>• diagram sentences with phrases and clauses.</li> <li>• use a singular verb with a singular subject and a plural verb with a plural subject.</li> <li>• use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent.</li> <li>• use objective pronouns in prepositional phrases with compound objects.</li> <li>• choose and maintain tense (present, past, future) throughout an entire paragraph or text.</li> <li>• use comparative and superlative adjectives.</li> <li>• use comparative and superlative adverbs.</li> <li>• use and correctly punctuate transitional words, such as <i>furthermore</i>, <i>however</i>, <i>since</i>, and <i>next</i>.</li> <li>• use correct conjunctions, such as <i>either/or</i> and <i>neither/nor</i>.</li> <li>• embed quotations from other sources with skill and accuracy.</li> <li>• use quotation marks correctly with dialogue.</li> </ul>

ACPS Concepts, Enduring Understandings & Essential Standards	
Concept: Research	
Enduring Understanding:	TBD
Essential Standards:	TBD
Lifelong Learner Standards:	<ul style="list-style-type: none"> <li>Plan and conduct research.</li> <li>Gather, organize, and analyze data; evaluate processes and products; and draw conclusions</li> </ul>
SOLs: 8.9	

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<p>8.9 The student will apply knowledge of appropriate reference materials to produce a research product.</p> <p>a) Collect and synthesize information from multiple sources including online, print and media.</p> <p>b) Evaluate the validity and authenticity of texts.</p> <p>c) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</p> <p>e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological</p>	<ul style="list-style-type: none"> <li>understand that a <b>primary source</b> is an original document or a firsthand or eyewitness account of an event.</li> <li>understand that a <b>secondary source</b> discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.</li> <li>use a variety of strategies to generate notes, and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary.</li> <li>embed quotations from other sources with skill and accuracy.</li> <li>evaluate the validity and authenticity of texts, using questions such as:             <ul style="list-style-type: none"> <li>Does the source appear in a reputable publication?</li> <li>Is the source free from bias? Does the writer have something to gain from his opinion?</li> <li>Does the information contain facts for support?</li> <li>Is the same information found in more than one source?</li> </ul> </li> <li>conduct short research projects to answer a question drawing on several sources and generating questions.</li> <li>use computer technology to research, organize, evaluate, and communicate information.</li> <li>document using a standard form such as MLA or APA.</li> </ul>

<p>Association (APA) style.</p> <p>f) Publish findings and respond to feedback.</p> <p>g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<ul style="list-style-type: none"><li>• avoid plagiarism, give credit whenever using another person's idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person's words.</li></ul>
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