

Mapping Cambridge Secondary 1 English (Stages 7–9) to Florida Language Arts Standards (Grades 6–8)

Introduction

Cambridge International Examinations has mapped the Cambridge Secondary 1 English (Stages 7–9) to Florida Language Arts Standards (Grades 6–8). This mapping document shows where the Florida Language Arts standards are covered in the Cambridge Secondary 1 English Framework and schemes of work.

The Cambridge Secondary 1 Framework provides a comprehensive set of progressive learning objectives for English. The objectives detail what the learner should know or what they should be able to do in English in Stages 7 to 9 (the equivalent of the US Grades 6 to 8) of secondary education. They provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked. Each learning objective has a unique curriculum framework code, e.g. **7PSV1**. These codes appear in the Cambridge Teacher Guide, schemes of work and other published resources. New codes apply for Cambridge Secondary 1 Checkpoint from 2018 and Cambridge Secondary 1 progression tests from 2017. These codes are indicated in red, e.g. **7PSV1/7Ws1**. Changes to the wording of the learning objectives from 2018 are also indicated in red, e.g. **7Rf2/7Ri1** Use inference and deduction to recognise implicit ~~and inferred~~ meanings.

Cambridge learning objectives that are mapped to a different grade from the equivalent Cambridge stage are indicated in green, e.g. **8Rf6/8Rv1** Trace the development of a writer's or poet's ideas, viewpoint and themes through a text and relate these to other texts read (where Cambridge Stage 8 mapped to Grade 6 not Grade 7). Cambridge learning objectives may be mapped to more than one Florida standard.

Cambridge Secondary 1 English Teacher Guide Appendix – Opportunities for ICT outlines where in the Cambridge Secondary 1 Curriculum Framework opportunities for using ICT may be used if the equipment is available. A copy of the Teacher Guide and schemes of work, can be found at <https://cambridgesecondary1.cie.org.uk/>

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Florida Language Arts Standards	Cambridge Secondary 1 English	
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Key ideas and details	Framework – learning objectives	Scheme of work – units
READING STANDARDS FOR LITERATURE		
<p>LAFS.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>7Rf2/7Ri1 Use inference and deduction to recognise implicit and inferred meanings.</p> <p>7Rf3/7Rv1 Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.</p> <p>7Rf6/7Ro1 Give an informed personal response to a text and provide some textual reference in support.</p> <p>7Rn1/7Rx1 Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.</p>	<p>Units: 1B, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 1B, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 2A, 2B, 2C</p>
<p>LAFS.6.RL.1.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>7Rf3/7Rv1 Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.</p> <p>7Rn2 Make relevant notes to select, collate and summarise ideas from texts. 7Rx2 Select, collate and summarise ideas from texts, using notes where relevant.</p>	<p>Units: 1A, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1C, 2A 2C, 3A</p>

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<p>LAFS.6.RL.1.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>7Rn4/7Rw8 Explore the variety and range of ways in which the content of texts can be organised, structured and combined.</p> <p>7Rf6/7Ro1 Give an informed personal response to a text and provide some textual reference in support.</p> <p>7Rf2/7Ri1 Use inference and deduction to recognise implicit and inferred meanings.</p>	<p>Units: 1A, 1B, 2C, 3A, 3B</p> <p>Units: 1B, 1C, 2C, 3A, 3B</p> <p>Units: 1B, 1C, 2C, 3A, 3B</p>
<p>LAFS.6.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>7Rf2/7Ri1 Use inference and deduction to recognise implicit and inferred meanings.</p> <p>7Rf4/7Rw2 Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language.</p> <p>7Rf5/7Rw1 Comment on a writer's use of language, demonstrating an understanding of the implication of their use of vocabulary.</p> <p>7PSV5/7Rw4 Learn to Use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre' in discussion about texts.</p> <p>7Rf8/7Rw3 Compare poems, Showing awareness of poets' use of language and its intended impact on the reader.</p>	<p>Units: 1B, 1C, 2C, 3A, 3B</p> <p>Units: 1A, 1B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 1B, 3C</p>

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	7GPr1/7Rw5 Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.	Units: 1B, 2A, 2C, 3A
LAFS.6.RL.2.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<p>7Rf1/7Rv2 Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing.</p> <p>7Rf3/7Rv1 Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.</p> <p>7Rf8/7Rw3 Compare poems, Showing awareness of poets' use of language and its intended impact on the reader.</p> <p>7GPr2/7Rw6 Show awareness of the reasons for using longer and shorter sentences.</p> <p>7GPr3 Begin to comment on the control of pace and meaning through choice of sentences and variety of sentence openings. 7Rw7 Comment on how the choice of sentences and variety of sentence openings control pace and meaning.</p> <p>7Rn4/7Rw8 Explore the variety and range of ways in which the content of texts can be organised, structured and combined.</p>	<p>Units: 1A, 1B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 1B, 3C</p> <p>Units: 1A, 1B, 2A, 2C, 3A, 3C</p> <p>Units: 1A, 1B, 2A, 2C, 3A, 3C</p> <p>Units: 1A, 1B, 2C, 3A, 3B</p>

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<p>LAFS.6.RL.2.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>7Rf3/7Rv1 Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.</p> <p>7Rf5/7Rw1 Comment on a writer’s use of language, demonstrating an understanding of the implication of their use of vocabulary.</p> <p>7GPr1/7Rw5 Comment on the use of formal and informal language and discuss the writer’s motivation for making the choice.</p> <p>7Rn4/7Rw8 Explore the variety and range of ways in which the content of texts can be organised, structured and combined.</p>	<p>Units:1A, 1C, 2C, 3A, 3B, 3C</p> <p>Units:1A, 1C, 2C, 3A, 3B, 3C</p> <p>Units:1A, 1C, 2C, 3A, 3B, 3C</p> <p>Units:2A, 2B, 2C</p>
<p>LAFS.6.RL.3.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p><i>Cambridge Secondary 1 English Teacher Guide</i> Appendix – Opportunities for ICT</p>	<p>Although this content is not explicitly referenced, it could be integrated into any unit.</p>
<p>LAFS.6.RL.3.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>7Rf1/7Rv2 Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing.</p> <p>8Rf7/8Rw3 Compare poems from different cultures and times, commenting on different</p>	<p>Units: 1A, 1B, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 2C</p>

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	<p>poets' use of language and imagery to develop similar themes and elicit responses from the reader.</p> <p>7Rf9/7Rv3 Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written.</p> <p>7Rn3/7Rv4 Explore the range of different ways writers use layout, form and presentation in a variety of texts.</p>	<p>Units: 1B, 1C, 1C, 2C, 3C</p> <p>Unit: 2A, 2B, 2C</p>
<p>LAFS.6.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>8Rf5/8Ro1 Broaden their experience of reading a wide range of texts and express their preferences and opinions.</p> <p>7Rf6/7Ro1 Give an informed personal response to a text and provide some textual reference in support.</p> <p>7Rf7/7Ro2 Understand how readers make choices about the texts they like reading, e.g. by author or genre and know a range of ways in which to respond to texts.</p> <p>7Rf9/7Rv3 Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written.</p>	<p>Unit: 2A, 2B, 2C</p> <p>Units: 1A, 1B, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2C, 3A, 3B, 3C</p>
<p>READING STANDARDS FOR INFORMATIONAL TEXT</p>		

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<p>LAFS.6.RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>7Rf2/7Ri1 Use inference and deduction to recognise implicit and inferred meanings.</p> <p>7Rf3/7Rv1 Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.</p> <p>7Rf6/7Ro1 Give an informed personal response to a text and provide some textual reference in support.</p> <p>7Rn1/7Rx1 Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.</p>	<p>Units: 1B, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 1B, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 2A, 2B, 2C</p>
<p>LAFS.6.RI.1.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>7Rf3/7Rv1 Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.</p> <p>7Rn2 Make relevant notes to select, collate and summarise ideas from texts. 7Rx2 Select, collate and summarise ideas from texts, using notes where relevant.</p>	<p>Units: 1A, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 2A, 2B, 2C</p>
<p>LAFS.6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>7Rf3/7Rv1 Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.</p>	<p>Units: 2A, 2B, 2C</p>

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	<p>7Rf5/7Rw1 Comment on a writer's use of language, demonstrating an understanding of the implication of their use of vocabulary.</p> <p>7GPr1/7Rw5 Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.</p> <p>7Rn4/7Rw8 Explore the variety and range of ways in which the content of texts can be organised, structured and combined.</p>	<p>Unit: 2A, 2B, 2C</p> <p>Unit: 2A, 2B, 2C</p> <p>Unit: 2A, 2B, 2C</p>
<p>LAFS.6.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>7Rf2/7Ri1 Use inference and deduction to recognise implicit and inferred meanings.</p> <p>7Rf5/7Rw1 Comment on a writer's use of language, demonstrating an understanding of the implication of their use of vocabulary.</p> <p>7Rf4/7Rw2 Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language.</p> <p>7PSV5/7Rw4 Learn to Use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre' in discussion about texts.</p> <p>7GPr1/7Rw5 Comment on the use of formal and informal language and discuss the writer's</p>	<p>Units: 1B, 1C, 2C, 3A, 3B</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p>

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	motivation for making the choice.	
LAFS.6.RI.2.5 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.	<p>7Rf1/7Rv2 Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing.</p> <p>7Rf3/7Rv1 Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.</p> <p>7Rn4/7Rw8 Explore the variety and range of ways in which the content of texts can be organised, structured and combined.</p> <p>7GPr2/7Rw6 Show awareness of the reasons for using longer and shorter sentences.</p> <p>7GPr3 Begin to comment on the control of pace and meaning through choice of sentences and variety of sentence openings. 7Rw7 Comment on how the choice of sentences and variety of sentence openings control pace and meaning.</p>	<p>Units: 1A, 1B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1C, 2C, 3A, 3B, 3C</p> <p>Unit: 2A, 2B, 2C</p> <p>Units 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p>
LAFS.6.RI.2.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<p>7Rf3/7Rv1 Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.</p>	<p>Units: 2A, 2B, 2C</p>

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	<p>7Rf5/7Rw1 Comment on a writer’s use of language, demonstrating an understanding of the implication of their use of vocabulary.</p> <p>7GPr1/7Rw5 Comment on the use of formal and informal language and discuss the writer’s motivation for making the choice.</p>	<p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p>
<p>LAFS.6.RI.3.7 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.</p>	<p>7Rn3/7Rv4 Explore the range of different ways writers use layout, form and presentation in a variety of texts.</p> <p>7Rn4/7Rw8 Explore the variety and range of ways in which the content of texts can be organised, structured and combined.</p> <p>7SL5/7SL5 Develop the ability to listen courteously to others and be sensitive to turn taking.</p> <p>7SL6/7SL6 Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker’s aims.</p>	<p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C, 3A</p>

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<p>LAFS.6.RI.3.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>7Rn1/7Rx1 Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.</p> <p>8Rn1/8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p> <p>9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.</p>	<p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p>
<p>LAFS.6.RI.3.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>9Rn1/9Rx1 Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</p> <p>7Rn4/7Rw8 Explore the variety and range of ways in which the content of texts can be organised, structured and combined.</p> <p>8Rf6/8Rv1 Trace the development of a writer’s or poet’s ideas, viewpoint and themes through a text and relate these to other texts read.</p>	<p>Units: 1C, 2A, 3A, 3C</p> <p>Unit: 2A, 2C</p> <p>Unit: 2A, 2C</p>

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<p>LAFS.6.RI.4.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>7Rf6/7Ro1 Give an informed personal response to a text and provide some textual reference in support.</p> <p>7Rf7/7Ro2 Understand how readers make choices about the texts they like reading, e.g. by author or genre and know a range of ways in which to respond to texts.</p> <p>7Rf9/7Rv3 Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written.</p> <p>8Rf5/8Ro1 Broaden their experience of reading a wide range of texts and express their preferences and opinions.</p>	<p>Units: 2A, 2B, 2C</p> <p>Unit: 2A, 2B, 2C</p> <p>Units: 1A, 1B, 1C, 2C, 3A, 3B, 3C</p> <p>Unit: 2A, 2B, 2C</p>
<p>WRITING STANDARDS</p>		
<p>LAFS.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. 	<p>7Wf4/7Wt1 Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.</p> <p>7Wf5/7Wt2 Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases.</p> <p>7Wf1 Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods. 7Wa1 Use a range of planning formats or methods to</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C</p> <p>Units: 2A, 2B, 2C</p>

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	<p>develop different ways of generating, organising and shaping ideas.</p> <p>7Wf11/7Wa4 Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment.</p> <p>7Wf10/7Wa5 Understand and use degrees of formality in a range of texts according to context, purpose and audience.</p> <p>7Wf3/7Wa6 Write to express a personal viewpoint.</p> <p>7PSV4/7Wa7 Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.</p> <p>7Wf6 Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects.7Wa8 Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary.</p> <p>7Wf2/7Wa9 Understand the conventions of standard English and how to use them consistently in writing.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C</p>

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<p>LAFS.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from the information or explanation presented. 	<p>7Wf4/7Wt1 Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.</p> <p>7Wf5/7Wt2 Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases.</p> <p>7Wf1 Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods. 7Wa1 Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas.</p> <p>7Wf11/7Wa4 Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment.</p> <p>7Wf10/7Wa5 Understand and use degrees of formality in a range of texts according to context, purpose and audience.</p> <p>7Wf3/7Wa6 Write to express a personal viewpoint.</p> <p>7PSV4/7Wa7 Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.</p>	<p>Units: 2A, 2B, 2C, 3A, 3C</p> <p>Units: 2A, 2B, 2C, 3A, 3C</p> <p>Units: 2A, 2B, 2C, 3A, 3C</p> <p>Units: 2A, 2B, 2C, 3A, 3C</p> <p>Units: 2A, 2B, 2C, 3A, 3C</p> <p>Units: 2A, 2B, 2C, 3A, 3C</p> <p>Units: 2A, 2B, 2C, 3A, 3C</p>

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	<p>7Wf6 Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects.7Wa8 Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary.</p> <p>7Wf2/7Wa9 Understand the conventions of standard English and how to use them consistently in writing.</p> <p>7PSV2/7Ws2 Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.</p>	<p>Units: 2A, 2B, 2C, 3A, 3C</p> <p>Units: 2A, 2B, 2C, 3A, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C</p>
<p>LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 	<p>7Wf9 Explore some of the key linguistic and literary techniques used by writers, and begin to use them for intended effect.7Wa2 Create an effect by using some of the key linguistic and literary techniques used by writers.</p> <p>7Wf8/7Wa3 Begin to develop character and voice in fiction writing.</p> <p>7PSV4/7Wa7 Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.</p> <p>7Wf6 Use vocabulary precisely and</p>	<p>Units: 1A, 1C, 2A, 2C</p> <p>Units: 1A, 1C, 2A, 2C</p> <p>Units: 1A, 1C, 2A, 2C</p> <p>Units: 1A, 1C, 2A, 2C</p>

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	<p>imaginatively to clarify and extend meaning and create specific effects.7Wa8 Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary.</p> <p>7GPw4/7Wp1 Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.</p> <p>7Wf7 Vary sentence length and structure in order to provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc.7Wp2 Provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc. by using a range of features, e.g. varying sentence length and structure.</p> <p>7GPw5/7Wp3 Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.</p> <p>7GPw6/7Wp4 Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.</p> <p>7GPw3/7Wp6 Clarify relationships between ideas with an increasingly accurate and growing increased use of connectives.</p>	<p>Units: 1A, 1C, 2A, 2C</p> <p>Units: 1A, 1C, 2A, 2C</p> <p>Units: 1A, 1C, 2A, 2C</p> <p>Units: 1A, 1C, 2A, 2C</p> <p>Units: 1A, 1C, 2A, 2C</p>

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	<p>7Wf4/7Wt1 Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.</p> <p>7Wf5/7Wt2 Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases.</p>	<p>Units: 1B, 1C, 2C, 3A, 3C</p> <p>Units: 1C, 2C, 3A</p>
<p>LAFS.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>7Wf1 Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods. 7Wa1 Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas.</p> <p>7Wf9 Explore some of the key linguistic and literary techniques used by writers, and begin to use them for intended effect. 7Wa2 Create an effect by using some of the key linguistic and literary techniques used by writers.</p> <p>7Wf8/7Wa3 Begin to develop character and voice in fiction writing.</p> <p>7Wf11/7Wa4 Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment.</p> <p>7Wf10/7Wa5 Understand and use degrees of</p>	<p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p>

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	<p>formality in a range of texts according to context, purpose and audience.</p> <p>7Wf3/7Wa6 Write to express a personal viewpoint.</p> <p>7PSV4/7Wa7 Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.</p> <p>7Wf6 Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects.7Wa8 Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary.</p> <p>7Wf2/7Wa9 Understand the conventions of standard English and how to use them consistently in writing.</p> <p>7Wf4/7Wt1 Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.</p> <p>7Wf5/7Wt2 Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases.</p> <p>7GPw4/7Wp1 Provide clarity and emphasis in</p>	<p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p>

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	<p>writing, using a variety of sentence lengths, structures and subjects.</p> <p>7Wf7 Vary sentence length and structure in order to provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc. 7Wp2 Provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc. by using a range of features, e.g. varying sentence length and structure.</p> <p>7GPw5/7Wp3 Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.</p> <p>7GPw6/7Wp4 Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.</p> <p>7GPw2/7Wp5 Use correct grammar, including articles, word order and tenses in a range of genres and text types.</p> <p>7GPw3/7Wp6 Clarify relationships between ideas with an increasingly accurate and growing increased use of connectives.</p> <p>7GPw1/7Wp7 Use a wide range of punctuation to make meaning clear, including generally</p>	<p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p>

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	<p>accurate use of commas in complex sentences and to present dialogue.</p> <p>7PSV1/7Ws1 Spell correctly most commonly used words used with regular patterns.</p> <p>7PSV2/7WS2 Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.</p>	<p>Units: 2A, 2B, 2C</p> <p>Units: 2A, 2B, 2C</p>
<p>LAFS.6.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p>	<p>7Wf12/7Wo1 Practise note-taking using different styles for different purposes.</p> <p>7PSV3/7Wo2 Use a dictionary and thesaurus effectively to further develop vocabulary.</p> <p>7Wf1 Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods.7Wa1 Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas.</p> <p>7PSV1/7Ws1 Spell correctly most commonly used words used with regular patterns.</p> <p>7PSV2/7WS2 Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.</p> <p>8Wf2/8Wo1 Apply skills in editing and</p>	<p>All units for Stage 7 English</p>

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	<p>proofreading skills to a range of different texts and contexts.</p> <p>8PSV5/8Wo2 Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary, and Extending their vocabulary by noting down powerful words in books read.</p> <p>7GPr1/7Rw5 Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.</p> <p>7GPw5/7Wp3 Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.</p> <p>7GPw6/7Wp4 Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.</p>	
<p>LAFS.6.W.2.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p><i>Cambridge Secondary 1 English Teacher Guide</i> Appendix – Opportunities for ICT</p>	<p>Although this content is not explicitly referenced, it could be integrated into any unit.</p>
<p>LAFS.6.W.3.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>7Rn1/7Rx1 Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming</p>	<p>Units: 1B, 1C, 2A, 2B, 2C, 3B, 3C</p>

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	<p>and scanning.</p> <p>7Rn2 Make relevant notes to select, collate and summarise ideas from texts.7Rx2 Select, collate and summarise ideas from texts, using notes where relevant.</p> <p>7Wf11/7Wa4 Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment.</p> <p>7Wf12/7Wo1 Practise note-taking using different styles for different purposes.</p> <p>7SL1/7SL1 Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade.</p> <p>7SL2/7SL2 Deliberately Shape talk for clarity and effect and to engage a listener.</p> <p>7SL7/7SL7 Work effectively in solo, paired and group assignments, including role-play.</p>	<p>Units: 1B, 1C, 2A, 2B, 2C, 3B, 3C</p> <p>Units: 2A, 2B, 2C</p> <p>Units: 1B, 1C, 2A, 2B, 2C, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A 3B, 3C</p> <p>Units: 1B, 1C, 2A, 2B, 2C, 3C</p> <p>Units: 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p>

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<p>LAFS.6.W.3.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>7PSV3/7Wo2 Use a dictionary and thesaurus effectively to further develop vocabulary.</p> <p>7Rn1/7Rx1 Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.</p> <p>7Rn2 Make relevant notes to select, collate and summarise ideas from texts. 7Rx2 Select, collate and summarise ideas from texts, using notes where relevant.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C</p> <p>Units: 2C, 3B</p> <p>Unit: 2A, 2B, 2C, 3B</p>
<p>LAFS.6.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b) Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>7Rf3/7Rv1 Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.</p> <p>8Rf5/8Ro1 Broaden their experience of reading a wide range of texts and express their preferences and opinions.</p> <p>8Rn2/8Ro3 Make relevant notes when researching different sources, comparing and contrasting information.</p> <p>7Rn1/7Rx1 Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.</p>	<p>Units: 1A, 1C, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p>

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	7Rn2 Make relevant notes to select, collate and summarise ideas from texts. <i>7Rx2 Select, collate and summarise ideas from texts, using notes where relevant.</i>	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
LAFS.6.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<i>Applies to all writing objectives.</i>	
STANDARDS FOR SPEAKING AND LISTENING		
LAFS.6.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	7SL1/7SL1 Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade. 7SL2/7SL2 <i>Deliberately</i> Shape talk for clarity and effect and to engage a listener. 7SL3/7SL3 Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince their an audience. 7SL4/7SL4 Practise speaking fluently and clearly at an appropriate pace and volume. 7SL5/7SL5 Develop the ability to listen courteously to others and be sensitive to turn taking.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A 3B, 3C Units: 1B, 1C, 2A, 2B, 2C, 3C Units: 1C, 2A, 2C, 3C Units: 1B, 1C, 2A, 2C, 3B, 3C Unit: 3C

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	<p>7SL6/7SL6 Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.</p> <p>7SL7/7SL7 Work effectively in solo, paired and group assignments, including role-play.</p> <p>7SL8/7SL8 Through role-play, Show insight into texts and issues through choice of speech, gesture and movement, within role-play.</p>	<p>Units: 1A, 1B, 1C, 2B, 3A</p> <p>Units: 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1B, 3B</p>
<p>LAFS.6.SL.1.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>7SL6/7SL6 Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.</p> <p>7SL9/7SL9 Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations.</p>	<p>Units: 1A, 1B, 1C, 2B, 3A</p> <p>Units: 2A, 2B, 3C</p>
<p>LAFS.6.SL.1.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>7SL5/7SL5 Develop the ability to listen courteously to others and be sensitive to turn taking.</p> <p>7SL6/7SL6 Begin to make significant contributions to group discussions, engaging with complex material, making perceptive</p>	<p>Unit: 3C</p> <p>Units: 1A, 1B, 1C, 2B, 3A</p>

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	responses and showing awareness of a speaker's aims 7SL9/7SL9 Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations.	Units: 2A, 2B, 3C
LAFS.6.SL.2.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	7SL1/7SL1 Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade. 7SL2/7SL2 Deliberately Shape talk for clarity and effect and to engage a listener. 7SL3/7SL3 Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince their an audience. 7SL4/7SL4 Practise speaking fluently and clearly at an appropriate pace and volume. 7SL7/7SL7 Work effectively in solo, paired and group assignments, including role-play.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A 3B, 3C Units: 1B, 1C, 2A, 2B, 2C, 3C Units: 1C, 2A, 2C, 3C Units: 1B, 1C, 2A, 2C, 3B, 3C Units: 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
LAFS.6.SL.2.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<i>Cambridge Secondary 1 English Teacher Guide</i> Appendix – Opportunities for ICT	Although this content is not explicitly referenced, it could be integrated into any unit.

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<p>LAFS.6.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p>7SL1/7SL1 Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade.</p> <p>7SL2/7SL2 Deliberately Shape talk for clarity and effect and to engage a listener.</p> <p>7SL3/7SL3 Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince their an audience.</p> <p>7SL4/7SL4 Practise speaking fluently and clearly at an appropriate pace and volume.</p> <p>7SL6/7SL6 Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.</p> <p>7SL7/7SL7 Work effectively in solo, paired and group assignments, including role-play.</p> <p>7SL8/7SL8 Through role-play, Show insight into texts and issues through choice of speech, gesture and movement, within role-play.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A 3B, 3C</p> <p>Units: 1B, 1C, 2A, 2B, 2C, 3C</p> <p>Units: 1C, 2A, 2C, 3C</p> <p>Units: 1B, 1C, 2A, 2C, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2B, 3A</p> <p>Units: 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1B, 3B</p>
LANGUAGE STANDARDS		

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<p>LAFS.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Ensure that pronouns are in the proper case (subjective, objective, possessive). b) Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c) Recognize and correct inappropriate shifts in pronoun number and person. d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 	<p>7Wf10/7Wa5 Understand and use degrees of formality in a range of texts according to context, purpose and audience.</p> <p>7Wf2/7Wa9 Understand the conventions of standard English and how to use them consistently in writing.</p> <p>7GPw2/7Wp5 Use correct grammar, including articles, word order and tenses in a range of genres and text types.</p> <p>7SL4/7SL4 Practise speaking fluently and clearly at an appropriate pace and volume.</p> <p>7SL9/7SL9 Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 2A, 2B, 3C</p>
<p>LAFS.6.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b) Spell correctly. 	<p>7PSV1/7Ws1 Spell correctly most commonly used words used with regular patterns.</p> <p>7GPw1/7Wp7 Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p>

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<p>LAFS.6.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b) Maintain consistency in style and tone.</p>	<p>7GPw1/7Wp7 Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue.</p> <p>7GPw3/7Wp6 Clarify relationships between ideas with an increasingly accurate and growing increased use of connectives.</p> <p>7GPw4/7Wp1 Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.</p> <p>7GPw5/7Wp3 Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.</p> <p>7GPw6/7Wp4 Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.</p> <p>7Wf2/7Wa9 Understand the conventions of standard English and how to use them consistently in writing.</p> <p>7SL2/7SL2 Deliberately Shape talk for clarity and effect and to engage a listener.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C</p> <p>Units: 1B, 1C, 2A, 2B, 2C, 3C</p>

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<p>LAFS.6.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a) 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. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>7Rn1/7Rx1 Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.</p> <p>7PSV2/7WS2 Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.</p> <p>7PSV3/7Wo2 Use a dictionary and thesaurus effectively to further develop vocabulary.</p> <p>7PSV4/7Wa7 Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.</p>	<p>Units: 1B, 1C, 2A, 2B, 2C, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p>
<p>LAFS.6.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a) Interpret figures of speech (e.g., personification) in context. b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/ category) to better understand each of the words. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>). 	<p>7Rf4/7Rw2 Identify and describe the effect of writers’ and poets’ use of literary, rhetorical and grammatical features, including imagery and figurative language.</p> <p>7PSV4/7Wa7 Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.</p> <p>7PSV5/7Rw4 Learn to Use the terms ‘image’, ‘simile’, ‘metaphor’, ‘onomatopoeia’, ‘setting’ and ‘genre’ in discussion about texts.</p>	<p>Units: 1A, 1B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 3A, 3C</p>

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<p>LAFS.6.L.3.5 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>7PSV2/7WS2 Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.</p> <p>7PSV3/7Wo2 Use a dictionary and thesaurus effectively to further develop vocabulary.</p> <p>7PSV4/7Wa7 Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.</p> <p>7PSV5/7Rw4 Learn to Use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre' in discussion about texts.</p>	<p>Unit: 2C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 3A, 3C</p>

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Key ideas and details	Framework – learning objectives	Scheme of work – units
READING STANDARDS FOR LITERATURE		
<p>LAFS.7.RL.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>8Rf1 Recognise implied meaning, e.g. expression of opinion, inference of character, meaning contained in an image, ironic effect. 8Ri1 Comment on implied meaning, e.g. writer’s viewpoint, relationships between characters, ironic effect.</p> <p>8Rf2/8Rx1 Identify relevant points, synthesising and summarizing ideas from different parts of the text.</p> <p>8Rn1/8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p> <p>8Rn2/8Ro3 Make relevant notes when researching different sources, comparing and contrasting information.</p>	<p>Units: 1B, 2A, 2C, 3A, 3B</p> <p>Units: 1B, 2A, 2C, 3A, 3B</p> <p>Units: 1B, 2A, 2C, 3A, 3B</p> <p>Units: 1B, 2A, 2C, 3A, 3B</p>
<p>LAFS.7.RL.1.2 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.</p>	<p>8Rn1/8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p> <p>8Rf2/8Rx1 Identify relevant points,</p>	<p>Units: 1C, 2A, 2B, 3C</p> <p>Units: 1B, 2A, 3A</p>

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	synthesising and summarizing ideas from different parts of the text. 8Rf6/8Rv1 Trace the development of a writer's or poet's ideas, viewpoint and themes through a text and relate these to other texts read.	Units: 1B, 2A, 2C, 3A, 3B
LAFS.7.RL.1.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	8Rf1 Recognise implied meaning, e.g. expression of opinion, inference of character, meaning contained in an image, ironic effect. 8Ri1 Comment on implied meaning, e.g. writer's viewpoint, relationships between characters, ironic effect. 8Rf3/8Rw2 Explore the range, variety and overall effect of literary, rhetorical and grammatical features used by poets and writers of literary and non-literary texts. Include study of, considering informal or formal style as well as the choice of words to create character. 8Rf9/8Rv3 Explore why certain texts are important within a culture and show awareness that the context in which the text is written and read affects its meaning. 8Rn3/8Rv5 Explain how specific choices and combinations of form, layout and presentation create particular effects.	Units: 2C, 3A, 3B Units: 2C, 3A, 3B Units: 1B, 2C, 3A, 3B Units: 1B, 2A, 3A, 3C

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<p>LAFS.7.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>8Rf3/8Rw2 Explore the range, variety and overall effect of literary, rhetorical and grammatical features used by poets and writers of literary and non-literary texts. Include study of, considering informal or formal style as well as the choice of words to create character.</p> <p>8Rf4/8Rw1 Comment on how the a writer’s use of language contributes to the overall effect on the reader, using appropriate terminology.</p> <p>8Rf7/8Rw3 Compare poems from different cultures and times, commenting on different poets’ use of language and imagery to develop similar themes and elicit responses from the reader.</p> <p>8PSV4/8Rw4 Explain, using accurate terminology, how language is used to create effect, e.g. personification, figurative language, imagery, patterns and structure in the use of language, use of dialect or informal language.</p>	<p>Units: 1B, 2C, 3A, 3B</p> <p>Units: 2C, 3A, 3B</p> <p>Units: 2C</p> <p>Units: 1B, 2C, 3A</p>
<p>LAFS.7.RL.2.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>8Rf6/8Rv1 Trace the development of a writer’s or poet’s ideas, viewpoint and themes through a text and relate these to other texts read.</p> <p>8Rn5/8Rv2 Demonstrate understanding of the main features, including the of text structure, of each genre and text type studied.</p>	<p>Units: 1B, 2C, 3A, 3B</p> <p>Units: 1B, 2C, 3A, 3B</p>

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	<p>8Rn3/8Rv5 Explain how specific choices and combinations of form, layout and presentation create particular effects.</p> <p>8Rf7/8Rw3 Compare poems from different cultures and times, commenting on different poets' use of language and imagery to develop similar themes and elicit responses from the reader.</p>	<p>Units: 1B, 2A, 3A, 3C</p> <p>Unit: 2C</p>
<p>LAFS.7.RL.2.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>8Rf1 Recognise implied meaning, e.g. expression of opinion, inference of character, meaning contained in an image, ironic effect. 8Ri1 Comment on implied meaning, e.g. writer's viewpoint, relationships between characters, ironic effect.</p> <p>8Rf3/8Rw2 Explore the range, variety and overall effect of literary, rhetorical and grammatical features used by poets and writers of literary and non-literary texts. Include study of, considering informal or formal style as well as the choice of words to create character.</p> <p>8Rf2/8Rx1 Identify relevant points, synthesising and summarising ideas from different parts of the text.</p> <p>8Rf6/8Rv1 Trace the development of a writer's or poet's ideas, viewpoint and themes through a text and relate these to other texts read.</p>	<p>Units: 2C, 3A, 3B</p> <p>Units: 2C, 3A, 3B</p> <p>Unit: 3A</p> <p>Units: 1B, 2C, 3A, 3B</p>

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<p>LAFS.7.RL.3.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p><i>Cambridge Secondary 1 English Teacher Guide</i> Appendix – Opportunities for ICT</p>	<p>Although this content is not explicitly referenced, it could be integrated into any unit.</p>
<p>LAFS.7.RL.3.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>8Rf7/8Rw3 Compare poems from different cultures and times, commenting on different poets' use of language and imagery to develop similar themes and elicit responses from the reader.</p> <p>8Rf9/8Rv3 Explore why certain texts are important within a culture and show awareness that the context in which the text is written and read affects its meaning.</p>	<p>Units: 1B, 2C</p> <p>Units: 2C, 3A</p>
<p>LAFS.7.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>8Rn1/8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p> <p>8Rf3/8Rw2 Explore the range, variety and overall effect of literary, rhetorical and grammatical features used by poets and writers of literary and non-literary texts. Include study of, considering informal or formal style as well as the choice of words to create character.</p> <p>8Rf5/8Ro1 Broaden their experience of reading</p>	<p>Units: 1C, 2A, 2B, 3C</p> <p>Units: 2C, 3A, 3B</p> <p>Units: 3A</p>

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	a wide range of texts and express their preferences and opinions.	
READING STANDARDS FOR INFORMATIONAL TEXT		
LAFS.7.RI.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>8Rf1 Recognise implied meaning, e.g. expression of opinion, inference of character, meaning contained in an image, ironic effect. 8Ri1 Comment on implied meaning, e.g. writer’s viewpoint, relationships between characters, ironic effect.</p> <p>8Rn1/8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p> <p>8Rn2/8Ro3 Make relevant notes when researching different sources, comparing and contrasting information.</p> <p>8Rf2/8Rx1 Identify relevant points, synthesising and summarizing ideas from different parts of the text.</p>	<p>Units: 1B, 2A, 2C, 3A, 3B</p> <p>Units: 1B, 2A, 2C, 3A, 3B</p> <p>Units: 1B, 2A, 2B, 3C</p> <p>Units: 1B, 2A, 2B, 3C</p>

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<p>LAFS.7.RI.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>8Rn1/8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p> <p>8Rf2/8Rx1 Identify relevant points, synthesising and summarizing ideas from different parts of the text.</p> <p>8Rf6/8Rv1 Trace the development of a writer’s or poet’s ideas, viewpoint and themes through a text and relate these to other texts read.</p>	<p>Units: 1C, 2A, 2B, 3C</p> <p>Unit: 3A, 3B</p> <p>Units: 1B, 2A, 2C, 3A, 3B</p>
<p>LAFS.7.RI.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>8Rf6/8Rv1 Trace the development of a writer’s or poet’s ideas, viewpoint and themes through a text and relate these to other texts read.</p> <p>8Rf9/8Rv3 Explore why certain texts are important within a culture and show awareness that the context in which the text is written and read affects its meaning.</p> <p>8Rn3/8Rv5 Explain how specific choices and combinations of form, layout and presentation create particular effects.</p>	<p>Units: 2C, 3A, 3B</p> <p>Units: 1B, 2C, 3A, 3B</p> <p>Units: 1B, 2A, 3A, 3C</p>
<p>LAFS.7.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>8Rf4/8Rw1 Comment on how the a writer’s use of language contributes to the overall effect on the reader, using appropriate terminology.</p> <p>8Rf3/8Rw2 Explore the range, variety and</p>	<p>Units: 2C, 3A, 3B</p> <p>Units: 2C, 3A, 3B</p>

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	<p>overall effect of literary, rhetorical and grammatical features used by poets and writers of literary and non-literary texts. Include study of, considering informal or formal style as well as the choice of words to create character.</p> <p>8PSV4/8Rw4 Explain, using accurate terminology, how language is used to create effect, e.g. personification, figurative language, imagery, patterns and structure in the use of language, use of dialect or informal language.</p>	<p>Units: 2C, 3A, 3B</p>
<p>LAFS.7.RI.2.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>8Rf6/8Rv1 Trace the development of a writer’s or poet’s ideas, viewpoint and themes through a text and relate these to other texts read.</p> <p>8Rn3/8Rv5 Explain how specific choices and combinations of form, layout and presentation create particular effects.</p> <p>8Rn4/8Rv4 Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.</p> <p>8Rn5/8Rv2 Demonstrate understanding of the main features, including the of text structure, of each genre and text type studied.</p>	<p>Units: 1B, 2A, 3A, 3C</p> <p>Units: 1B, 2A, 3A, 3C</p> <p>Units: 1B, 2A, 3A, 3C</p> <p>Units: 1B, 2A, 3A, 3C</p>

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<p>LAFS.7.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>8Rf6/8Rv1 Trace the development of a writer’s or poet’s ideas, viewpoint and themes through a text and relate these to other texts read.</p> <p>8Rf9/8Rv3 Explore why certain texts are important within a culture and show awareness that the context in which the text is written and read affects its meaning.</p> <p>8Rn4/8Rv4 Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.</p> <p>8Rn3/8Rv5 Explain how specific choices and combinations of form, layout and presentation create particular effects.</p>	<p>Units: 1B, 2A, 3A, 3C</p> <p>Units: 1B, 2A, 3A, 3C</p> <p>Units: 1B, 2A, 3A, 3C</p> <p>Units: 1B, 2A, 3A, 3C</p>
<p>LAFS.7.RI.3.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>8Rn3/8Rv5 Explain how specific choices and combinations of form, layout and presentation create particular effects.</p> <p>8Rn4/8Rv4 Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.</p> <p><i>Cambridge Secondary 1 English Teacher Guide</i> Appendix – Opportunities for ICT</p>	<p>Units: 2A, 2B, 3C</p> <p>Units: 2A, 2B, 3C</p>

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<p>LAFS.7.RI.3.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>8Rn1/8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p> <p>8Rn5/8Rv2 Demonstrate understanding of the main features, including the of text structure, of each genre and text type studied.</p> <p>8Rf6/8Rv1 Trace the development of a writer’s or poet’s ideas, viewpoint and themes through a text and relate these to other texts read.</p>	<p>Units: 1C, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1B, 2C, 3A, 3B</p>
<p>LAFS.7.RI.3.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>8Rn1/8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p>	<p>Units: 1C, 2A, 2B, 3C</p>
<p>LAFS.7.RI.4.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>8Rn1/8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p> <p>8Rf3/8Rw2 Explore the range, variety and overall effect of literary, rhetorical and grammatical features used by poets and writers of literary and non-literary texts. Include study of, considering informal or formal style as well as the choice of words to create character.</p> <p>8Rf5/8Ro1 Broaden their experience of reading</p>	<p>Units: 1C, 2A, 2B, 3C</p> <p>Units: 2C, 3A, 3B</p> <p>Units: 3A</p>

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	a wide range of texts and express their preferences and opinions.	
WRITING STANDARDS		
<p>LAFS.7.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from and supports the argument presented. 	<p>8Wf1/8Wa1 Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas.</p> <p>8Wf3/8Wa2 Develop ideas to suit a specific audience, purpose and task.</p> <p>8Wf9/8Wa6 Create and control effects by drawing independently on the range and variety of their own vocabulary.</p> <p>8Wf8/8Wa7 Understand the significance and importance of conventional standard English and the ways in which writers use non-standard forms in specific contexts for particular effects.</p> <p>8Wn1/8Wa3 Develop a consistent viewpoint in non-fiction writing by selecting from techniques and devices used by known writers, and drawing on a range of evidence, opinions, information and purposes.</p> <p>8Wn2/8Wa4 Write in a range of forms for a variety of purposes, including: – autobiography (to entertain, inform, review or comment)</p>	<p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p>

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	<ul style="list-style-type: none"> – diary entries (to inform, explain, review, comment or explore) – leaflets or newspaper reports (to inform) – letters (to persuade, entertain, narrate or comment) – magazine articles (to describe, review or comment) – reports (to review, inform, advise, or argue) – reviews (to inform, entertain or advise) – summaries. <p>8Wf6/8Wt1 Experiment with different ways of structuring and presenting texts, bearing in mind the appropriate for different audiences and purposes.</p> <p>8Wf5/8Wt2 Use a range of cohesive devices with audience and purpose in mind.</p> <p>8Wf7/8Wa5 Draw on knowledge of how and why writers use varying degrees of formality and informality to make appropriate choices of style and register in their own writing.</p> <p>8GPw4/8Wp3 Confidently use a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbials, complex nouns or prepositional phrases.</p>	<p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p>

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<p>LAFS.7.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>8Wf1/8Wa1 Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas.</p> <p>8Wf3/8Wa2 Develop ideas to suit a specific audience, purpose and task.</p> <p>8Wf9/8Wa6 Create and control effects by drawing independently on the range and variety of their own vocabulary.</p> <p>8Wf8/8Wa7 Understand the significance and importance of conventional standard English and the ways in which writers use non-standard forms in specific contexts for particular effects.</p> <p>8Wf7/8Wa5 Draw on knowledge of how and why writers use varying degrees of formality and informality to make appropriate choices of style and register in their own writing.</p> <p>8Wn1/8Wa3 Develop a consistent viewpoint in non-fiction writing by selecting from techniques and devices used by known writers, and drawing on a range of evidence, opinions, information and purposes.</p> <p>8GPw4/8Wp3 Confidently use a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbials, complex nouns or prepositional phrases.</p>	<p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p>

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	<p>8PSV5/8Wo2 Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary, and Extending their vocabulary by noting down powerful words in books read.</p> <p>8Wn2/8Wa4 Write in a range of forms for a variety of purposes, including:</p> <ul style="list-style-type: none"> – autobiography (to entertain, inform, review or comment) – diary entries (to inform, explain, review, comment or explore) – leaflets or newspaper reports (to inform) – letters (to persuade, entertain, narrate or comment) – magazine articles (to describe, review or comment) – reports (to review, inform, advise, or argue) – reviews (to inform, entertain or advise) – summaries. 	<p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p>
<p>LAFS.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c) Use a variety of transition words, phrases, and clauses to convey 	<p>8Wf2/8Wo1 Apply skills in editing and proofreading skills to a range of different texts and contexts.</p> <p>8PSV5/8Wo2 Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary, and Extending their vocabulary by noting down powerful words in books read.</p>	<p>Units: 1A, 3B</p> <p>Units: 1A, 3B</p>

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<p>sequence and signal shifts from one time frame or setting to another.</p> <p>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e) Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>8Wf1/8Wa1 Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas.</p> <p>8Wf3/8Wa2 Develop ideas to suit a specific audience, purpose and task.</p> <p>8Wf4/8Wp1 Draw on their knowledge of a variety of sentence lengths and a wide variety of sentence structures, including complex sentences, and apply it to their own writing to make their ideas and intentions clear and create a range of effects.</p> <p>8Wf5/8Wt2 Use a range of cohesive devices with audience and purpose in mind.</p> <p>8Wf6/8Wt1 Experiment with different ways of structuring and presenting texts, bearing in mind the appropriate for different audiences and purposes.</p> <p>8Wf7/8Wa5 Draw on knowledge of how and why writers use varying degrees of formality and informality to make appropriate choices of style and register in their own writing.</p> <p>8Wf8/8Wa7 Understand the significance and importance of conventional standard English and the ways in which writers use non-standard</p>	<p>Units: 1A, 3B</p> <p>Units: 1A, 3B</p> <p>Units: 1A, 3B</p> <p>Units: 1A, 3B</p> <p>Units: 1A, 3B</p> <p>Units: 1A, 3B</p> <p>Units: 1A, 3B</p>

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	forms in specific contexts for particular effects. 8Wf9/8Wa6 Create and control effects by drawing independently on the range and variety of their own vocabulary.	Units: 1A, 3B
LAFS.7.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	8PSV1/8Ws1 Spell most words correctly, including some complex polysyllabic words and unfamiliar words. 8PSV2/8Ws2 Learn the spelling of difficult and commonly misspelt words and develop strategies for correcting spelling. 8Wf1/8Wa1 Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas. 8Wf2/8Wo1 Apply skills in editing and proofreading skills to a range of different texts and contexts. 8Wf3/8Wa2 Develop ideas to suit a specific audience, purpose and task. 8Wf4/8Wp1 Draw on their knowledge of a variety of sentence lengths and a wide variety of sentence structures, including complex sentences, and apply it to their own writing to make their ideas and intentions clear and create a range of effects.	Units: 1A, 2A, 2B, 3B, 3C Units: 1A, 2A, 2B, 3B, 3C Units: 1A, 2A, 2B, 3B, 3C Units: 1A, 2A, 2B, 3B, 3C Units: 1A, 2A, 2B, 3B, 3C

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	<p>8GPw3/8Wp2 Demonstrate controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect.</p> <p>8GPw4/8Wp3 Confidently use a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbials, complex nouns or prepositional phrases.</p> <p>8GPw1/8Wp4 Use accurate punctuation including commas in various situations, including parenthetical commas, colons, semi-colons, dashes and brackets.</p> <p>8Wf5/8Wt2 Use a range of cohesive devices with audience and purpose in mind.</p> <p>8Wf6/8Wt1 Experiment with different ways of structuring and presenting texts, bearing in mind the appropriate for different audiences and purposes.</p> <p>8Wf7/8Wa5 Draw on knowledge of how and why writers use varying degrees of formality and informality to make appropriate choices of style and register in their own writing.</p> <p>8Wf8/8Wa7 Understand the significance and importance of conventional standard English</p>	<p>Units: 1A, 2A, 2B, 3B, 3C</p> <p>Units: 1A, 2A, 2B, 3B, 3C</p> <p>Units: 1A, 2A, 2B, 3B, 3C</p> <p>Units: 1A, 2A, 2B, 3B, 3C</p> <p>Units: 1A, 2A, 2B, 3B, 3C</p> <p>Units: 1A, 2A, 2B, 3B, 3C</p> <p>Units: 1A, 2A, 2B, 3B, 3C</p>

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	and the ways in which writers use non-standard forms in specific contexts for particular effects. 8Wf9/8Wa6 Create and control effects by drawing independently on the range and variety of their own vocabulary.	Units: 1A, 2A, 2B, 3B, 3C
LAFS.7.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	8PSV2/8Ws2 Learn the spelling of difficult and commonly misspelt words and develop strategies for correcting spelling. 8Wf2/8Wo1 Apply skills-in editing and proofreading skills to a range of different texts and contexts. 8PSV5/8Wo2 Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary, and Extending their vocabulary by noting down powerful words in books read. 8Wf1/8Wa1 Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas.	Units: 1A, 2A, 2B, 3B, 3C Units: 1A, 2A, 2B, 3B, 3C Units: 1A, 2A, 2B, 3B, 3C Units: 1A, 2A, 2B, 3B, 3C
LAFS.7.W.2.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<i>Cambridge Secondary 1 English Teacher Guide</i> Appendix – Opportunities for ICT	Although this content is not explicitly referenced, it could be integrated into any unit.

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<p>LAFS.7.W.3.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>8Rf5/8Ro1 Broaden their experience of reading a wide range of texts and express their preferences and opinions.</p> <p>8Rf8/8Ro2 Explore how different audiences choose and respond to texts.</p> <p>8GPw2 (see 8Wa5) Begin to use formal and informal language for specific purposes.</p> <p>8Rn2/8Ro3 Make relevant notes when researching different sources, comparing and contrasting information.</p> <p>8Rn4/8Rv4 Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.</p> <p>8Wn1/8Wa3 Develop a consistent viewpoint in non-fiction writing by selecting from techniques and devices used by known writers, and drawing on a range of evidence, opinions, information and purposes.</p> <p>8Wn2/8Wa4 Write in a range of forms for a variety of purposes, including:</p> <ul style="list-style-type: none"> – autobiography (to entertain, inform, review or comment) – diary entries (to inform, explain, review, comment or explore) – leaflets or newspaper reports (to inform) 	<p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p>

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	<ul style="list-style-type: none"> – letters (to persuade, entertain, narrate or comment) – magazine articles (to describe, review or comment) – reports (to review, inform, advise, or argue) – reviews (to inform, entertain or advise) – summaries. 	
<p>LAFS.7.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>8Rn1/8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p> <p>8Rf5/8Ro1 Broaden their experience of reading a wide range of texts and express their preferences and opinions.</p> <p>8Rn2/8Ro3 Make relevant notes when researching different sources, comparing and contrasting information.</p> <p>8Rn3/8Rv5 Explain how specific choices and combinations of form, layout and presentation create particular effects.</p> <p>8Rn4/8Rv4 Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.</p> <p>8Rn5/8Rv2 Demonstrate understanding of the main features, including the of text structure, of</p>	<p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p>

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	each genre and text type studied.	
<p>LAFS.7.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b) Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>8Rn1/8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p> <p>8Rf5/8Ro1 Broaden their experience of reading a wide range of texts and express their preferences and opinions.</p> <p>8Rn2/8Ro3 Make relevant notes when researching different sources, comparing and contrasting information.</p> <p>8Rn3/8Rv5 Explain how specific choices and combinations of form, layout and presentation create particular effects.</p> <p>8Rn4/8Rv4 Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.</p> <p>8Rn5/8Rv2 Demonstrate understanding of the main features, including the of text structure, of each genre and text type studied.</p>	<p>Units: 1B, 2A, 2B, 3A, 3B</p> <p>Units: 1B, 2A, 2B, 3A, 3B</p> <p>Units: 1B, 2A, 2B, 3A, 3B</p> <p>Units: 1B, 2A, 2B, 3A, 3B</p> <p>Units: 1B, 2A, 2B, 3A, 3B</p> <p>Units: 1B, 2A, 2B, 3A, 3B</p>

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<p>LAFS.7.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>Applies to all writing objectives.</i></p>	
<p>STANDARDS FOR SPEAKING AND LISTENING</p>		
<p>LAFS.7.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d) Acknowledge new information expressed by others and, when warranted, modify their own views. 	<p>8SL1/8SL1 Give short presentations and answer questions, maintaining effective organisation of talk.</p> <p>8SL2/8SL2 Adapt speech, non-verbal gesture and movement to meet an increasing range of demands.</p> <p>8SL3/8SL3 Explore complex ideas and feelings, both succinctly and at length.</p> <p>8SL4/8SL4 Take part in a simple debate following formal rules (proposer, seconder, etc.).</p> <p>8SL5/8SL5 Engage with more demanding material through perceptive responses to other students’ talk, showing awareness of the speaker’s aims and extended meanings.</p> <p>8SL6/8SL6 Conduct a discussion, drawing together ideas and promoting effective sharing of ideas.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p>

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	<p>8SL7/8SL7 Work in groups to formulate ideas and plans of action.</p> <p>8SL8/8SL8 Develop skills in solo, paired and group assignments, including role-play and drama.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p>
<p>LAFS.7.SL.1.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>8SL3/8SL3 Explore complex ideas and feelings, both succinctly and at length.</p> <p>8SL10/8SL10 Discuss the features of media productions such as news broadcasts, interviews and discussions, analysing meaning and impact of variations in spoken language.</p>	<p>Units: 1C, 2C, 3A, 3B</p> <p>Unit: 3C</p>
<p>LAFS.7.SL.1.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>8SL5/8SL5 Engage with more demanding material through perceptive responses to other students’ talk, showing awareness of the speaker’s aims and extended meanings.</p>	<p>Units: 1C, 2A, 2B, 2C, 3C</p>
<p>LAFS.7.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>8SL1/8SL1 Give short presentations and answer questions, maintaining effective organisation of talk.</p> <p>8SL2/8SL2 Adapt speech, non-verbal gesture and movement to meet an increasing range of demands.</p> <p>8SL3/8SL3 Explore complex ideas and</p>	<p>Units: 1C, 2A, 2B, 2C, 3A, 3C</p> <p>Units: 1C, 2A, 2B, 3A, 3C</p> <p>Units: 1C, 2C, 3A, 3B</p>

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	feelings, both succinctly and at length. 8SL4/8SL4 Take part in a simple debate following formal rules (proposer, seconder, etc.).	Unit: 1C
LAFS.7.SL.2.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
LAFS.7.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	8SL1/8SL1 Give short presentations and answer questions, maintaining effective organisation of talk. 8SL2/8SL2 Adapt speech, non-verbal gesture and movement to meet an increasing range of demands. 8SL3/8SL3 Explore complex ideas and feelings, both succinctly and at length. 8SL4/8SL4 Take part in a simple debate following formal rules (proposer, seconder, etc.). 8SL5/8SL5 Engage with more demanding material through perceptive responses to other students' talk, showing awareness of the speaker's aims and extended meanings. 8SL7/8SL7 Work in groups to formulate ideas	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C

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	and plans of action. 8SL8/8SL8 Develop skills in solo, paired and group assignments, including role-play and drama. 8SL9/8SL9 Help to plan and participate in a brief dramatic scene, demonstrating empathy and understanding of a range of characters through flexible choice of speech, gesture and movement.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
LANGUAGE STANDARDS		
LAFS.7.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	8GPw3/8Wp2 Demonstrate controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect. 8GPw4/8Wp3 Confidently use a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbials , complex nouns or prepositional phrases.	Units: 1A, 2A, 2B, 3A, 3B Units: 1A, 2A, 2B, 3A, 3B
LAFS.7.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). Spell correctly. 	8PSV1/8Ws1 Spell most words correctly, including some complex polysyllabic words and unfamiliar words. 8PSV2/8Ws2 Learn the spelling of difficult and commonly misspelt words and develop strategies for correcting spelling.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B

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	<p>8GPw1/8Wp4 Use accurate punctuation including commas in various situations, including parenthetical commas, colons, semi-colons, dashes and brackets.</p> <p>8Wf8/8Wa7 Understand the significance and importance of conventional standard English and the ways in which writers use non-standard forms in specific contexts for particular effects.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B</p> <p>Units: 1A, 2A, 2B, 3C</p>
<p>LAFS.7.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>8GPw2 (see 8Wa5) Begin to use formal and informal language for specific purposes.</p> <p>8Wf9/8Wa6 Create and control effects by drawing independently on the range and variety of their own vocabulary.</p> <p>8Wf8/8Wa7 Understand the significance and importance of conventional standard English and the ways in which writers use non-standard forms in specific contexts for particular effects.</p> <p>8SL3/8SL3 Explore complex ideas and feelings, both succinctly and at length.</p>	<p>Units: 1A, 2B, 3A, 3B</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 2A, 2B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p>

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<p>LAFS.7.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a) 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. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., check inferred meaning in context or a dictionary). 	<p>8PSV3 (see 8Wo2) Extend vocabulary by noting down powerful words in books read.</p> <p>8Wf9/8Wa6 Create and control effects by drawing independently on the range and variety of their own vocabulary.</p> <p>8Wf8/8Wa7 Understand the significance and importance of conventional standard English and the ways in which writers use non-standard forms in specific contexts for particular effects.</p> <p>8Rn1/8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1B, 2A, 2C, 3A, 3B</p>
<p>LAFS.7.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c) 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>). 	<p>8PSV3 (see 8Wo2) Learn an increasingly wide range of vocabulary appropriate to their needs./ Extend vocabulary by noting down powerful words in books read.</p> <p>8PSV4/8Rw4 Explain, using accurate terminology, how language is used to create effect, e.g. personification, figurative language, imagery, patterns and structure in the use of language, use of dialect or informal language.</p> <p>8Wf9/8Wa6 Create and control effects by drawing independently on the range and variety of their own vocabulary.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B</p>

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	<p>8Wf8/8Wa7 Understand the significance and importance of conventional standard English and the ways in which writers use non-standard forms in specific contexts for particular effects.</p> <p>8Rf3/8Rw2 Explore the range, variety and overall effect of literary, rhetorical and grammatical features used by poets and writers of literary and non-literary texts. Include study of, considering informal or formal style as well as the choice of words to create character.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B</p> <p>Units: 2C, 3A, 3B</p>
<p>LAFS.7.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>8PSV3 (see 8Wo2) Learn an increasingly wide range of vocabulary appropriate to their needs.</p> <p>8PSV4/8Rw4 Explain, using accurate terminology, how language is used to create effect, e.g. personification, figurative language, imagery, patterns and structure in the use of language, use of dialect or informal language.</p> <p>8PSV5/8Wo2 Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary, and Extending their vocabulary by noting down powerful words in books read.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B</p> <p>Units: 1A, 1B, 2C, 3A, 3B</p> <p>Units: 1A, 1B, 2A, 3A, 3B</p>

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Key ideas and details	Framework – learning objectives	Scheme of work – units
READING STANDARDS FOR LITERATURE		
<p>LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>9Rn1/9Rx1 Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</p> <p>9Rf4/9Ri1 Develop interpretations of texts, supporting points with detailed textual evidence.</p> <p>9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.</p> <p>9Wn1/9Wa5 Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information.</p>	<p>Units: 1C, 2A, 3A, 3C</p> <p>Units: 1C, 2A, 3A, 3C</p> <p>Units: 1C, 2A, 3A, 3C</p> <p>Units: 1A, 1B, 3B, 3C</p>
<p>LAFS.8.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>9Rn1/9Rx1 Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</p> <p>9Rf1/9Rv1 Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.</p>	<p>Units: 2A, 2B, 2C, 3B</p> <p>Units: 1C, 2A, 3A, 3C</p>

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<p>LAFS.8.RL.1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>9Rf2/9Rw2 Analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects on different readers.</p> <p>9GPr1/9Rw3 Develop precise, perceptive analysis of how language is used, e.g. explaining how euphemisms conceal bias in a political statement or showing how language use reflects a character's changing emotional state.</p> <p>9Rn5/9Rw5 Recognise ways in which writers use different registers and other methods to communicate with their audience.</p>	<p>Units: 1C, 2A, 3A, 3C</p> <p>Units: 1C, 2A, 3A, 3C</p> <p>Units: 1C, 2A,, 3A, 3C</p>
<p>LAFS.8.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>9PSV4/9Rw1 Show some appreciation of how the a writer's language choices contribute to the overall effect on the reader, e.g. demonstrating the effectiveness of imagery in contrasting texts or arguing that the use of highly emotive language in an advertisement is/is not counterproductive in its effect on an audience.</p> <p>9Rf2/9Rw2 Analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects on different readers.</p> <p>9Rf5 Analyse the structures of different poetical forms. Demonstrate understanding of impact of vocabulary and meaning through the selection of appropriate quotations.9Rw6 Analyse the</p>	<p>Units: 1C, 2A, 3A, 3C</p> <p>Units: 1C, 2A, 3A, 3C</p> <p>Units: 3A</p>

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	<p>structures of different poetical forms./9Rw7 Demonstrate understanding of impact of vocabulary and meaning through the selection of appropriate quotations.</p> <p>9GPr1/9Rw3 Develop precise, perceptive analysis of how language is used, e.g. explaining how euphemisms conceal bias in a political statement or showing how language use reflects a character’s changing emotional state.</p> <p>9Rn6/9Rw4 Understand how vocabulary is words are used for different purposes, e.g. to create a tense atmosphere from the beginning, to persuade the reader.</p> <p>9Rn7/9Rw8 Understand the differences between formal and informal style.</p>	<p>Units: 1C, 2A, 3A, 3C</p> <p>Units: 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units: 1C, 2A, 3B, 3C</p>
<p>LAFS.8.RL.2.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>9Rf1/9Rv1 Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.</p> <p>9Rf5 Analyse the structures of different poetical forms. Demonstrate understanding of impact of vocabulary and meaning through the selection of appropriate quotations./9Rw6 Analyse the structures of different poetical forms./9Rw7 Demonstrate understanding of impact of vocabulary and meaning through the selection</p>	<p>Units: 1A, 1C, 2A, 3A</p> <p>Units: 1A, 1C, 2A, 3A</p>

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	<p><i>of appropriate quotations.</i></p> <p>9Rn3/9Rw9 Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organizational choices.</p> <p>9Rn1/9Rx1 Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</p>	<p>Units: 1A, 1C, 2A, 3A</p> <p>Units: 1A, 2A, 2B, 2C, 3A, 3B</p>
<p>LAFS.8.RL.2.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>9Rf1/9Rv1 Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.</p> <p>9Rf2/9Rw2 Analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects on different readers.</p>	<p>Units: 1A, 1B, 1C, 2A, 3A</p> <p>Units: 1A, 1B, 1C, 2A, 3A</p>
<p>LAFS.8.RL.3.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p><i>Cambridge Secondary 1 English Teacher Guide</i> Appendix – Opportunities for ICT</p>	<p>Although this content is not explicitly referenced, it could be integrated into any unit.</p>
<p>LAFS.8.RL.3.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>9Rf1/9Rv1 Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.</p> <p>9Rf7/9Rv2 Develop an understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions.</p>	<p>Units: 1A, 1C, 2A, 3A</p> <p>Units: 2A, 3A</p>

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<p>LAFS.8.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>9Rf1/9Rv1 Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.</p> <p>9Rf4/9Ri1 Develop interpretations of texts, supporting points with detailed textual evidence.</p> <p>9Rf3/9Ro1 Discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations.</p> <p>9Rf6/9Ro3 Analyse how texts are shaped by audiences' preferences and opinions.</p> <p>9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.</p>	<p>Units: 1A, 1C, 2A, 3A</p> <p>Units: 1A, 1C, 2A, 3A</p> <p>Units: 1A, 1C, 2A, 3A</p> <p>Units: 1A, 1C, 2A, 3A</p> <p>Units: 2A, 2B, 2C, 3B</p>
READING STANDARDS FOR INFORMATIONAL TEXT		

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<p>LAFS.8.RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>9Rf4/9Ri1 Develop interpretations of texts, supporting points with detailed textual evidence.</p> <p>9Rn1/9Rx1 Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</p> <p>9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.</p> <p>9Wn1/9Wa5 Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information.</p>	<p>Units: 1C, 2B, 2C, 3B, 3C</p> <p>Units: 1C, 2B, 2C, 3B, 3C</p> <p>Units: 1C, 2A, 3A, 3C</p> <p>Units: 1A, 1B, 3B, 3C</p>
<p>LAFS.8.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>9Rn1/9Rx1 Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</p> <p>9Rf1/9Rv1 Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.</p>	<p>Units: 2A, 2B, 2C, 3B</p> <p>Units: 1C, 2A, 3A, 3C</p>
<p>LAFS.8.RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.</p> <p>9Rn4/9Rv3 Demonstrate understanding of the</p>	<p>Units: 2A, 2B, 2C, 3B</p> <p>Units: 2A, 2B, 2C, 3B</p>

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	features of a wider range of non-fiction and media texts, e.g. travel writing, advertising advertisement material.	
LAFS.8.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<p>9PSV4/9RW1 Show some appreciation of how the a writer's language choices contribute to the overall effect on the reader, e.g. demonstrating the effectiveness of imagery in contrasting texts or arguing that the use of highly emotive language in an advertisement is/is not counterproductive in its effect on an audience.</p> <p>9Rf2/9Rw2 Analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects on different readers.</p> <p>9Rn6/9Rw4 Understand how vocabulary-is words are used for different purposes, e.g. to create a tense atmosphere from the beginning, to persuade the reader.</p> <p>9Rn7/9Rw8 Understand the differences between formal and informal style.</p> <p>9GPr1/9Rw3 Develop precise, perceptive analysis of how language is used, e.g. explaining how euphemisms conceal bias in a political statement or showing how language use reflects a character's changing emotional state.</p>	<p>Units: 1C, 2B, 2C, 3B</p> <p>Units: 1C, 2B, 2C, 3B</p> <p>Units: 1C, 2B, 2C, 3B</p> <p>Units: 1C, 2B, 2C, 3B</p> <p>Units: 1C, 2B, 2C, 3B</p>

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	<p>9Rf5 Analyse the structures of different poetical forms. Demonstrate understanding of impact of vocabulary and meaning through the selection of appropriate quotations. 9Rw6 Analyse the structures of different poetical forms. 9Rw7 Demonstrate understanding of impact of vocabulary and meaning through the selection of appropriate quotations.</p>	Units: 1C, 2B, 2C, 3B
<p>LAFS.8.RI.2.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>9Rn3/9Rw9 Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organizational choices.</p> <p>9Rn4/9Rv3 Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertising advertisement material.</p> <p>9Rn5/9Rw5 Recognise ways in which writers use different registers and other methods to communicate with their audience.</p> <p>9Rn9/9Rv4 Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.</p>	Units: 1C, 2B, 2C, 3B Units: 1C, 2B, 2C, 3B Units: 1C, 2B, 2C, 3B Units: 1C, 2B, 2C, 3B

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<p>LAFS.8.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.</p> <p>9Rf1/9Rv1 Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.</p> <p>9Rn9/9Rv4 Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.</p>	<p>Unit: 1C, 2B, 2C, 3B</p> <p>Unit: 1C, 2B, 2C, 3B</p> <p>Unit: 1C, 2B, 2C, 3B</p>
<p>LAFS.8.RI.3.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>9Rn2/9Ro2 Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media.</p> <p>9Rn4/9Rv3 Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertising advertisement material.</p>	<p>Units: 1C, 2B, 2C, 3A</p> <p>Units: 1C, 2B, 2C, 3B</p>
<p>LAFS.8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.</p> <p>9Rf1/9Rv1 Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.</p>	<p>Unit: 3B</p> <p>Units: 1A, 1C, 2A, 3A</p>

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<p>LAFS.8.RI.3.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>9Rn3/9Rw9 Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organizational choices.</p> <p>9Rn9/9Rv4 Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.</p> <p>9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.</p>	<p>Units: 1C, 2B, 2C, 3B</p> <p>Units: 1C, 2B, 2C, 3B</p> <p>Units: 1C, 2B, 2C, 3B</p>
<p>LAFS.8.RI.4.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>9Rn1/9Rx1 Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</p> <p>9Rn4/9Rv3 Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertising advertisement material.</p> <p>Rf3/9Ro1 Discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations.</p> <p>9Rf4/9Ri1 Develop interpretations of texts, supporting points with detailed textual</p>	<p>Units: 1C, 2A, 2B, 2C, 3B</p> <p>Units: 1C, 2A, 2B, 2C, 3B</p> <p>Units: 1C, 2A, 2B, 2C, 3B</p> <p>Units: 1A, 1C, 2A, 3A</p>

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	evidence. 9Rf6/9Ro3 Analyse how texts are shaped by audiences' preferences and opinions. 9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.	Units: 1C, 2A, 2B, 2C, 3B Units: 2A, 2B, 2C, 3B
WRITING STANDARDS		
LAFS.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from and supports the argument presented. 	9GPw1/9Wp2 Use a range of features to shape and craft sentences that have individual merit and contribute to overall development of the text, e.g. embedded phrases and clauses that support succinct explanation; secure control of complex verb forms; use antithesis, repetition or balance in sentence structure. 9GPw2/9Wp1 Demonstrate control of wide variety of sentence types used for intended purpose and desired effect. 9Wf1/9Wa1 Link a selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience. 9PSV5/9Wa2 Shape and affect the reader's response through conscious choices and in planned ways by selecting ambitiously from a wide and varied vocabulary for a range of	Units: 1A, 1B, 1C, 2B, 2C, 3B, 3C Units: 1A, 1B, 1C, 2B, 2C, 3B, 3C Units: 1A, 1B, 1C, 2B, 2C, 3B, 3C Units: 1A, 1B, 1C, 2B, 2C, 3B, 3C

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	<p>tasks, purposes and readers.</p> <p>9Wn1/9Wa5 Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information.</p> <p>9Wn2/9Wa6 Write to analyse, review and comment.</p> <p>9Wn3/9Wa7 Write persuasively, e.g. in letters or in the script of a commercial.</p> <p>9Wn4/9Wa8 Write arguments with a sense of linked progression.</p> <p>9Wf6/9Wa10 Begin to Develop a range of registers and a personal voice.</p> <p>9Wf8/9Wa9 Understand ways to deploy a range of formal and informal styles to enhance and emphasise meaning and create a wide range of effects.</p> <p>9PSV3/9Wa11 Continue to Extend range of language and use it appropriately.</p>	<p>Units: 1A, 1B, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B, 3C</p> <p>Units: 2B, 2C, 3B</p> <p>Unit: 3B</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B, 3C</p>
<p>LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a) Introduce a topic clearly, previewing what is to follow; organize</p>	<p>9GPw1/9Wp2 Use a range of features to shape and craft sentences that have individual merit and contribute to overall development of the text, e.g. embedded phrases and clauses that</p>	<p>Units: 1A, 1B, 1C, 2B, 2C</p>

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<p>ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Establish and maintain a formal style.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>support succinct explanation; secure control of complex verb forms; use antithesis, repetition or balance in sentence structure.</p> <p>9GPw2/9Wp1 Demonstrate control of wide variety of sentence types used for intended purpose and desired effect.</p> <p>9PSV3/9Wa11 Continue to Extend range of language and use it appropriately.</p> <p>9PSV5/9Wa2 Shape and affect the reader's response through conscious choices and in planned ways by selecting ambitiously from a wide and varied vocabulary for a range of tasks, purposes and readers.</p> <p>9Wn1/9Wa5 Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information.</p> <p>9Wn2/9Wa6 Write to analyse, review and comment.</p> <p>9Wn3/9Wa7 Write persuasively, e.g. in letters or in the script of a commercial.</p> <p>9Wf8/9Wa9 Understand ways to deploy a range of formal and informal styles to enhance and emphasise meaning and create a wide</p>	<p>Units: 1A, 1B, 1C, 2B, 2C</p> <p>Units: 1B, 1C, 2B, 2C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C</p> <p>Units: 1A, 1C, 2A, 2B, 2C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C</p>

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	range of effects. 9Wf6/9Wa10 Begin to Develop a range of registers and a personal voice.	Units: 1A, 1B, 1C, 2A, 2B, 2C
<p>LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e) Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>9Wf1/9Wa1 Link a selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience.</p> <p>9Wf3/9Wt1 Select the most appropriate text format, layout and presentation to create impact and engage the reader.</p> <p>9Wf4/9Wt2 Shape and craft language within paragraphs, and structure ideas between them, to achieve particular effects with purpose and audience in mind.</p> <p>9Wf5/9Wa4 Establish and sustain character, point of view and voice.</p> <p>9Wf6/9Wa10 Begin to Develop a range of registers and a personal voice.</p> <p>9Wf7/9Wa3 Add detail, tension and climax to their narratives by shaping the reader's response through conscious choices from a wide and ambitious vocabulary.</p> <p>9Wf8/9Wa9 Understand ways to deploy a range of formal and informal styles to enhance</p>	<p>Units: 1A, 1B, 2A, 3C</p> <p>Units: 1A, 1B, 2A, 3C</p> <p>Units: 1A, 1B, 2A, 3C</p> <p>Units: 1A, 1B, 2A, 3C</p> <p>Units: 1A, 1B, 2A, 3C</p> <p>Units: 1A, 1B, 2A, 3C</p> <p>Units: 1A, 1B, 2A, 3C</p>

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	<p>and emphasise meaning and create a wide range of effects.</p> <p>9Wf9/9Wp3 Understand ways in which writers modify and adapt phrase and sentence structures and conventions to create effects, and how to make such adaptations when appropriate.</p> <p>9Wf10/9Wp4 Deploy a range of punctuation and grammatical choices to enhance and emphasise meaning, aid cohesion and create a wide range of effects.</p>	<p>Units: 1A, 1B, 2A, 3C</p> <p>Units: 1A, 1B, 2A, 3C</p>
<p>LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>9Wf1/9Wa1 Link a selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience.</p> <p>9Wf3/9Wt1 Select the most appropriate text format, layout and presentation to create impact and engage the reader.</p> <p>9Wf4/9Wt2 Shape and craft language within paragraphs, and structure ideas between them, to achieve particular effects with purpose and audience in mind.</p> <p>9Wf5/9Wa4 Establish and sustain character, point of view and voice.</p> <p>9Wf6/9Wa10 Begin to Develop a range of</p>	<p>Units: 1A, 1B, 1C, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B</p>

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	<p>registers and a personal voice.</p> <p>9Wf7/9Wa3 Add detail, tension and climax to their narratives by shaping the reader's response through conscious choices from a wide and ambitious vocabulary.</p> <p>9Wf8/9Wa9 Understand ways to deploy a range of formal and informal styles to enhance and emphasise meaning and create a wide range of effects.</p> <p>9Wf9/9Wp3 Understand ways in which writers modify and adapt phrase and sentence structures and conventions to create effects, and how to make such adaptations when appropriate.</p> <p>9PSV1/9Ws1 Spell correctly throughout a substantial text including ambitious or complex polysyllabic words.</p> <p>9PSV2/9Ws2 Continue to be aware of spelling errors and correct them.</p> <p>9Wf2/9Wo1 Use the editing, proofreading and reviewing process, and revise as necessary, to evaluate the effectiveness and likely impact on the reader.</p> <p>9GPw1/9Wp2 Use a range of features to shape</p>	<p>Units: 1A, 1B, 1C, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B</p>

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	<p>and craft sentences that have individual merit and contribute to overall development of the text, e.g. embedded phrases and clauses that support succinct explanation; secure control of complex verb forms; use antithesis, repetition or balance in sentence structure.</p> <p>9GPw2/9Wp1 Demonstrate control of wide variety of sentence types used for intended purpose and desired effect.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B</p>
<p>LAFS.8.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p>	<p>9PSV1/9Ws1 Spell correctly throughout a substantial text including ambitious or complex polysyllabic words.</p> <p>9PSV2/9Ws2 Continue to be aware of spelling errors and correct them.</p> <p>9GPw2/9Wp1 Demonstrate control of wide variety of sentence types used for intended purpose and desired effect.</p> <p>9Wf1/9Wa1 Link a selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience.</p> <p>9Wf2/9Wo1 Use the editing, proofreading and reviewing process, and revise as necessary, to evaluate the effectiveness and likely impact on the reader.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2B, 2C, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C</p>

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LAFS.8.W.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<i>Cambridge Secondary 1 English Teacher Guide</i> Appendix – Opportunities for ICT	Although this content is not explicitly referenced, it could be integrated into all units.
LAFS.8.W.3.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<p>9Rn1/9Rx1 Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</p> <p>9Rn2/9Ro2 Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media.</p> <p>9Wn1/9Wa5 Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information.</p> <p>9Wn2/9Wa6 Write to analyse, review and comment.</p> <p>9Wn4/9Wa8 Write arguments with a sense of linked progression.</p>	<p>Units: 1A, 2A, 2B, 2C, 3A, 3B</p> <p>Units: 2B, 2C, 3B</p> <p>Units: 2A, 2B, 2C, 3B</p> <p>Units: 2A, 2B, 2C, 3B</p> <p>Unit: 3B</p>
LAFS.8.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p>9Rn1/9Rx1 Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</p> <p>9Rn2/9Ro2 Make notes using a range of</p>	<p>Units: 2A, 2B, 2C, 3A, 3B</p> <p>Units: 2B, 2C, 3B</p>

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	<p>different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media.</p> <p>9Rn3/9Rw9 Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organizational choices.</p> <p>9Rn4/9Rv3 Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertising advertisement material.</p> <p>9Rn5/9Rw5 Recognise ways in which writers use different registers and other methods to communicate with their audience.</p> <p>9Rn7/9Rw8 Understand the differences between formal and informal style.</p> <p>9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.</p> <p>9Rn9/9Rv4 Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.</p>	<p>Units: 2B, 2C, 3B</p> <p>Units: 2B, 2C, 3B</p> <p>Units: 2B, 2C, 3B</p> <p>Units: 2B, 2C, 3B</p> <p>Unit: 3B</p> <p>Units: 2B, 2C, 3B</p>

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<p>LAFS.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b) Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>9Rn1/9Rx1 Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</p> <p>9Rn2/9Ro2 Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media.</p> <p>9Rn3/9Rw9 Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organizational choices.</p> <p>9Rf7/9Rv2 Develop an understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions.</p> <p>9Rn4/9Rv3 Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertising advertisement material.</p> <p>9Rn5/9Rw5 Recognise ways in which writers use different registers and other methods to communicate with their audience.</p> <p>9Rn7/9Rw8 Understand the differences between formal and informal style.</p>	<p>Units: 2A, 2B, 2C, 3A, 3B</p> <p>Units: 2B, 2C, 3B</p> <p>Units: 2B, 2C, 3B</p> <p>Units: 2A, 2B, 2C, 3A</p> <p>Units: 2B, 2C, 3B</p> <p>Units: 2B, 2C, 3B</p> <p>Unit: 3B</p>

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	<p>9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.</p> <p>9Rn9/9Rv4 Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.</p> <p>9Rf1/9Rv1 Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.</p> <p>9Rf5 Analyse the structures of different poetical forms. Demonstrate understanding of impact of vocabulary and meaning through the selection of appropriate quotations. 9Rw6 Analyse the structures of different poetical forms. 9Rw7 Demonstrate understanding of impact of vocabulary and meaning through the selection of appropriate quotations.</p>	<p>Units: 1C, 2A, 3A, 3C</p> <p>Units: 1A, 1C, 2A, 3A</p> <p>Units: 1C, 2A, 3A</p> <p>Units: 2A, 3A</p>
<p>LAFS.8.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>Applies to all writing objectives.</i></p>	
<p>STANDARDS FOR SPEAKING AND LISTENING</p>		

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<p>LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	<p>9SL2/9SL2 Make increasingly significant contributions both as a solo speakers and as a members of a groups.</p> <p>9SL3 Use speaking and listening to build up increasing personal confidence, managing and manipulating the content of their presentation./9SL3 Demonstrate increased personal confidence by managing and manipulating content of spoken presentation and listening.</p> <p>9SL4/9SL4 Question and respond to others, shaping the direction and content of their talk with well-judged contributions.</p> <p>9SL5/9SL5 Work in groups for a variety of purposes, such as taking decisions, and planning and organisation.</p> <p>9SL7/9SL7 Evaluate meaning and impact of a range of features in own and others’ discourse, including broadcast media.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B</p> <p>Unit: 2B, 2C, 3B</p>
<p>LAFS.8.SL.1.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>9SL7/9SL7 Evaluate meaning and impact of a range of features in own and others’ discourse, including broadcast media.</p>	<p>Unit: 2B, 2C, 3B</p>

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LAFS.8.SL.1.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	9SL4/9SL4 Question and respond to others, shaping the direction and content of their talk with well-judged contributions. 9SL7/9SL7 Evaluate meaning and impact of a range of features in own and others’ discourse, including broadcast media.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B
LAFS.8.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	9SL3 Use speaking and listening to build up increasing personal confidence, managing and manipulating the content of their presentation./ 9SL3 Demonstrate increased personal confidence by managing and manipulating content of spoken presentation and listening. 9SL4/9SL4 Question and respond to others, shaping the direction and content of their talk with well-judged contributions.	Units: 2A, 2B, 2C, 3B Units: 2A, 2B, 2C, 3A, 3B
LAFS.8.SL.2.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	9SL7/9SL7 Evaluate meaning and impact of a range of features in own and others’ discourse, including broadcast media.	Units: 2B, 2C, 3B
LAFS.8.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 1 and 3 for specific expectations.)	9SL1/9SL1 Use speaking and listening as a method of preparing for written assignments, exploring a wide range of subject matter with precision and effect. 9SL2/9SL2 Make increasingly significant	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B Units: 1A, 1C, 2A, 2B, 2C, 3B

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	<p>contributions both as a solo speakers and as a members of a groups.</p> <p>9SL3 Use speaking and listening to build up increasing personal confidence, managing and manipulating the content of their presentation./9SL3 Demonstrate increased personal confidence by managing and manipulating content of spoken presentation and listening.</p> <p>9SL4/9SL4 Question and respond to others, shaping the direction and content of their talk with well-judged contributions.</p> <p>9SL5/9SL5 Work in groups for a variety of purposes, such as taking decisions, and planning and organisation.</p> <p>9SL6/9SL6 Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence.</p>	<p>Units: 2A, 2B, 2C, 3B</p> <p>Units: 2A, 2B, 2C, 3A, 3B</p> <p>Units: 1A, 1C, 2A, 2B, 2C, 3A, 3B</p> <p>Units: 1C, 2A</p>
LANGUAGE STANDARDS		
<p>LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b) Form and use verbs in the active and passive voice. c) Form and use verbs in the indicative, imperative, interrogative, 	<p>9GPw1/9Wp2 Use a range of features to shape and craft sentences that have individual merit and contribute to overall development of the text, e.g. embedded phrases and clauses that support succinct explanation; secure control of complex verb forms; use antithesis, repetition</p>	<p>Units: 1A, 1B, 1C, 2B, 2C, 3B, 3C</p>

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conditional, and subjunctive mood. d) Recognize and correct inappropriate shifts in verb voice and mood.	or balance in sentence structure. 9GPw2/9Wp1 Demonstrate control of wide variety of sentence types used for intended purpose and desired effect. 9SL1/9SL1 Use speaking and listening as a method of preparing for written assignments, exploring a wide range of subject matter with precision and effect.	Units: 1A, 1B, 1C, 2B, 2C, 3B, 3C Units: 1A, 1B, 1C, 2B, 2C, 3B, 3C
LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b) Use an ellipsis to indicate an omission. c) Spell correctly.	9PSV1/9Ws1 Spell correctly throughout a substantial text including ambitious or complex polysyllabic words. 9PSV2/9Ws2 Continue to be aware of spelling errors and correct them. 9Wf10/9Wp4 Deploy a range of punctuation and grammatical choices to enhance and emphasise meaning, aid cohesion and create a wide range of effects.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C Units: 1A, 1B, 1C, 2B, 2C, 3B, 3C
LAFS.8.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	9GPw1/9Wp2 Use a range of features to shape and craft sentences that have individual merit and contribute to overall development of the text, e.g. embedded phrases and clauses that support succinct explanation; secure control of complex verb forms; use antithesis, repetition or balance in sentence structure.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C

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	<p>9GPw2/9Wp1 Demonstrate control of wide variety of sentence types used for intended purpose and desired effect.</p> <p>9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C</p>
<p>LAFS.8.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> b) 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. c) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). d) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. e) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>9PSV3/9Wa11 Continue to Extend range of language and use it appropriately.</p> <p>9Rn1/9Rx1 Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</p> <p>9Rn8/9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C</p>
<p>LAFS.8.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a) Interpret figures of speech (e.g. verbal irony, puns) in context. b) Use the relationship between particular words to better understand each of the words. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, 	<p>9PSV3/9Wa11 Continue to Extend range of language and use it appropriately.</p> <p>9PSV4/9RW1 Show some appreciation of how the a writer’s language choices contribute to the overall effect on the reader, e.g. demonstrating the effectiveness of imagery in contrasting texts</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C</p> <p>Units: 1A, 1C, 2A, 2B, 2C, 3B, 3C</p>

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<p><i>persistent, resolute</i>).</p>	<p>or arguing that the use of highly emotive language in an advertisement is/is not counterproductive in its effect on an audience.</p> <p>9PSV5/9Wa2 Shape and affect the reader's response through conscious choices and in planned ways by selecting ambitiously from a wide and varied vocabulary for a range of tasks, purposes and readers.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B</p>
<p>LAFS.8.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>9PSV3/9Wa11 Continue to Extend range of language and use it appropriately.</p> <p>9PSV5/9Wa2 Shape and affect the reader's response through conscious choices and in planned ways by selecting ambitiously from a wide and varied vocabulary for a range of tasks, purposes and readers.</p> <p>9PSV4/9RW1 Show some appreciation of how the a writer's language choices contribute to the overall effect on the reader, e.g. demonstrating the effectiveness of imagery in contrasting texts or arguing that the use of highly emotive language in an advertisement is/is not counterproductive in its effect on an audience.</p> <p>9GPr1/9Rw3 Develop precise, perceptive analysis of how language is used, e.g. explaining how euphemisms conceal bias in a political statement or showing how language</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C</p> <p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C</p>

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	<p>use reflects a character's changing emotional state.</p> <p>9Rn6/9Rw4 Understand how vocabulary is words are used for different purposes, e.g. to create a tense atmosphere from the beginning, to persuade the reader.</p>	<p>Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C</p>

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