



VALWOOD

GO BEYOND

**Seventh Grade
English Language Arts Curriculum**

7th Grade Humanities – Language Arts Overview

Course Description	Topics at a Glance
<p>Seventh-grade students learn to communicate effectively, think creatively, and to express themselves with precision. By exploring all genres of fiction and non-fiction students investigate the foundations of literature while also exploring the significance of the stories in their surrounding world. Works include selections from the Prentice Hall Bronze Level anthology, Percy Jackson: The Lightning Thief, The House of Dies Drear, Across Five Aprils, Which Way Freedom, and various other trade novels selected. Seventh-grade Literature is directly associated with US History and covers early American settlement to 1900, therefore the texts chosen directly correlate to specific historical events and allow the students to better understand each time period as well as build an understanding of what the people and leaders of the time were experiencing. Students are required to write evidence-based responses from literary selections using textual evidence and developing/enhancing self-editing abilities and research tactics.</p>	<ul style="list-style-type: none"> • Comprehension and interpretation of a variety of fiction, non-fiction, poetry, electronic-based texts, and specific genre studies* • Compare and contrast increasing complex levels of text* • Writing for a variety of audiences and purposes • Writing process with an emphasis on self and peer editing • Importance of correct grammar and strong word choice to communicate effectively • Vocabulary, word origins, spelling • Research with an emphasis on judging the credibility and accuracy, and the citing of sources • Technology as a writing, research, a communication tool • Oral presentations (debate, speeches, formal presentations of learning, Socratic seminar, scored discussion, book groups) <p><i>* When available, text selections will connect to and enhance content-area studies in social studies and/or science courses.</i></p>
Assessments	
<p>Below are some examples of assessments</p> <ul style="list-style-type: none"> • Running Records • Formal and Informal Writing Samples • Formal and Informal Reader’s Responses • Observations/ Interviews/Conversations • Final Projects and Presentations • Test/Quizzes • Student Self-Assessment 	
Grade Level Expectations	Effective Components
<p>Prepares for and delivers effective oral presentations. Prepare for and participate effectively in a range of collaborative discussions.</p>	<p>Components of Quality Instruction that Demand Student-Teacher Collaboration in the Learning Process</p> <ul style="list-style-type: none"> • Clear and high expectation for all students • Instruction driven by standards/curriculum, not materials or a published program • Frequent, timely, meaningful feedback of student accomplishment • Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension • Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls, and movement) <p>Students actively engage in learning by:</p> <ul style="list-style-type: none"> • Participating in classroom talk (listening, elaborating, clarifying, expanding) • Applying rigorous, strategic thinking (application, explanation, perspective-taking, interpretation, perspective, empathy, self-knowledge) <p>Teachers prepare for instruction by:</p> <ul style="list-style-type: none"> • Using Data Driven Balanced Literacy Instructional Approaches <ul style="list-style-type: none"> ◆ Reading & writing demonstrations ◆ Shared and guided reading & writing ◆ Independent reading & writing • Balancing whole group, small group, and individual instruction • Using collaborative learning groups • Planning opportunities to read and write multiple genres • Providing opportunities for students to authentically respond to and judge what they read • Requiring students to publish their writing (including individual and/or group anthologies) • Integrating essential skills and strategies explicitly and systematically
<p>Use information from texts to support analysis and personal responses to literature and poetry. Use textual evidence to support summary, analysis and evaluation of informational and persuasive texts. Analyze word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, general academic and content-specific words and phrases.</p>	
<p>With awareness of audience and purpose, compose narrative writing. With awareness of audience and purpose, compose persuasive and informational writing. Use the recursive process of writing, including revising and editing for clarity and grammar and conventions use, to produce well-written documents for specific purposes and audiences.</p>	
<p>Conducts and shares research by synthesizing information from multiple sources. Recognize the implications of bias and assumptions in research.</p>	

1. Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standard requires students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE Anchor Standards Connected to Speaking and Listening

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

4. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Speaking and Listening Standard:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

Content Area: English Language Arts - 7th Grade	
Standard: 1. Speaking and Listening	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective. 	
GRADE LEVEL EXPECTATION	
Concepts and skills students master:	
1. Prepares for and delivers effective oral presentations.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: Presentation of Knowledge and Ideas: <ol style="list-style-type: none"> a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use established verbal and non-verbal delivery techniques, including: adequate volume, clear pronunciation, appropriate eye contact, body position, and hand gestures. b. Include multimedia components and visual displays in presentations to establish context, clarify claims and findings, emphasize salient points, and broaden and deepen understanding. c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. d. Prepare for audience and purpose by ensuring proper length of presentation, appropriate topic, and ready-to-share, engaging visuals and materials. e. Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with peers and mirrors, etc.). f. Use formal and informal feedback to evaluate effectiveness of presentation. Listening to Presentations of Knowledge and Ideas: <ol style="list-style-type: none"> g. Demonstrate listening by providing oral and written feedback that reflects understanding, and insights into speaker’s message. h. Asks questions to pursue deeper and broader understanding and establish connections linking the purpose of the presentation to self and world. 	Inquiry Questions: <ol style="list-style-type: none"> 1. What background knowledge can presenters apply to their research? 2. How do presenters make a good impression and make themselves clear when speaking with others? 3. When presenters want to persuade audience members, what is important for them to remember? 4. What current technologies will enhance the effectiveness of a presentation? 5. Why is it important to use good research strategies when finding information on a topic? 6. How do I know if a source is trustworthy? Relevance and Application: <ol style="list-style-type: none"> 1. When applying for jobs, applicants must use essential speaking and writing skills are for clear communication. 2. Learning to paraphrase is a skill that is used daily when summarizing. 3. Parents often ensure the well-being of their children by asking who, what, when, where, why, and how questions. 4. Online resources offer access to a variety of primary and secondary resources. 5. Electronic presentation tools can enhance oral presentations. 6. Online resources can be used to offer examples of quality presentations. Nature of Discipline: <ol style="list-style-type: none"> 1. Skilled communicators use a variety of ways to present research, which continues to build their intellectual fluency. 2. Skilled communicators thoroughly review their research findings before presenting to an audience.

Content Area: English Language Arts - 7th Grade		
Standard: 1. Speaking and Listening		
Valwood Graduates:		
<ul style="list-style-type: none"> ➤ Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective. 		
GRADE LEVEL EXPECTATION:		
Concepts and skills students master:		
2. Prepare for and participate effectively in a range of collaborative discussions.		
Evidence Outcomes	21st Century Skills and Readiness Competencies	
Students can: <ul style="list-style-type: none"> a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> i. Come to discussions at Valwood, having thoroughly read or researched material under study; including writing comments in margins (or on sticky notes) to track increasing levels of understanding of the text; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. iii. 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. iv. Acknowledge new information expressed by others and, when warranted, modify their own views. b. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. d. Use evidence to develop credibility (such as citing textual evidence to support opinions), and connect evidence to other speaker's contributions. e. Focusing on a central idea, prepare and ask relevant interview questions for gathering information and developing 	Inquiry Questions: <ol style="list-style-type: none"> 1. What makes an effective discussion? 2. How can everyone contribute without a few people dominating the discussion? 3. What strategies do effective communicators use to involve other people in the discussion? 4. What can speakers do to make people want to listen to what they have to say? 5. How does body language tell a speaker that he/she is having the desired effect on the audience? 	
		Relevance and Application: <ol style="list-style-type: none"> 1. Journalists summarize complex issues for the general public. 2. Political representatives integrate the needs and wants of a community into new policy recommendations. 3. Real-time feedback technologies rely on the active participation of all members to have a successful discussion. 4. Musical ensembles require the cooperation of all players to produce the desired sound.
		Nature of the Discipline: <ol style="list-style-type: none"> 1. Skilled communicators demonstrate a balance between listening and sharing. 2. Skilled listeners recognize that others have important ideas.

understanding; evaluate the effectiveness of the techniques used and information gained from the interview.

- f. Recognize the difference between informal and formal language and make choices appropriate for group purposes.

2. Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

READING

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

LANGUAGE Anchor Standards Connected to Reading

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

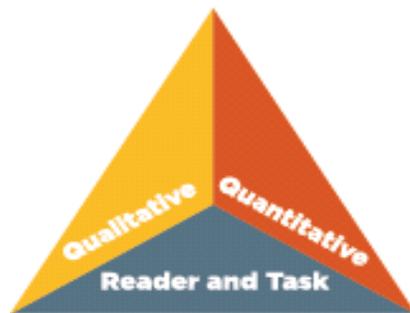
Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Reading for All Purposes Standard:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Content Area: English Language Arts - 7th Grade

Standard: 2. Reading for All Purposes

Valwood Graduates:

- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone.

GRADE LEVEL EXPECTATION

Concepts and skills students master:

1. Use information from texts to support analysis and personal responses to literature and poetry.

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <p>Key Ideas and Details:</p> <ol style="list-style-type: none">a. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; distinguish between a strong and weak inference.b. Determine a theme or central idea of a text and analyze its development by identifying key details and events that reflect the theme or central idea; provide an objective summary of the text.c. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot), and provoke decisions and turning points.d. Analyze the theme or central idea of a text to draw parallels to personal experience. <p>Craft and Structure:</p> <ol style="list-style-type: none">e. 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 and words (e.g., alliteration, anaphora) on a specific verse or stanza of a poem or section of a story or drama.f. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning, mood and tone.g. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. <p>Integration of Knowledge and Ideas:</p> <ol style="list-style-type: none">h. 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); judge, and support by citing specific literary and/or media-based elements, which medium is most effective based on audience and purpose.i. 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; analyze how each of the two genres prioritize certain information.	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. How would changing the setting, character, plot, or point of view affect the outcome of a story?2. How do authors appeal to the reader's emotions and beliefs?3. How does understanding the author's purpose help readers comprehend the text?4. How are literary texts similar? How are they different?5. Why does point of view matter? How does it contribute to conflict? How can point of view reduce conflict? How do different characters represent different points of view?6. How does a reader determine the primary message that the author wants interpreted from the passage?7. How can readers support their opinions from using evidence within texts? <p>Relevance and Application:</p> <ol style="list-style-type: none">1. Exposure to literary text allows readers to connect to possibilities, points of view, and opportunities in the world.2. Digital storytelling introduces visual and multimedia elements that can enhance student understanding of literary texts. <p>Nature of Discipline:</p> <ol style="list-style-type: none">1. Different readers respond differently to texts due to personal attitudes and beliefs about events, ideas, and themes. Readers may or may not like a particular text and they can explain why.

- j. Create and use various outline formats to track events, setting changes, and character development in a piece of literature.
- k. Develop and share interpretations of literary works of personal interest.
- l. Recognize, compare and contrast distinct features of literature from various world cultures.
- m. Recognize elements of a primary source document in other works of literature.

Range of Reading and Complexity of Text:

By the end of the year, read, comprehend, **and analyze** 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.

Content Area: English Language Arts - 7th Grade

Standard: 2. Reading for All Purposes

Valwood Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks.

GRADE LEVEL EXPECTATION

Concepts and skills students master:

- 2. Use textual evidence to support summary, analysis, and evaluation of informational and persuasive texts.

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <p>Key Ideas and Details:</p> <ul style="list-style-type: none">a. Cite multiple pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.b. Determine two or more central ideas in a text and analyze their parallel development over the course of the text; provide an objective summary of the text.c. 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>Craft and Structure:</p> <ul style="list-style-type: none">d. 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, including analogies or allusions to other texts.e. Analyze both the text structure and graphical representations an author uses to organize a text and graphic information, including how the major sections contribute to the whole and to the development of the ideas.f. Determine an author's point of view and purpose in a text and analyze how the author distinguishes his or her position from that of others. <p>Integration of Knowledge and Ideas:</p> <ul style="list-style-type: none">g. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing and evaluating the effectiveness of each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).h. 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.i. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How does the author use language to convey his/her viewpoint? (For example, pro-slavery—the words used show a bias toward owning slaves.)2. How do readers know if the text is informing them or trying to persuade them? How can readers distinguish between facts and an author's opinion? Why does this matter?3. How does using multiple perspectives and points of view expand people's thinking?4. How are multiple sources valuable when you are learning new information?5. How and when do readers adjust reading strategies to better understand different types of text?6. What text features are most helpful and why? How do text features help readers to access information quickly? Why do authors use specific text features to convey a message? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. The massive amount of information on the Internet requires readers to distinguish accurate from inaccurate information.2. Using multiple sources is important to gather accurate information.3. When consumers are purchasing a product, they will be bombarded with information that must be sorted for accuracy, clarity, and organization to help guide their decisions.4. Sound, graphics, and multimedia combine with text to influence perception.5. Comprehension of informational texts contributes to lifelong learning. <p>Nature of Discipline:</p> <ul style="list-style-type: none">1. Readers think critically when they read to separate fact from opinion.

different evidence or advancing different interpretations of facts; produce criteria that could be used to evaluate the effectiveness of the texts under study.

- j. Organize and synthesize information from text and text features (such as timeline, diagram, captions, glossary, index) to answer questions, deepen understanding, or perform specific tasks.
- k. Organize and synthesize information from multiple sources, determining the relevance of information supported by text-based evidence.
- l. Locate, analyze and explain informational texts of personal interest.

Range of Reading and Level of Text Complexity:

- m. 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.

- 2. Skilled readers apply their knowledge when reading in Science, Technical Subjects, and History/Social Studies

Content Area: English Language Arts - 7th Grade		
Standard: 2. Reading for All Purposes		
Valwood Graduates:		
➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary.		
GRADE LEVEL EXPECTATION:		
Concepts and skills students master:		
3. Analyze word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, general academic and content-specific words and phrases.		
Evidence Outcomes	21st Century Skills and Readiness Competencies	
Students can: Vocabulary Acquisition and Use: <ol style="list-style-type: none"> a. 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. <ol style="list-style-type: none"> i. 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. ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). iii. 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. iv. 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). v. Use the tone of a passage to determine an approximate meaning of a word vi. Differentiate between primary and secondary meanings of words vii. Explain how and determine the effectiveness of word choice and sentence structure are used to achieve specific effects (such as tone, voice, and mood). b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> i. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. 	Inquiry Questions: <ol style="list-style-type: none"> 1. When a word has multiple meanings or pronunciations, how does a reader select the correct one? (For example, I want to contract with that person to detail my car. I hope I don't contract the flu.) 2. How does a readers' knowledge of morphology help them effectively decode and understand multisyllabic words? 3. How did the English language end up with so many "borrowed" roots from Latin and Greek? 4. What power do words have? 5. How do people adjust the words they use in different contexts? 6. How do informal social media (e.g. texting, live chat, Twitter) enhance and/or impede communication? 	
		Relevance and Application: <ol style="list-style-type: none"> 1. Prefixes from Greek and Latin are often found in words used in science and social studies books. Knowing the meaning of these roots and affixes will support strong vocabulary knowledge. 2. People use words differently in different contexts (The word "he" is used to refer to women as well; we text people with different language than we use when we write a formal letter.) 3. Online access to primary sources and historic newspaper collections allow one ample opportunity to apply understanding of word choice.
		Nature of Discipline: <ol style="list-style-type: none"> 1. Readers infer meanings as well as understand words with multiple meanings by applying understanding of Greek and Latin roots. 2. Readers adjust understanding when they consider historical or social contexts.

<ul style="list-style-type: none">ii. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).iv. Understand that language represents and constructs how readers perceive events, people, groups, and ideas; recognize positive and negative implications of language and identify how it can affect readers in different ways. <p>c. 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>	
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3. Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

WRITING

Text Types and Purposes (*These broad types of writing include many subgenres.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

LANGUAGE Anchor Standards Connected to Writing

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Writing and Composition standard:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing

Content Area: English Language Arts - 7th Grade	
Standard: 3. Writing and Composition	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Write with a clear focus, coherent organization, sufficient elaboration, and detail. 	
GRADE LEVEL EXPECTATION	
Concepts and skills students master:	
1. With awareness of audience and purpose, compose narrative writing.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <p>Text Types and Purposes:</p> <ul style="list-style-type: none"> a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> i. 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; writer experiments with various plot elements, such as foreshadowing, red-herring, false climax. ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Writer experiments with possible influences that shape a narrator’s perspective. iii. Use a variety of transition words, phrases, clauses, and techniques to convey sequence and signal shifts from one time frame or setting to another, and show the relationship between experiences and events. iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Writer experiments with techniques to develop author’s style and tone. v. Provide a conclusion that follows from and reflects on the narrated experiences or events. b. Write using poetic techniques (alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) typical of the chosen genre. c. Use a range of planning strategies to organize ideas, and generate descriptive and sensory details (outline, web, free write, graphic organizers, list, etc). d. Express voice and tone and influence reader’s perceptions by varying vocabulary, sentence structure, and descriptive details. e. Revise and edit writing to strengthen clarity, fluency, ideas, vividness of voice, tone, organization, and conventions. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How does a writer’s knowledge of their audience and purpose contribute to their writing? 2. How do graphic organizers or planning guides support the writer? 3. In what ways does an author use the setting to create a mood for the story? 4. What inferences can a reader make about different character types? What aids help make that inference? 5. Why do organized events require a particular sequence? 6. How is revising a piece of writing as essential as the initial effort? 7. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Readers who think about character traits make deeper connections to what they are reading. 2. Magazines and comic books rely heavily on engaging plot, graphic elements, and poetic technique. <p>Nature of Discipline:</p> <ol style="list-style-type: none"> 1. Writers know the story elements to help them organize thinking as they craft their own stories. 2. Writers use figurative language, metaphor, and other techniques in their writing. 3. Skilled writers apply their knowledge when writing in Science, Technical Subjects, and History/Social Studies

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| <ul style="list-style-type: none">f. Using specific criteria, engage in self-evaluation and peer review to explain strengths and weakness of one's own writing and the writing of others.g. As writers, use mentor text/authors to help craft appropriate technique.h. Use a range of appropriate genre features (engaging plot, dialogue, stanza breaks) to develop and organize texts.i. Establish and maintain a controlling idea appropriate to audience and purpose. | |
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Content Area: English Language Arts - 7th Grade		
Standard: 3. Writing and Composition		
Valwood Graduates:		
➤ Write with a clear focus, coherent organization, sufficient elaboration, and detail.		
GRADE LEVEL EXPECTATION:		
Concepts and skills students master:		
2. With awareness of audience and purpose, compose persuasive and informational writing.		
Evidence Outcomes	21st Century Skills and Readiness Competencies	
Students can: Text Types and Purposes: Text Types and Purposes: <ol style="list-style-type: none"> a. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> i. Introduce claim(s), acknowledge and distinguish from alternate or opposing claims, and organize the reasons and evidence clearly and logically. ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating a thorough understanding of the topic or text, and possible counter claims. iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counter claims, reasons, and evidence. iv. Establish and maintain a formal style. v. Provide a concluding statement or section that follows from and supports the argument presented. vi. Explain and imitate emotional appeals and logic used by writers who are trying to persuade an audience. vii. Demonstrate awareness of <i>audience</i> expectations and possible bias when writing a piece of informational or persuasive writing. viii. Demonstrate awareness of <i>own</i> possible bias when composing a piece of informational or persuasive writing. ix. Revise ideas and structure to improve depth of argument/information and logic of organization; identify persuasive elements in peer’s writing and critique the effectiveness. x. Explain and imitate effective persuasive writing, especially the emotional and logical appeals used by writers who are trying to persuade an audience. 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do writers organize their thinking to include the audience they are addressing? How do writers convey precise messages to audiences? 2. How does a writer gather information to create informative/explanatory pieces of writing? 3. How do writers monitor their work to include information that is relevant to the topic? 4. Why must opinion pieces include the writer’s point of view and logically ordered reasons supported by facts and details? 5. Why does word choice play such an important part in writing? 6. How can a writer use his/her influence to persuade readers? 	
		Relevance and Application: <ol style="list-style-type: none"> 1. Hard-hitting and exciting television interviews always begin with well-thought out and organized questions. 2. Electronic race tracks, video games, and search tools are written using adapted software systems.
		Nature of the Discipline: <ol style="list-style-type: none"> 1. Skilled writers apply their knowledge when writing in Science, Technical Subjects, and History/Social Studies

Content Area: English Language Arts - 7th Grade	
Standard: 3. Writing and Composition	
Valwood Graduates:	
➤ Apply standard English conventions to effectively communicate with written language.	
GRADE LEVEL EXPECTATION	
Concepts and skills students master:	
3. Use the recursive process of writing, including revising and editing for clarity and grammar and conventions use, to produce well-written documents for specific purposes and audiences.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <p>Production and Distribution of Writing:</p> <ol style="list-style-type: none"> a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. b. With some guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <ol style="list-style-type: none"> i. Use a variety of planning strategies to generate and organize ideas (such as brainstorming, mapping, graphic organizers, backward planning using a mentor text) ii. Revise writing to strengthen the clarity and vividness of voice, tone, and ideas. c. 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. <p>Conventions of Standard English:</p> <ol style="list-style-type: none"> d. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> i. Explain the function of phrases and clauses in general and their function in specific sentences. ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. iii. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. iv. Use punctuation correctly (commas and parentheses to offset parenthetical elements; colons to introduce a list; and hyphens) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How do writers prepare their writing for different audiences? If a piece of writing has many errors or is difficult to read, what are readers' thoughts about that piece and about the writer? 2. How can use of vocabulary help or hinder a piece of writing? How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 3. How can writers create strong sentence fluency in their work? 4. What is the purpose of applying appropriate conventions of standard English? How can use of spelling rules and patterns improve written communication? 5. When does a writer know he/she has done enough editing? How does editing make someone a better writer? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Student council campaign speeches, posters, campaign buttons, and jingles take time and editing to build. 2. The perseverance required in improving punctuation and word choice distinguishes an effective communicator from an ineffective communicator. <p>Nature of Discipline:</p> <ol style="list-style-type: none"> 1. Writers can connect prior knowledge with new information to help solve problems. 2. Transition words create fluency in writing.

<ul style="list-style-type: none">v. Write and punctuate compound and complex sentences correctlyvi. Vary sentences using prepositional phrases, ensuring that subjects and verbs agree in the presence of intervening phrasesvii. Use pronoun-antecedent agreement including indefinite pronounsviii. Write with consistent verb tense across paragraphsix. Use adjectives and adverbs correctly in sentences to describe verbs, adjectives, and other adverbsx. Combine sentences with coordinate conjunctionsxi. Improve word choice by using a variety of references, such as a thesaurus. <p>e. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">i. Use a comma to separate coordinate adjectives (e.g., "It was a fascinating, enjoyable movie." Not, "He wore an old[,] green shirt.").ii. Spell correctly. <p>Knowledge of Language:</p> <ul style="list-style-type: none">f. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none">i. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <p>Range of Writing:</p> <ul style="list-style-type: none">g. 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.	
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4. Research and Reasoning

Research and Reasoning skills are pertinent for success in postsecondary and workforce settings. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work. Below and on the next page are the Valwood Graduate Competencies.

WRITING

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

LANGUAGE Anchor Standards Connected to Research and Reasoning

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Research and Reasoning standard:

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

Content Area: English Language Arts - 7th Grade	
Standard: 4. Research and Reasoning	
Valwood Graduates:	
<ul style="list-style-type: none"> ➤ Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions. 	
GRADE LEVEL EXPECTATION	
Concepts and skills students master:	
1. Conducts and shares research by synthesizing information from multiple sources.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <p>Research to Build and Present Knowledge:</p> <ol style="list-style-type: none"> a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. b. 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. c. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> i. 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"). ii. 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"). d. Synthesize information from multiple sources using logical organization, effective supporting evidence, and variety in sentence structure, all assembled and crafted to meet the expectations of the intended audience and purpose. e. Identify a topic for research, developing the central idea or focus and formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between primary and secondary source materials. f. Collect, interpret, and analyze relevant information; identify direct quotes for use in the report and information to 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Before beginning research, why is it important to organize and have a plan? 2. How do writers summarize and synthesize information to reflect their ideas on a subject? 3. How do writers determine what they want the audience to know? 4. How do writers organize information so they can reflect on the data gathered? 5. How can writers ensure they gather valid information for research? How do people decide on and use credible, relevant, appropriate, accurate, and valid information? What makes a source highly credible and/or lack credibility? 6. How do people use technology for accessing and recording information? 7. What is the significance in using primary sources? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Inventors and scientists who create new technologies often use an inquiry-based process for understanding, drawing conclusions, and creating new knowledge. 2. Researchers follow ethical, legal, and copyright laws. 3. Writers expand their competencies in using online or web-based resources to complement other written resources. 4. Data organization is a skill that people use daily at home and at work. 5. People who remain current with new resources successfully support their learning and application of new information. 6. Use graphical organizers and other online tools to organize and analyze data. 7. Consumers identify the purpose(s) or agenda of media presentations. <p>Nature of Discipline:</p> <ol style="list-style-type: none"> 1. Researchers are always summarizing and synthesizing information.

summarize or paraphrase that will support the thesis or research question; document and format sources correctly.

- g. Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information and obtain useful information from standard news stories.
- h. Evaluate accuracy and usefulness of information, and the credibility of the sources used.
- i. Write reports based on research findings that include quotations, footnotes, or endnotes, and use standard bibliographic format to document sources or a works cited page.

- 2. Intelligent researchers are both consumers and generators of information.
- 3. Researchers use proper documentation to give credit to the work of others.
- 4. Researchers use effective organizational skills when planning reports and presentations.
- 5. Skilled writers apply their knowledge when writing in Science, Technical Subjects, and History/Social Studies

Content Area: English Language Arts - 7th Grade	
Standard: 4. Research and Reasoning	
Valwood Graduates:	
➤ Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration.	
GRADE LEVEL EXPECTATION	
Concepts and skills students master:	
2. Recognize the implications of bias and assumptions in research.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Determine strengths and weaknesses of own and others' thinking by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, and logic. b. Identify stereotypes, prejudices, biases, and distortions in self and thinking of others. c. Identify and articulate own assumptions and bias and assumptions bias of others that underlie inferences being made and assess those assumptions for justifiability. d. Identify the purpose or agenda of media presentations and consider alternative perspectives of various media presentations. 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do assumptions shape people's thinking? 2. How do biases interfere with critical thinking? 3. Describe a time when recognized that you had a bias? 4. What are the implications if people receive poor, unreliable information? How does that influence the quality of thinking? 5. How do people explain the implications and concepts used by themselves and others, including authors? 6. Did the author consider various points of view open-mindedly? 7. How do people monitor their thinking for clarity and careful reasoning?
	Relevance and Application: <ol style="list-style-type: none"> 1. When reading, personal assumptions affect how a reader understands and interprets the text. 2. Helping ourselves be aware of biases will assist us in becoming productive, open-minded citizens. 3. Historians shift their perspectives (different from their own) to analyze a situation. 4. Good architects question their own thinking or actions to avoid making unsupported inferences or conclusions about the properties of new building materials.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Researchers know the quality of thinking impacts their lives and the lives of others. 2. Researchers know that assessing their assumptions is important as they make daily decisions. 3. All reasoning is based on assumptions. 4. For thinking to improve, it is necessary to ask critical questions. 5. Assessing their assumptions is important as people make daily decisions.

