

Quarter 1 – 1st 9 Weeks

Unit/Content	SOL Objectives	Essential Knowledge/ Skills & Processes to Demonstrate Mastery; Students should be able to:	Suggested Resources/ Notes:
<p>Communication: <u>Speaking,</u> <u>Listening, Media</u> <u>Literacy</u></p> <p>Reading:</p>	<p>7.1 – The student will participate in and contribute to conversations, group discussions, and oral presentations.</p> <p>7.2 – The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages.</p> <p>7.3 - **To begin 2nd Quarter**</p> <p>7.4 – The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.</p> <p>7.5 – The student will read and</p>	<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> <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> <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. **2nd Quarter**</p> <p>e. **2nd Quarter **</p> <p>f. Extend general and specialized vocabulary through speaking, listening, reading, and writing.</p> <p>a. Describe the elements of narrative structure</p>	<p>**This is all group work and presentations**</p> <p>7.4 – With the exception of 7.4c , this is all vocabulary: Recommend a vocabulary lesson at least three times a week making sure to cover in Q1:</p> <ul style="list-style-type: none"> - Word origins and derivations - Roots - Synonyms - Anytonyms

	<p>demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p> <p>7.6 – The student will read and demonstrate comprehension of a variety of non-fiction texts.</p>	<p>including setting, character development, plot structure, theme, and conflict.</p> <p>b. **2nd Quarter**</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 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. **2nd Quarter**</p> <p>k. **2nd Quarter**</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process</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. **2nd Quarter**</p> <p>d. Draw conclusions and make inferences on explicit and implied information</p> <p>e. **2nd Quarter**</p> <p>f. **2nd Quarter**</p> <p>g. **2nd Quarter**</p> <p>h. Identify the main idea</p> <p>i. Summarize text identifying supporting details</p> <p>j. **2nd Quarter**</p> <p>k. **3rd Quarter**</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>d - Similar to 7.4c (analyzing figurative language)</p> <p>a- Same as 7.5f</p> <p>d- Similar to 7.5g</p> <p>h – Same as 7.5h</p> <p>i- Same as 7.5i</p> <p>l – Same as 7.5l</p>
--	--	---	--

<p><u>Writing:</u></p>	<p>7.7 - The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.</p>	<ol style="list-style-type: none"> a. Identify intended audience b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c. Organize writing structure to fit mode or topic d. Establish a central idea and organization e. **2nd Quarter** f. Write multiparagraph compositions with unity elaborating the central idea g. Select vocabulary and information to enhance the central idea, tone, and voice h. **2nd Quarter** i. **2nd Quarter** j. Revise sentences for clarity of content including specific vocabulary and information k. Use computer technology to plan, draft, revise, edit, and publish writing. 	<p>Quarter 1 – Writing: Do a persuasive writing for this quarter Also – Do a Proper Letter format and writing</p> <p>One finished/published piece of writing quarterly! Mini lessons for Quarter 1 writing include (in no order):</p> <ul style="list-style-type: none"> - Prewriting strategies - Writing process - Writing around one central idea/topic - Audience and purpose - Paragrph writing - Editing marks - Written expression
	<p>7.8 – The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p>	<ol style="list-style-type: none"> a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Choose appropriate adjectives and adverbs to enhance writing. c. Use pronoun-antecedent agreement to include indefinite pronouns. d. **2nd Quarter** e. **2nd Quarter** f. ****4th Quarter**** g. ****4th Quarter**** h. Use correct spelling for commonly used words 	<p>7.8 - this is an extension of 7.7 - Most of these strands can be mini-lessons taught in students’ writing. <u>These strands are tested on the 8th grade SOL.</u> For example: sentence diagraming, choosing adjectives and adverbs to enhance writing Pronoun – antecedent agreement</p>
<p><u>Research:</u></p>	<p>7.9 – The student will apply knowledge of appropriate reference materials to produce a research product</p>	<ol style="list-style-type: none"> a. Collect and organize information from multiple sources including online, print and media b. **2nd Quarter** c. Use technology as a tool to research, organize, evaluate, and communicate information d. Cite primary and secondary sources e. ****4th Quarter**** 	<p>6.9 a, c, d – These can be great lessons that the librarian helps with. The bulk of strand 7.9 will be in Quarter 4 centering around a research project.</p>

Quarter 2 – 2nd 9 Weeks

Unit/Content	SOL Objectives	Essential Knowledge/ Skills & Processes to Demonstrate Mastery; Students should be able to:	Suggested Resources/ Notes:
<p>Communication: Speaking, Listening, Media Literacy</p> <p>Reading:</p>	<p>7.1 – The student will participate in and contribute to conversations, group discussions, and oral presentations.</p> <p>7.2 – The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages.</p> <p>7.3- The student will understand the elements of media literacy.</p> <p>7.4 – The student will read to determine the meanings and</p>	<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> <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> <p>a. Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.</p> <p>b. Distinguish between fact and opinion, and between evidence and inference</p> <p>c. Describe how word choice and visual images convey a viewpoint.</p> <p>d. **Quarter 4**</p> <p>e. **Quarter 4**</p> <p>a. Identify word origins and derivations</p> <p>b. Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.</p>	<p>**Highlighted material was not covered in the quarter previous**</p>

	<p>pronunciations of unfamiliar words and phrases within authentic texts.</p> <p>7.5 – The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p> <p>7.6 – The student will read and demonstrate comprehension of a variety of non-fiction texts.</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> <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 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 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> <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 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</p>	<p>7.4 – Continue with vocabulary lessons but add:</p> <ul style="list-style-type: none"> - Cognates - Affixes - Connotations <p>e- Same as 7.3b</p>
--	---	--	--

<p>Writing:</p>	<p>7.7-The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.</p> <p>7.8 – The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p>	<p>convey an author’s viewpoint</p> <p>h. Identify the main idea i. Summarize text identifying supporting details j. Identify cause and effect relationships k. ***3rd Quarter*** l. Use reading strategies to monitor comprehension throughout the reading process.</p> <p>a. Identify intended audience b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c. Organize writing structure to fit mode or topic d. Establish a central idea and organization e. Compose a topic sentence or thesis statement f. Write multiparagraph compositions with unity elaborating the central idea g. Select vocabulary and information to enhance the central idea, tone, and voice h. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i. Use clauses and phrases for sentnece variety j. Revise sentences for clarity of content including specific vocabulary and information k. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Choose appropriate adjectives and adverbs to enhance writing. c. Use pornoun-antecedent agreement to include indefinite pronouns. d. Use subject-verb agreement with intervening phrases and clasues e. Edit for verb tense consistency and point of view.</p>	<p>j- Same as 7.5k</p> <p>Quarter 2 Writing Prompt - Narrative Mini lessons can include:</p> <ul style="list-style-type: none"> - Reviewing writing process - Reviewing central idea writing - Thesis/Topic Sentences - Expanding/elaboration on writing - Tone/voice - Sentence Variety <p>Grammar/Mechanics Mini lessons might also include:</p> <ul style="list-style-type: none"> - Subject- verb agreement - Phrase/clauses - Verb tense - Point-of-view
------------------------	--	---	--

<p><u>Research:</u></p>	<p>7.9 – The student will apply knowledge of appropriate reference materials to produce a research product</p>	<p>f. ****4th Quarter**** g. ****4th Quarter**** h. Use correct spelling for commonly used words</p> <p>a. Collect and organize information from multiple sources including online, print and media b. ****4th Quarter**** c. Use technology as a tool to research, organize, evaluate, and communicate information d. Cite primary and secondary sources e. ****4th Quarter****</p>	
--------------------------------	---	--	--

Quarter 3 – 3rd 9 Weeks

Unit/Content	SOL Objectives	Essential Knowledge/ Skills & Processes to Demonstrate Mastery; Students should be able to:	Suggested Resources/ Notes:
<p>Communication: <u>Speaking,</u> <u>Listening, Media</u> <u>Literacy</u></p> <p>Reading:</p>	<p>7.1 – The student will participate in and contribute to conversations, group discussions, and oral presentations.</p> <p>7.2 – The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages.</p> <p>7.3- The student will understand the elements of media literacy.</p> <p>7.4 – The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.</p> <p>7.5 – The student will read and</p>	<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. Cmake statements to communicate agreement or tactful disagreement with others’ ideas.</p> <p>d. **continue in Quarter 4**</p> <p>e. **continue in Quarter 4**</p> <p>**Continue 7.3 in Quarter 4**</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> <p>a. Describe the elements of narrative structure</p>	<p>**Yellow highlighted material was not covered in the quarter previous**</p> <p>Highlighted Green indicates a **completed field** (this does <u>not</u> mean you can’t still use this strand)</p> <p>Vocabulary lessons should still be going on during the week!</p>

	<p>demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p> <p>7.6 – The student will read and demonstrate comprehension of a variety of non-fiction texts.</p>	<p>including setting, character development, plot structure, theme, and conflict.</p> <ul style="list-style-type: none">b. Compare and contrast various forms and genres of fictional text.c. Identify conventional elements and characteristics of a variety of genres.d. Describe the impact of word choice, imagery, and literary devices including figurative language.e. Make, confirm, and revise predictionsf. Use prior and background knowledge as a context for new learningg. Make inferences and draw conclusions based on the texth. Identify the main ideai. Summarize text relating supporting detailsj. Identify author’s organizational patternk. Identify cause and effect relationshipsl. Use reading strategies to monitor comprehension throughout the reading process <ul style="list-style-type: none">a. Use prior and background knowledge as a context for new learning.b. Use text structures to aid comprehensionc. Identify an author’s organizational pattern using textual clues, such as transitional words and phrasesd. Draw conclusions and make inferences on explicit and implied informatione. Differentiate between fact and opinion.f. Identify the source, viewpoint, and purpose of texts.g. Describe how word choice and language structure convey an author’s viewpointh. Identify the main ideai. Summarize text identifying supporting detailsj. Identify cause and effect relationshipsk. Organize and synthesize information for use in written formats.	
--	--	--	--

<p><u>Writing:</u></p>	<p>7.7-The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.</p> <p>7.8 – The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p>	<ol style="list-style-type: none"> l. Use reading strategies to monitor comprehension throughout the reading process. a. Identify intended audience b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c. Organize writing structure to fit mode or topic d. Establish a central idea and organization e. Compose a topic sentence or thesis statement f. Write multiparagraph compositions with unity elaborating the central idea g. Select vocabulary and information to enhance the central idea, tone, and voice h. ****Continue in Quarter 4**** i. ****Continue in Quarter 4**** j. Revise sentences for clarity of content including specific vocabulary and information k. Use computer technology to plan, draft, revise, edit, and publish writing. a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Choose appropriate adjectives and adverbs to enhance writing. c. Use pronoun-antecedent agreement to include indefinite pronouns. d. Use subject-verb agreement with intervening phrases and clauses e. Edit for verb tense consistency and point of view. f. ****4th Quarter**** g. ****4th Quarter**** h. Use correct spelling for commonly used words 	<p>Quarter 3 Writing – Expository</p> <ul style="list-style-type: none"> - Narratives can still be a writing journal or shorter assignment - Persuasive can still be a writing journal or shorter assignment <p>Mini lessons can include:</p> <ul style="list-style-type: none"> - Review of writing process - Review of Persuasive - Review of Narrative - Gathering information centered around a common idea
-------------------------------	--	--	--

<u>Research:</u>	7.9 – The student will apply knowledge of appropriate reference materials to produce a research product	***7.9 will continue in Quarter 4***	
-------------------------	--	--------------------------------------	--

Quarter 4 – 4th 9 Weeks

Unit/Content	SOL Objectives	Essential Knowledge/ Skills & Processes to Demonstrate Mastery; Students should be able to:	Suggested Resources/ Notes:
<p>Communication: <u>Speaking,</u> <u>Listening, Media</u> <u>Literacy</u></p> <p>Reading:</p>	<p>7.1 – The student will participate in and contribute to conversations, group discussions, and oral presentations.</p> <p>7.2 – The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages.</p> <p>7.3- The student will understand the elements of media literacy.</p> <p>7.4 – The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.</p>	<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. Cmake 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> <p>a - c</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 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> <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>**Yellow highlighted material was not covered in the quarter previous**</p> <p>Highlighted Green indicates a **completed field** (this does <u>not</u> mean you can’t still use this strand)</p> <p>Vocabulary lessons should still be going on each week!</p>

	<p>7.5 - The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p>	<ul style="list-style-type: none"> e. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words f. Extend general and specialized vocabulary through speaking, listening, reading, and writing. <ul style="list-style-type: none"> a. Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict. b. Compare and contrast various forms and genres of fictional text. c. Identify conventional elements and characteristics of a variety of genres. d. Describe the impact of word choice, imagery, and literary devices including figurative language. e. Make, confirm, and revise predictions f. Use prior and background knowledge as a context for new learning g. Make inferences and draw conclusions based on the text h. Identify the main idea i. Summarize text relating supporting details j. Identify author's organizational pattern k. Identify cause and effect relationships l. Use reading strategies to monitor comprehension throughout the reading process 	
	<p>7.6 - The student will read and demonstrate comprehension of a variety of non-fiction texts.</p>	<ul style="list-style-type: none"> a. Use prior and background knowledge as a context for new learning. b. Use text structures to aid comprehension c. Identify an author's organizational pattern using textual clues, such as transitional words and phrases d. Draw conclusions and make inferences on explicit and implied information e. Differentiate between fact and opinion. f. Identify the source, viewpoint, and purpose of 	

Writing:

7.7- The student will **write** in a variety of forms with an **emphasis** on **exposition, narration, and persuasion.**

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

- texts.
- g. Describe how word choice and language structure convey an author’s viewpoint
- h. Identify the main idea
- i. Summarize text identifying supporting details
- j. Identify cause and effect relationships
- k. Organize and synthesize information for use in written formats.
- l. Use reading strategies to monitor comprehension throughout the reading process

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

- a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
- b. Choose appropriate adjectives and adverbs to enhance writing.
- c. Use pornoun-antecedent agreement to include indefinite pronouns.

Quarter 4 – Research Project

Mini lessons can include (reviewing for 8th grade writing test)

- Modifiers
- Standard coordination and subordination in complete sentences
- Clauses/Phrases

<p>Research:</p>	<p>7.9 – The student will apply knowledge of appropriate reference materials to produce a research product</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> <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"> - 8 parts of speech, their functions in sentences <p>Important for 8th grade:</p> <ul style="list-style-type: none"> - Using quotation marks correctly! <p>4th quarter – Research Project</p> <p>Mini lessons:</p> <ul style="list-style-type: none"> - Validity and authenticity of sources - Organizing information from multiple sources (surrounding one topic) - Citing sources (primary/secondary) - Plagiarism <p>7.9e – this can also be an <u>internet safety</u> lesson.</p>
-------------------------	--	---	--

SOL Breakdown:

At first glance, these changes may seem like a lot, however, if you read the strands, you'll find **you already do most of them**, and **many of the strands are similar/the same** as others. The Writing and Research is the newest, but the Reading and Communication has changed. I recommend you read through the **ENTIRE** pacing guide to familiarize yourself with it.

7.1, 7.2 – These two strands are all group work and presentations.

7.3 – You can get your librarian to assist you with these lessons (do a collaborative unit where your class lesson is re-enforced with media literacy).

7.4 - Most of this strand will be taken care of with a weekly vocabulary lesson.

7.5 – This is mostly fiction and poetry:

- o 7.5a – elements of fiction

- 7.5b – comparing and contrasting genres of fiction (example: science fiction, fantasy, historical etc.)
- 7.5c – elements and characteristics of genres (for example: fables have a moral, legends are passed down from generation etc.)
- 7.5d- Getting into poetry (figurative language, imagery, literary devices)- similar to 7.4c
- 7.5e – Make confirm and revise predictions (students should be doing this with every story/novel/poem they read)
- 7.5f – Activating prior knowledge (again with every unit/story/novel/lesson/poem)
- 7.5g – Inferences and drawing conclusions
- 7.5h – main idea
- 7.5i- summarize
- 7.5j – Organizational patterns (use this with non-fiction)
- 7.5k – cause and effect (again with non-fiction, or some fictional stories if it arises)
- 7.5l – Reading strategies to monitor comprehension (use with every unit/lesson/story/novel/poem etc.) Some are:
 - Predict what will happen
 - Question what you think will happen or what questions do you have about the story
 - Look at the Pictures
 - Read the different headings
 - Read
 - With every story you should first: (**Before**)
 - Ask students to predict (7.5e)
 - Activate prior knowledge (7.5f)
 - Before you read, go through the strategies (7.5l)
 - After you read: (**After**)
 - Infer/draw conclusions (7.5g)
 - What was the main idea? (7.5h)
 - Summarize? (7.5i)
 - Confirm predictions? (7.5e)
 - Answer questions you had

7.6 – This is mostly non-fiction

- 7.6a – Activating prior knoweldge (again with every unit/lesson/non-fictional text) – same as 7.5f
- 7.6b- text structures (use with every non-fiction text you read)
- 7.6c – Organizational patterns
- 7.6d – Drawing conclusions and making inferences (same as 7.5g)
- 7.6e – Fact and Opinion - same as 7.3b

- 7.6f – Identify the source, viewpoint, and purpose of texts
 - This is not a new strand, just worded differently. Basically:
 - What is the author’s purpose?
 - What is the author’s point of view?
 - What source did the author use for the text?
- 7.6g – Word choice and language that conveys the author’s viewpoint
- 7.6h – Main idea – same as 7.5h
- 7.6i – Summarize text identifying supporting details– similar to 7.5i
- 7.6j – Cause/effect relationships – same as 7.5k (this is also an organizational pattern)
- 7.6k – Organize and synthesize information for use in written formats (new strand)
- 7.6l – Reading Strategies:

With every non-fiction text first: **Before**

- Text structures (7.6b)
- Activate prior knowledge. (7.6a)
 - What do we already know about the subject?
 - What questions do we have about the subject?
 - KWL charts etc.
- Question?
- Predict?
- Read
- Read again

After reading non-fiction text:

- Discuss organizational patterns (7.6c)
- Draw conclusions/make inferences (7.6d)

7.7 – This is a “newish” strand – There has always been writing, however these requirements are **much more detailed**. Make sure you are hitting them with your students’ writings. (This really helps prepare them for the 8th grade writing test)

7.8 – Writing continued – Editing/grammar/mechanics

7.9 – The **new** strand of Research – This strand used to be combined with writing. The easiest way, get your librarian involved and have fun with this. Do a research project or two. The majority of this strand will not be done until Quarter 4, that way you can focus much needed time on sources and pagerism.