Mapping Cambridge Secondary 1 English (Stages 7 to 9) to Common Core State Standards English (Grades 6 to 8)

Introduction

Cambridge International Examinations has mapped the Cambridge Secondary 1 English (Stages 7 to 9) to CCSS Engish (Grades 6 to 8). This mapping document shows where the CCSS (English) standards are covered in the Cambridge Secondary 1 English Framework and scheme 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.

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

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CCSS English Standards	Cambridge Secondary 1 English	
CCSS Grade 6	**Stage 7**	
Key ideas and details	**Framework – learning objectives**	**Scheme of work – units**
<u>RL.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**7Rf2** Use inference and deduction to recognise implicit and inferred meanings.	Units: 1B, 1C, 2C, 3A, 3B, 3C
	7Rf3 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.	Units:1A, 1C, 2C, 3A, 3B, 3C
	7Rf6 Give an informed personal response to a text and provide some textual reference in support.	Units: 1B, 1C, 2C, 3A, 3B, 3C
<u>RL.6.2</u> 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.	**7Rf3** 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.	Units: 1A, 1C, 2C, 3A, 3B, 3C

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RL.6.3 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.	**7Rf4** Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language.	Units: 1A, 1B, 2C, 3A, 3B, 3C
	7Rf6 Give an informed personal response to a text and provide some textual reference in support.	Units: 1B, 1C, 2C, 3A, 3B, 3C
	7Rf2 Use inference and deduction to recognise implicit and inferred meanings.	Units: 1B, 1C, 2C, 3A, 3B, 3C
RL.6.4 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.	**7Rf4** Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language.	Units: 1A, 1B, 2C, 3A, 3B, 3C
	7Rf5 Comment on a writer's use of language, demonstrating an understanding of the implication of their use of vocabulary.	Units: 1A, 1B, 1C, 2C, 3A, 3B, 3C
	7Rf8 Compare poems, showing awareness of poets' use of language and its intended impact on the reader.	Units: 1B, 3C
	7GPr1 Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.	Units: 1B, 2A, 2C, 3A

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RL.6.5 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.	**7Rf1** Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing.	Units: 1A, 1B, 2C, 3A, 3B, 3C
	7Rf8 Compare poems, showing awareness of poets' use of language and its intended impact on the reader.	Units: 1B, 3C
	7GPr2 Show awareness of the reasons for using longer and shorter sentences.	Units; 1A, 1B, 2A, 2C, 3A, 3C
	7GPr3 Begin to comment on the control of pace and meaning through choice of sentences and variety of sentence openings.	Units: 1A, 1B, 2A, 2C, 3A, 3C
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	**7Rf3** 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.	Units:1A, 1C, 2C, 3A, 3B, 3C
RL.6.7 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.	*Cambridge Secondary 1 English Teacher Guide* Appendix D – Opportunities for ICT	

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RL.6.9 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.	**7Rf1** Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing.	Units: 1A, 1B, 2C, 3A, 3B, 3C
	7Rf7 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.	Units: 1A, 1C, 2C, 3C
	7Rf8 Compare poems, showing awareness of poets' use of language and its intended impact on the reader.	Units: 1B, 3C
	7Rf9 Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written.	Units: 1B, 1C, 2C, 3C
RL.6.10 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.	**7Rf7** 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.	Units: 1A, 1C, 2C, 3C

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RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**7Rn1** Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.	Units: 2C, 3B
	7Rn2 Make relevant notes to select, collate and summarise ideas from texts.	Units: 1B, 3B
RI.6.2 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.	**7Rn1** Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.	Units: 2C, 3B
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**7Rf3** 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.	Units:1A, 1C, 2C, 3A, 3B, 3C
	7Rn4 Explore the variety and range of ways in which the content of texts can be organised, structured and combined.	Unit: 2C
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**7Rf5** Comment on a writer's use of language, demonstrating an understanding of the implication of their use of vocabulary.	Units: 1B, 1C, 2C, 3, 3b, 3c
	7GPr1 Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.	Units: 1B, 2A, 2C, 3A

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RI.6.5 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.	**7Rn3** Explore the range of different ways writers use layout, form and presentation in a variety of texts.	Unit: 2C
	7Rn4 Explore the variety and range of ways in which the content of texts can be organised, structured and combined.	Unit: 2C
	7GPr2 Show awareness of the reasons for using longer and shorter sentences.	Units 1A, 1B, 2A, 2C, 3A, 3C
	7GPr3 Begin to comment on the control of pace and meaning through choice of sentences and variety of sentence openings.	Units: 1A, 1B, 2A, 2C, 3A, 3C
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**7Rf3** 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.	Units:1A, 1C, 2C, 3A, 3B, 3C

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RI.6.7 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	**7Rn3** Explore the range of different ways writers use layout, form and presentation in a variety of texts.	Unit: 2C
	7Rn4 Explore the variety and range of ways in which the content of texts can be organised, structured and combined.	Unit: 2C
	7SL5 Develop the ability to listen courteously to others and be sensitive to turn taking.	Unit: 3C
	7SL6 Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.	Units: 1A, 1B, 1C, 2B, 3A
RI.6.8 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.	**7Rn1** Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.	Units: 2C, 3B

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RI.6.9 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).	**7Rn4** Explore the variety and range of ways in which the content of texts can be organised, structured and combined.	Unit: 2C
RI.6.10 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.	**7Rn1** Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.	Units: 2C, 3B
	7Rn3 Explore the range of different ways writers use layout, form and presentation in a variety of texts.	Unit: 2C

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W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
   a) Introduce claim(s) and organize the reasons and evidence clearly.
   b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   c) Establish and maintain a formal style.
   d) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   e) Provide a concluding statement or section that follows from the argument presented.
	7GPr2 Show awareness of the reasons for using longer and shorter sentences.	Units 1A, 1B, 2A, 2C, 3A, 3C

	7GPr3 Begin to comment on the control of pace and meaning through choice of sentences and variety of sentence openings.	Units: 1A, 1B, 2A, 2C, 3A, 3C
	7GPw1 Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue.	Units: 1A, 1B, 2A, 2B, 2C, 3A, 3C
	7GPw2 Use correct grammar, including articles, word order and tenses in a range of genres and text types.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7GPw3 Clarify relationships between ideas with an increasingly accurate and growing use of connectives.	Units: 2A, 2B, 2C, 3A, 3C
	7GPw4 Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7GPw5 Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7GPw6 Build up detail and convey shades of meaning through sentence structure, e.g. control order of clauses, etc.	Units: 1A, 1B, 1C, 2A, 2B, 2C

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W.6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 	
  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.
	7GPr2 Show awareness of the reasons for using longer and shorter sentences.	Units 1A, 1B, 2A, 2C, 3A, 3C

	7GPr3 Begin to comment on the control of pace and meaning through choice of sentences and variety of sentence openings.	Units: 1A, 1B, 2A, 2C, 3A, 3C
	7GPw1 Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue.	Units: 1A, 1B, 2A, 2B, 2C, 3A, 3C
	7GPw2 Use correct grammar, including articles, word order and tenses in a range of genres and text types.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7GPw3 Clarify relationships between ideas with an increasingly accurate and growing use of connectives.	Units: 2A, 2B, 2C, 3A, 3C
	7GPw4 Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7GPw5 Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7GPw6 Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb	Units: 1A, 1B, 1C, 2A, 2B, 2C

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	phrases.	
	7PSV2 Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.	Unit: 2C

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W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a) 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.
   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 sequence and signal shifts from one time frame or setting to another.
   d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
   e) Provide a conclusion that follows from the narrated experiences or events.
	7PSV5 Learn to use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre'.	Units: 1A, 1B, 1C, 2A, 3A, 3C

	7GPw3 Clarify relationships between ideas with an increasingly accurate and growing use of connectives.	Units: 2A, 2B, 2C, 3A, 3C
	7GPw4 Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7GPw5 Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7GPw6 Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.	Units: 1A, 1B, 1C, 2A, 2B, 2C
	7Wf1 Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods.	Units: 1A, 1C, 2C
	7Wf2 Understand the conventions of standard English and how to use them consistently in writing.	Units: 1A, 1C, 2C, 3A
	7Wf3 Write to express a personal viewpoint.	Units: 1A, 1B, 1C, 2C, 3A, 3C

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	7Wf4 Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.	Units: 1B, 1C, 2C, 3A, 3C
	7Wf5 Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases.	Units: 1C, 2C, 3A
	7Wf6 Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects.	Units: 1A, 1B, 1C, 2C, 3A, 3C
	7Wf7 Vary sentence length and structure in order to provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc.	Units: 1A, 1B, 1C, 2C, 3A
	7Wf8 Begin to develop character and voice in fiction writing.	Units: 1A, 1C
	7Wf9 Explore some of the key linguistic and literary techniques used by writers, and begin to use them for intended effect.	Units: 1B, 1C, 2C, 3C
	7Wf10 Understand and use degrees of formality in a range of texts according to context, purpose and audience.	Units: 1A, 1B, 2C, 3A, 3C

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W.6.4 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.)	*Applies to all writing objectives stated above*	
W.6.5 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.)	**7GPr1** Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.	Units: 1B, 2A, 2C, 3A
	7GPw1 Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue.	Units: 1A, 1B, 2A, 2B, 2C, 3A, 3C
	7GPw2 Use correct grammar, including articles, word order and tenses in a range of genres and text types.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7GPw3 Clarify relationships between ideas with an increasingly accurate and growing use of connectives.	Units: 2A, 2B, 2C, 3A, 3C
	7GPw4 Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7GPw5 Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C

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	7GPw6 Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.	Units: 1A, 1B, 1C, 2A, 2B, 2C
<u>**W.6.6**</u> 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.	*Cambridge Secondary 1 English Teacher Guide* Appendix D – Opportunities for ICT	

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W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**7Rn1** Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.	Units: 2C, 3B
	7Rn2 Make relevant notes to select, collate and summarise ideas from texts.	Unit: 3B
	7Wf11 Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment.	:
	7Wf12 Practise note-taking using different styles for different purposes.	
	7SL1 Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A 3B, 3C
	7SL2 Deliberately shape talk for clarity and effect and to engage listener.	Units: 1B, 1C, 2A, 2B, 2C, 3C
	7SL7 Work in solo, paired and group assignments, including role-play.	Units: 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C

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W.6.8 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.	**7PSV3** Use a dictionary and thesaurus effectively to further develop vocabulary.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7Rn1 Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.	Units: 2C, 3B
	7Rn2 Make relevant notes to select, collate and summarise ideas from texts.	Unit: 3B
	7Rn3 Explore the range of different ways writers use layout, form and presentation in a variety of texts.	Unit: 2C
	7Rn4 Explore the variety and range of ways in which the content of texts can be organised, structured and combined.	Unit: 2C

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W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a) Apply G*rade 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").
   b) Apply *Grade 6 Reading standards* to literary non-fiction (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").
	7PSV4 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.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C

	7PSV5 Learn to use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre'.	Units: 1A, 1B, 1C, 2A, 3A, 3C
	7Rn1 Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.	Units: 2C, 3B
	7Rn2 Make relevant notes to select, collate and summarise ideas from texts.	Unit: 3B
	7Rn3 Explore the range of different ways writers use layout, form and presentation in a variety of texts.	Unit: 2C
	7Rn4 Explore the variety and range of ways in which the content of texts can be organised, structured and combined.	Unit: 2C

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W.6.10 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.	***Applies to all writing objectives stated above.***	
SL.6.1 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. 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** Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade. **7SL2** Deliberately shape talk for clarity and effect and to engage listener. **7SL3** Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince their audience. **7SL4** Practise speaking fluently and clearly at an appropriate pace and volume. **7SL5** Develop the ability to listen courteously to others and be sensitive to turn taking. **7SL6** Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims. **7SL7** Work 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 Unit: 3C Units: 1A, 1B, 1C, 2B, 3A Units: 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C

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	7SL8 Through role-play, show insight into texts and issues through choice of speech, gesture and movement.	Units: 1B, 3B
SL.6.2 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.	**7SL6** Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.	Units: 1A, 1B, 1C, 2B, 3A
	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
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**7SL5** Develop the ability to listen courteously to others and be sensitive to turn taking.	Unit: 3C
	7SL6 Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims	Units: 1A, 1B, 1C, 2B, 3A
	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

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SL.6.4 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** Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A 3B, 3C
	7SL2 Deliberately shape talk for clarity and effect and to engage listener.	Units: 1B, 1C, 2A, 2B, 2C, 3C
	7SL3 Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince their audience.	Units: 1C, 2A, 2C, 3C
	7SL4 Practise speaking fluently and clearly at an appropriate pace and volume.	Units: 1B, 1C, 2A, 2C, 3B, 3C
	7SL7 Work in solo, paired and group assignments, including role-play.	Units: 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	*Cambridge Secondary 1 English Teacher Guide* Appendix D – Opportunities for ICT	

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SL.6.6 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.)	**7SL1** Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A 3B, 3C
	7SL2 Deliberately shape talk for clarity and effect and to engage listener.	Units: 1B, 1C, 2A, 2B, 2C, 3C
	7SL3 Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince their audience.	Units: 1C, 2A, 2C, 3C
	7SL4 Practise speaking fluently and clearly at an appropriate pace and volume.	Units: 1B, 1C, 2A, 2C, 3B, 3C
	7SL6 Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.	Units: 1A, 1B, 1C, 2B, 3A
	7SL7 Work in solo, paired and group assignments, including role-play.	Units: 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
	7SL8 Through role-play, show insight into texts and issues through choice of speech, gesture and movement.	Units: 1B, 3B

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L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a) Ensure that pronouns are in the proper case (subjective, objective, possessive).
  b) Use intensive pronouns (e.g., *myself, ourselves*).
  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.*
	7GPr1 Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.	Units: 1B, 2A, 2C, 3A

	7GPw2 Use correct grammar, including articles, word order and tenses in a range of genres and text types. Possible reference to reading material may be applicable if learners are given transcripts of the listening texts to read:	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7Rf4 Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language.	Units: 1A, 1B, 2C, 3A, 3B, 3C
	7Rf7 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.	Units: 1A, 1C, 2C, 3C
	7Rf8 Compare poems, showing awareness of poets' use of language and its intended impact on the reader.	Units: 1B, 3C

CCSS Grade 6	Stage 7	

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*
   b) Spell correctly.
	7PSV1 Spell correctly most words used.
	
	7GPw1 Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue.
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
		
		Units: 1A, 1B, 2A, 2B, 2C, 3A, 3C

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a) Vary sentence patterns for meaning, reader/listener interest, and style.*
   **b) Maintain consistency in style and tone.*
	7GPw1 Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue.
	
	7GPw3 Clarify relationships between ideas with an increasingly accurate and growing use of connectives.
	
	7GPw4 Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.
	
	7GPw5 Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.
	
	7GPw6 Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.
		Units: 1A, 1B, 2A, 2B, 2C, 3A, 3C
		
		Units: 2A, 2B, 2C, 3A, 3C
		
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
		
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
		
		Units: 1A, 1B, 1C, 2A, 2B, 2C

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L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on G*rade 6 reading and content*, choosing flexibly from a range of strategies.
  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., *audience, auditory, audible*).
  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).
	7PSV2 Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.
	
	7PSV3 Use a dictionary and thesaurus effectively to further develop vocabulary.
	
	7PSV4 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.
		Unit: 2C
		
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
		
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  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., *stingy, scrimping, economical, unwasteful, thrifty*).
	7PSV4 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.
	
	7PSV5 Learn to use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre'.
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
		
		Units: 1A, 1B, 1C, 2A, 3A, 3C

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L.6.6 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.	**7PSV2** Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.	Unit: 2C
	7PSV3 Use a dictionary and thesaurus effectively to further develop vocabulary.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
	7PSV4 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.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
	7PSV5 Learn to use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre'.	Units: 1A, 1B, 1C, 2A, 3A, 3C

CCSS English Standards	Cambridge Secondary 1 English	
CCSS Grade 7	**Stage 8**	
Key ideas and details	**Framework – learning objectives**	**Scheme of work – units**
<u>RL.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**8Rf1** Recognise implied meaning, e.g. expression of opinion, inference of character, meaning contained in an image, ironic effect. **8Rf2** Identify relevant points, synthesising and summarizing ideas from different parts of the text.	Units: 2C, 3A, 3B Unit: 3A
<u>RL.7.2</u> 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.	**8Rf1** Recognise implied meaning, e.g. expression of opinion, inference of character, meaning contained in an image, ironic effect. **8Rf2** Identify relevant points, synthesising and summarizing ideas from different parts of the text. **8Rf6** 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: 2C, 3A, 3B Units: 3A Units: 2C, 3A, 3B

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RL.7.3 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.	Units: 2C, 3A, 3B
	8Rf3 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 informal or formal style as well as the choice of words to create character.	Units: 2C, 3A, 3B
RL.7.4 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.	**8Rf3** 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 informal or formal style as well as the choice of words to create character.	Units: 2C, 3A, 3B
	8Rf4 Comment on how the writer's use of language contributes to the overall effect on the reader, using appropriate terminology.	Units: 2C, 3A, 3B
	8GPr1 Comment on the use of a wide range of punctuation to convey shades of meaning.	Units: 1A, 1B

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RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**8Rf6** 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:2C, 3A, 3B
	8Rf7 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.	Units: 2C
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**8Rf1** Recognise implied meaning, e.g. expression of opinion, inference of character, meaning contained in an image, ironic effect.	Units: 2C, 3A, 3B
	8Rf3 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 informal or formal style as well as the choice of words to create character.	Units: 2C, 3A, 3B
	8Rf2 Identify relevant points, synthesising and summarising ideas from different parts of the text.	Unit: 3A
RL.7.7 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).	*Cambridge Secondary 1 English Teacher Guide* Appendix D – Opportunities for ICT	

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RL.7.9 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.	**8Rf7** 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.	Units: 2C
	8Rf9 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.	Units: 2C, 3A
RL.7.10 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.	**8Rf3** 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 informal or formal style as well as the choice of words to create character.	Units: 2C, 3A, 3B
	8Rf5 Broaden their experience of reading a wide range of texts and express their preferences and opinions.	Units: 3A
Additional Secondary 1 learning objectives not addressed in CCSS.	**8Rf8** Explore how different audiences choose and respond to texts.	Units: 2C, 3A
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**8Rn2** Make relevant notes when researching different sources, comparing and contrasting information.	Units: 2A, 2B, 3C

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RI.7.2 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.	**8Rn1** Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.	Units: 1C, 2A, 2B, 3C
	8Rf2 Identify relevant points, synthesising and summarizing ideas from different parts of the text.	Unit: 3A
RI.7.3 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).	**8Rf6** 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:2C, 3A, 3B
RI.7.4 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.	**8Rf4** Comment on how the writer's use of language contributes to the overall effect on the reader, using appropriate terminology.	Units: 2C, 3A, 3B

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RI.7.5 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.	**8Rn3** Explain how specific choices and combinations of form, layout and presentation create particular effects.	Units: 2A, 2B, 3C
	8Rn4 Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.	Units: 2A, 2B, 3C
	8Rn5 Demonstrate understanding of the main features, including the structure, of each genre and text type studied.	Units: 1A, 2A, 2B, 3C
RI.7.6 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.	**8Rn3** Explain how specific choices and combinations of form, layout and presentation create particular effects.	Units: 2A, 2B, 3C
RI.7.7 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).	**8Rn3** Explain how specific choices and combinations of form, layout and presentation create particular effects.	Units: 2A, 2B, 3C
	8Rn4 Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.	Units: 2A, 2B, 3C
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RI.7.8 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.	**8Rn1** Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.	Units: 1C, 2A, 2B, 3C
	8Rn5 Demonstrate understanding of the main features, including the structure, of each genre and text type studied.	Units: 1A, 2A, 2B, 3C
RI.7.9 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.	**8Rn1** Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.	Units: 1C, 2A, 2B, 3C
RI.7.10 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.	**8Rn1** Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.	Units: 1C, 2A, 2B, 3C
	8Rn5 Demonstrate understanding of the main features, including the structure, of each genre and text type studied.	Units: 1A, 2A, 2B, 3C

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W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
   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.
	8GPw1 Use accurate punctuation including commas in various situations, including parenthetical commas, colons, semi-colons, dashes and brackets.	Units: 1A, 2A, 2B

	8GPw2 Begin to use formal and informal language for specific purposes.	Units: 1A, 2B, 3A, 3B
	8GPw3 Demonstrate controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect.	Units: 1A, 2A, 2B, 3A, 3B
	8GPw4 Confidently use a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbials, complex nouns or prepositional phrases.	Units: 1A, 3B
	8PSV1 Spell most words correctly, including some complex polysyllabic words and unfamiliar words.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B
	8Wn1 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.	Units: 2A, 2B
	8Wn2 Write in a range of forms for a variety of purposes,including: – autobiography (to entertain, inform, review or comment)	Units: 2A, 2B, 3C

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	– 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.	

W.7.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information
through the selection, organization, and analysis of relevant content.
   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.
		Units: 1A, 2A, 2B
		
		Units: 1A, 2B, 3A, 3B
		
		Units: 1A, 2A, 2B, 3A, 3B
		
		Units: 1A, 3B
		
		Units: 1A, 1B, 2C, 3A, 3B

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	use of dialect or informal language.	
	8PSV5 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.	Units: 1A, 1B, 2A, 3A, 3B
	8Wn1 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.	Units: 2A, 2B
	8Wn2 Write in a range of forms for a variety of purposes,including: – 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.	Units: 2A, 2B, 3C

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W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  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 sequence and signal shifts from one time frame or setting to another.
  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.
	8PSV4 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.	Units: 1A, 1B, 2C, 3A, 3B

	8Wf2 Apply skills in editing and proofreading to a range of different texts and contexts.	Unit: 3B
	8Wf1 Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas.	Units: 3B
	8Wf3 Develop ideas to suit a specific audience, purpose and task.	Units: 2C, 3B
	8Wf4 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, 3A
	8Wf5 Use a range of cohesive devices with audience and purpose in mind.	Units: 1A, 2C, 3A
	8Wf6 Experiment with different ways of presenting texts, bearing in mind the audience and purpose.	Units: 2C, 3A
	8Wf7 Draw on knowledge of how and why	Units: 1A, 3B

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	writers use varying degrees of formality and informality to make appropriate choices of style and register in their own writing.	
	8Wf8 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.	Units: 1A, 3A, 3B
	8Wf9 Create and control effects by drawing on the range and variety of own vocabulary.	Units: 1A, 1B, 2C, 3A, 3B
<u>**W.7.4**</u> 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** Spell most words correctly, including some complex polysyllabic words and unfamiliar words.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B
	8PSV4 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.	Units: 1A, 1B, 2C, 3A, 3B
	8Wf1 Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas.	Units: 3B
	8Wf2 Apply skills in editing and proofreading to a range of different texts and contexts.	Unit: 3B
	8Wf3 Develop ideas to suit a specific audience, purpose and task.	Units: 2C, 3B

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	8Wf4 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, 3A
	8Wf5 Use a range of cohesive devices with audience and purpose in mind.	Units: 1A, 2C, 3A
	8Wf6 Experiment with different ways of presenting texts, bearing in mind the audience and purpose.	Units: 2C, 3A
	8Wf7 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.	Units: 1A, 3B
	8Wf8 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.	Units: 1A, 3A, 3B
	8Wf9 Create and control effects by drawing on the range and variety of own vocabulary.	Units: 1A, 1B, 2C, 3A, 3B

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W.7.5 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.)	**8PSV1** Spell most words correctly, including some complex polysyllabic words and unfamiliar words.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B
	8PSV2 Learn the spelling of difficult and commonly misspelt words and develop strategies for correcting spelling.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B
	8GPr1 Comment on the use of a wide range of punctuation to convey shades of meaning.	Units: 1A, 1B
	8Wf2 Apply skills in editing and proofreading to a range of different texts and contexts.	Unit: 3B
W.7.6 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.	*Cambridge Secondary 1 English Teacher Guide* Appendix D – Opportunities for ICT	

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W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	8GPw1 Use accurate punctuation including commas in various situations, including parenthetical commas, colons, semi-colons, dashes and brackets.	Units: 1A, 2A, 2B
	8GPw2 Begin to use formal and informal language for specific purposes.	Units: 1A, 2B, 3A, 3B
	8Rn2 Make relevant notes when researching different sources, comparing and contrasting information.	Units: 2A, 2B, 3C
	8Rn4 Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.	Units: 2A, 2B, 3C
	8Wn1 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.	Units: 2A, 2B
	8Wn2 Write in a range of forms for a variety of purposes,including: – 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	Units: 2A, 2B, 3C

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	comment) – reports (to review, inform, advise, or argue) – reviews (to inform, entertain or advise) – summaries.	
W.7.8 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.	**8Rn1** Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.	Units: 1C, 2A, 2B, 3C
	8Rn2 Make relevant notes when researching different sources, comparing and contrasting information.	Unit: 3A
	8Rn3 Explain how specific choices and combinations of form, layout and presentation create particular effects.	Units: 2A, 2B, 3C
	8Rn4 Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.	Units: 2A, 2B, 3C
	8Rn5 Demonstrate understanding of the main features, including the structure, of each genre and text type studied.	Units: 1A, 2A, 2B, 3C

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W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   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").
   b) Apply *Grade 7 Reading standards* to literary non-fiction (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").
	8Rn1 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.	Units: 1C, 2A, 2B, 3C

	8Rn2 Make relevant notes when researching different sources, comparing and contrasting information.	Unit: 3A
	8Rn3 Explain how specific choices and combinations of form, layout and presentation create particular effects.	Units: 2A, 2B, 3C
	8Rn4 Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.	Units: 2A, 2B, 3C
	8Rn5 Demonstrate understanding of the main features, including the structure, of each genre and text type studied.	Units: 1A, 2A, 2B, 3C
W.7.10 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.	*Applies to all writing objectives stated above*	

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SL.7.1   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on G*rade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.
   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.
	8SL1 Give short presentations and answer questions, maintaining effective organisation of talk.	Units: 1C, 2A, 2B, 2C, 3A, 3C

	8SL2 Adapt speech, non-verbal gesture and movement to meet an increasing range of demands.	Units: 1C, 2A, 2B, 3A, 3C
	8SL3 Explore complex ideas and feelings, both succinctly and at length.	Units: 1C, 2C, 3A, 3B
	8SL4 Take part in a simple debate following formal rules (proposer, seconder, etc.).	Unit: 1C
	8SL5 Engage with more demanding material through perceptive responses to other students' talk, showing awareness of the speaker's aims and extended meanings.	Units: 1C, 2A, 2B, 2C, 3C
	8SL6 Conduct a discussion, drawing together ideas and promoting effective sharing of ideas.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B, 3C
	8SL7 Work in groups to formulate ideas and plans of action.	Units: 1C, 2A, 2B, 2C, 3A, 3B, 3C
	8SL8 Develop skills in solo, paired and group assignments, including role-play and drama.	Units: 1B, 2C, 3A, 3C

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SL.7.2 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.	**8SL3** Explore complex ideas and feelings, both succinctly and at length.	Units: 1C, 2C, 3A, 3B
	8SL10 Discuss the features of media productions such as news broadcasts, interviews and discussions, analysing meaning and impact of variations in spoken language.	Unit: 3C
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**8SL5** Engage with more demanding material through perceptive responses to other students' talk, showing awareness of the speaker's aims and extended meanings.	Units: 1C, 2A, 2B, 2C, 3C
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequatevolume, and clear pronunciation.	**8SL1** Give short presentations and answer questions, maintaining effective organisation of talk.	Units: 1C, 2A, 2B, 2C, 3A, 3C
	8SL2 Adapt speech, non-verbal gesture and movement to meet an increasing range of demands.	Units: 1C, 2A, 2B, 3A, 3C
	8SL3 Explore complex ideas and feelings, both succinctly and at length.	Units: 1C, 2C, 3A, 3B
	8SL4 Take part in a simple debate following formal rules (proposer, seconder, etc.).	Unit: 1C

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SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**8SL10** Discuss the features of media productions such as news broadcasts, interviews and discussions, analysing meaning and impact of variations in spoken language.	Unit: 3C
SL.7.6 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** Give short presentations and answer questions, maintaining effective organisation of talk.	Units: 1C, 2A, 2B, 2C, 3A, 3C
	8SL2 Adapt speech, non-verbal gesture and movement to meet an increasing range of demands.	Units: 1C, 2A, 2B, 3A, 3C
	8SL3 Explore complex ideas and feelings, both succinctly and at length.	Units: 1C, 2C, 3A, 3B
	8SL4 Take part in a simple debate following formal rules (proposer, seconder, etc.).	Unit: 1C
	8SL5 Engage with more demanding material through perceptive responses to other students' talk, showing awareness of the speaker's aims and extended meanings.	Units: 1C, 2A, 2B, 2C, 3C
	8SL7 Work in groups to formulate ideas and plans of action.	Units: 1C, 2A, 2B, 2C, 3A, 3B, 3C
	8SL8 Develop skills in solo, paired and group assignments, including role-play and drama.	Units: 1B, 2C, 3A, 3C
		Units: 1B, 2C, 3A, 3C

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	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: 1B, 2C, 3A, 3C

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a) Explain the function of phrases and clauses in general and their function in specific sentences.
   b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
   c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
	8GPw3 Demonstrate controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect.
	
	8GPw4 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, 3B

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
   b) Spell correctly.
	8PSV1 Spell most words correctly, including some complex polysyllabic words and unfamiliar words.
	
	8PSV2 Learn the spelling of difficult and commonly misspelt words and develop strategies for correcting spelling.
	
	8GPw1 Use accurate punctuation including commas in various situations, including parenthetical commas, colons, semi-colons, dashes and brackets.
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B
		
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B
		
		Units: 1A, 2A, 2B

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L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**8GPw1** Use accurate punctuation including commas in various situations, including parenthetical commas, colons, semi-colons, dashes and brackets.	Units: 1A, 2A, 2B
	8GPw2 Begin to use formal and informal language for specific purposes.	Units: 1A, 2B, 3A, 3B
	8GPw3 Demonstrate controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect.	Units: 1A, 2A, 2B, 3A, 3B
	8GPw4 Confidently use a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbials, complex nouns or prepositional phrases.	Units: 1A, 3B
L.7.4 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. 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., *belligerent, bellicose, rebel*). 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).	**8PSV3** Learn an increasingly wide range of vocabulary appropriate to their needs.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B

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L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   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., *refined, respectful, polite, diplomatic, condescending*).
	8PSV3 Learn an increasingly wide range of vocabulary appropriate to their needs.
	
	8PSV4 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.
	
	8PSV5 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.
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B
		
		Units: 1A, 1B, 2C, 3A, 3B
		
		Units: 1A, 1B, 2A, 3A, 3B

L.7.6 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.	**8PSV3** Learn an increasingly wide range of vocabulary appropriate to their needs. **8PSV4** 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. **8PSV5** 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.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B Units: 1A, 1B, 2C, 3A, 3B Units: 1A, 1B, 2A, 3A, 3B

CCSS English Standards	Cambridge Secondary 1 English	
CCSS Grade 8	**Stage 9**	
Key ideas and details	**Framework – learning objectives**	**Scheme of work**
<u>RL.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**9Rf4** Develop interpretations of texts, supporting points with detailed textual evidence.	Units: 1A, 1C, 2A, 3A
<u>RL.8.2</u> . 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.	**9Rf1** Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.	Units: 1A, 1C, 2A, 3A
<u>RL.8.3</u> 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.	**9Rf2** Analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects on different readers. **9GPr1** 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.	Units: 1A, 1B, 1C, 2A, 3A Units: 1B, 1C, 2A, 2B, 2C, 3A, 3B

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RL.8.4 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.	**9Rf2** Analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects on different readers.	Units: 1A, 1B, 1C, 2A, 3A
	9Rf5 Analyse the structures of different poetical forms. Demonstrate understanding of impact of vocabulary and meaning through the selection of appropriate quotations.	Units: 2A, 3A
	9GPr1 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.	Units: 1B, 1C, 2A, 2B, 2C, 3A, 3B
RL.8.5 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.	**9Rf1** Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.	Units: 1A, 1C, 2A, 3A
	9Rf5 Analyse the structures of different poetical forms. Demonstrate understanding of impact of vocabulary and meaning through the selection of appropriate quotations.	Units: 2A, 3A
RL.8.6 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.	**9Rf1** Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.	Units: 1A, 1C, 2A, 3A
	9Rf2 Analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects on different readers.	Units: 1A, 1B, 1C, 2A, 3A

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RL.8.7 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.	*Cambridge Secondary 1 English Teacher Guide* Appendix D – Opportunities for ICT	
RL.8.9 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.	**9Rf1** Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.	Units: 1A, 1C, 2A, 3A
	9Rf7 Develop an understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions.	Units: 2A, 3A
RL.8.10 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.	**9Rf1** Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.	Units: 1A, 1C, 2A, 3A
	9Rf4 Develop interpretations of texts, supporting points with detailed textual evidence.	Units: 1A, 1C, 2A, 3A
	9Rf6 Analyse how texts are shaped by audiences' preferences and opinions.	Units: 1A, 1C, 2A, 3A
Additional Secondary 1 learning objectives not addressed in CCSS.	**9Rf3** Discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations.	Units: 1C, 2A, 3A

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RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**9Rn2** Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media.	Units: 2B, 2C, 3B
	9Rf4 Develop interpretations of texts, supporting points with detailed textual evidence.	Units: 1A, 1C, 2A, 3A
RI.8.2 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.	**9Rn1** 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.	Units: 2A, 2B, 2C, 3A, 3B
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**9Rn8** Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.	Unit: 3B
RI.8.4. 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.	**9Rn6** Understand how vocabulary is used for different purposes, e.g. to create atmosphere, to persuade the reader.	Units: 2B, 2C
	9Rn7 Understand the differences between formal and informal style.	Units: 2B, 2C, 3B
	9GPr1 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.	Units: 1B, 1C, 2A, 2B, 2C, 3A, 3B

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RI.8.5 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.	**9Rn3** Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organizational choices.	Units: 2B, 2C, 3B
	9Rn4 Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertising material.	Units: 2B, 2C, 3B
	9Rn5 Recognise ways in which writers use different registers and other methods to communicate with their audience.	Units: 2B, 2C, 3B
	9Rn9 Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.	
RI.8.6 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.	**9Rn8** Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.	Unit: 3B
	9Rn9 Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.	

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RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	9Rn2 Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media.	Units: 2B, 2C, 3A
	9Rn4 Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertising material.	Units: 2B, 2C, 3B
RI.8.8 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	9Rn8 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.	Unit: 3B
RI.8.9 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.	9Rn3 Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organizational choices.	Units: 2B, 2C, 3B
	9Rn9 Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.	:

CCSS Grade 8	Stage 9	
RI.8.10 By the end of the year, read and comprehend literary non fiction at the high end of the Grades 6–8 text complexity band independently and proficiently.	**9Rn1** 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.	Units: 2A, 2B, 2C, 3A, 3B
	9Rn4 Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertising material.	Units: 2B, 2C, 3B
	9Rn9 Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.	

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
  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. Provide a concluding statement or section that follows from and supports the argument presented.
	9GPw1 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: 1B, 1C, 2B, 2C

	9GPw2 Demonstrate control of wide variety of sentence types used for intended purpose and desired effect.	Units: 1A, 1B, 1C, 2B, 2C, 3B
	9PSV4 Show some appreciation of how the 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	Units: 1A, 1C, 2A, 2B, 2C, 3B

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	language in an advertisement is/is not counterproductive in its effect on an audience.	
	9PSV5 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.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B
	9Wn1 Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information.	Units: 2A, 2B, 2C, 3B
	9Wn2 Write to analyse, review and comment.	
	9Wn3 Write persuasively, e.g. in letters or in the script of a commercial.	Units: 2B, 2C

W.8.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  c) Use appropriate and varied 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.
	9GPw1 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: 1B, 1C, 2B, 2C

	9GPw2 Demonstrate control of wide variety of sentence types used for intended purpose and desired effect.	Units: 1A, 1B, 1C, 2B, 2C, 3B
	9PSV1 Spell correctly throughout a substantial	Units: 1B, 1C, 2B, 2C

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e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from and supports the information or explanation presented.	text including ambitious or complex polysyllabic words.	
	9PSV3 Continue to extend range of language and use it appropriately.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B
	9PSV4 Show some appreciation of how the 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 anguage in an advertisement is/is not counterproductive in its effect on an audience.	Units: 1A, 1C, 2A, 2B, 2C, 3B
	9PSV5 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.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B
	9Wn1 Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information.	Units: 2A, 2B, 2C, 3B
	9Wn2 Write to analyse, review and comment.	
	9Wn3 Write persuasively, e.g. in letters or in the script of a commercial.	Units: 2B, 2C

Mapping Cambridge Secondary 1 English (Stages 7 to 9) to Common Core State Standards English (Grades 6 to 8)

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W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  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.
	9Wf1 Link a selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience.	Units: 1A, 1B, 1C

	9Wf3 Select the most appropriate text format, layout and presentation to create impact and engage the reader.	Units: 1A, 1C
	9Wf4 Shape and craft language within paragraphs, and structure ideas between them, to achieve particular effects with purpose and audience in mind.	Units: 1A, 1B, 1C
	9Wf5 Establish and sustain character, point of view and voice.	Units: 1A, 1B, 1C
	9Wf6 Begin to develop a range of registers and a personal voice.	Units: 1A, 2A
	9Wf7 Add detail, tension and climax to their narratives by shaping the reader's response through conscious choices from a wide and ambitious vocabulary.	Units: 1A, 1B
	9Wf8 Understand ways to deploy a range of formal and informal styles to enhance and emphasise meaning and create a wide range of effects.	
	9Wf9 Understand ways in which writers modify	Units: 1B, 1C, 2A

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	and adapt phrase and sentence structures and conventions to create effects, and how to make such adaptions when appropriate.	
W.8.4 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.)	**9Wf1** Link a selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience.	Units: 1A, 1B, 1C
	9Wf3 Select the most appropriate text format, layout and presentation to create impact and engage the reader.	Units: 1A, 1C
	9Wf4 Shape and craft language within paragraphs, and structure ideas between them, to achieve particular effects with purpose and audience in mind.	Units: 1A, 1B, 1C
	9Wf5 Establish and sustain character, point of view and voice.	Units: 1A, 1B, 1C
	9Wf6 Begin to develop a range of registers and a personal voice.	Units: 1A, 2A
	9Wf7 Add detail, tension and climax to their narratives by shaping the reader's response through conscious choices from a wide and ambitious vocabulary.	Units: 1A, 1B

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	9Wf8 Understand ways to deploy a range of formal and informal styles to enhance and emphasise meaning and create a wide range of effects.	
	9Wf9 Understand ways in which writers modify and adapt phrase and sentence structures and conventions to create effects, and how to make such adaptions when appropriate.	Units: 1B, 1C, 2A
<u>**W.8.5**</u> 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.)	**9PSV1** Spell correctly throughout a substantial text including ambitious or complex polysyllabic words.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B
	9PSV2 Continue to be aware of spelling errors and correct them.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B
	9PSV4 Show some appreciation of how the 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.	Units: 1A, 1C, 2A, 2B, 2C, 3B
	9GPw1 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: 1B, 1C, 2B, 2C

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	9GPw2 Demonstrate control of wide variety of sentence types used for intended purpose and desired effect.	Units: 1A, 1B, 1C, 2B, 2C, 3B
	9Wf2 Use the editing, proofreading and reviewing process, and revise as necessary, to evaluate the effectiveness and likely impact on the reader.	Unit: 1A
<u>W.8.6</u> 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.	*Cambridge Secondary 1 English Teacher Guide* Appendix D – Opportunities for ICT	
<u>W.8.7</u> 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.	**9Rn1** 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.	Units: 2A, 2B, 2C, 3A, 3B
	9Rn2 Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media.	Units: 2B, 2C, 3B
	9Wn1 Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information.	Units: 2A, 2B, 2C, 3B
	9Wn2 Write to analyse, review and comment.	
	9Wn4 Write arguments with a sense of linked progression.	Units: 3B

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W.8.8 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.	**9Rn1** 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.	Units: 2A, 2B, 2C, 3A, 3B
	9Rn2 Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media.	Units: 2B, 2C, 3B
	9Rn3 Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organizational choices.	Units: 2B, 2C, 3B
	9Rn4 Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertising material.	Units: 2B, 2C, 3B
	9Rn5 Recognise ways in which writers use different registers and other methods to communicate with their audience.	Units: 2B, 2C, 3B
	9Rn7 Understand the differences between formal and informal style.	Units: 2B, 2C, 3B
	9Rn8 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.	Unit: 3B

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	9Rn9 Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.	

<u>**W.8.9**</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.
    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").
    b) Apply *Grade 8 Reading standards* to literary non-fiction (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").
	9Rn1 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.	Units: 2A, 2B, 2C, 3A, 3B

	9Rn2 Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media.	Units: 2B, 2C, 3B
	9Rn3 Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organizational choices.	Units: 2B, 2C, 3B
	9Rn4 Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertising material.	Units: 2B, 2C, 3B
	9Rn5 Recognise ways in which writers use different registers and other methods to communicate with their audience.	Units: 2B, 2C, 3B
	9Rn7 Understand the differences between formal and informal style.	Units: 2B, 2C, 3B

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	9Rn8 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.	Unit: 3B
	9Rn9 Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.	
	9Rf1 Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.	Units: 1A, 1C, 2A, 3A
	9Rf5 Analyse the structures of different poetical forms. Demonstrate understanding of impact of vocabulary and meaning through the selection of appropriate quotations.	Units: 2A, 3A
	9Rf7 Develop an understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions.	Units: 2A, 3A
<u>**W.8.10**</u> 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.	*Applies to all writing objectives stated above*	

Mapping Cambridge Secondary 1 English (Stages 7 to 9) to Common Core State Standards English (Grades 6 to 8)

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SL8.1 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. 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.	**9SL2** Make increasingly significant contributions both as solo speakers and as members of groups.	Units: 1A, 1C, 2A, 2B, 2C, 3B
	9SL3 Use speaking and listening to build up increasing personal confidence, managing and manipulating the content of their presentation.	Units: 2A, 2B, 2C, 3B
	9SL4 Question and respond to others, shaping the direction and content of their talk with well-judged contributions.	Units: 2A, 2B, 2C, 3A, 3B
	9SL5 Work in groups for a variety of purposes, such as taking decisions and planning and organisation.	Units: 1A, 1C, 2A, 2B, 2C, 3A, 3B
	9SL7 Evaluate meaning and impact of a range of features in own and others' discourse, including broadcast media.	Unit: 3B
SL8.2 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.	**9SL7** Evaluate meaning and impact of a range of features in own and others' discourse, including broadcast media.	Unit: 3B

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SL.8.3 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** Question and respond to others, shaping the direction and content of their talk with well-judged contributions.	Units: 2A, 2B, 2C, 3A, 3B
	9SL7 Evaluate meaning and impact of a range of features in own and others' discourse, including broadcast media.	Unit: 3B
SL.8.4 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.	Units: 2A, 2B, 2C, 3B
	9SL4 Question and respond to others, shaping the direction and content of their talk with well-judged contributions.	Units: 2A, 2B, 2C, 3A, 3B
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	**9SL7** Evaluate meaning and impact of a range of features in own and others' discourse, including broadcast media.	Unit: 3B
SL.8.6 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** 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, 2A, 2B, 2C, 3A, 3B
	9SL2 Make increasingly significant contributions both as solo speakers and as members of groups.	Units: 1A, 1C, 2A, 2B, 2C, 3B

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	9SL3 Use speaking and listening to build up increasing personal confidence, managing and manipulating the content of their presentation.	Units: 2A, 2B, 2C, 3B
	9SL4 Question and respond to others, shaping the direction and content of their talk with well-judged contributions.	Units: 2A, 2B, 2C, 3A, 3B
	9SL5 Work in groups for a variety of purposes, such as taking decisions and planning and organisation.	Units: 1A, 1C, 2A, 2B, 2C, 3A, 3B
	9SL6 Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence.	

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   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, conditional, and subjunctive mood.
   d) Recognize and correct inappropriate shifts in verb voice and mood.*
	9GPw1 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: 1B, 1C, 2B, 2C

	9GPw2 Demonstrate control of wide variety of sentence types used for intended purpose and desired effect.	Units: 1A, 1B, 1C, 2B, 2C, 3B
	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, 2A, 2B, 2C, 3A, 3B

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L.8.2   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 Spell correctly throughout a substantial text including ambitious or complex polysyllabic words.
	
	9PSV2 Continue to be aware of spelling errors and correct them.
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B
		
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B

L.8.3 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** 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** Demonstrate control of wide variety of sentence types used for intended purpose and desired effect.	Units: 1B, 1C, 2B, 2C Units: 1A, 1B, 1C, 2B, 2C, 3B

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L.8.4 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.
  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., *precede, recede, secede*).
  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).
	9PSV3 Continue to extend range of language and use it appropriately.
	
	9Rn1 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.
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B
		
		Units: 2A, 2B, 2C, 3A, 3B

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  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., *bullheaded, willful, firm, persistent, resolute*).
	9PSV3 Continue to extend range of language and use it appropriately.
	
	9PSV4 Show some appreciation of how the 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.
	
	9PSV5 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.
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B
		
		Units: 1A, 1C, 2A, 2B, 2C, 3B
		
		Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B

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L.8.6 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.	**9PSV3** Continue to extend range of language and use it appropriately.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B
	9PSV5 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.	Units: 1A, 1B, 1C, 2A, 2B, 2C, 3B

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