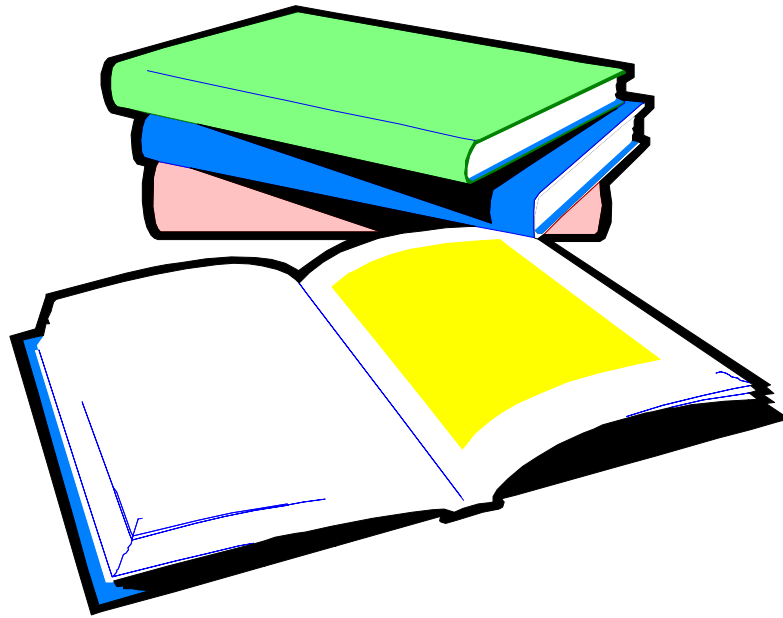


**QUINCY PUBLIC SCHOOLS STANDARDS MAPS  
ENGLISH LANGUAGE ARTS  
GRADE 7**



Based on the Quincy Public Schools Design for Learning 2000

**QUINCY PUBLIC SCHOOLS STANDARDS MAPS  
ENGLISH LANGUAGE ARTS  
GRADE 7**

LANGUAGE STRAND		
	STATE STANDARDS	GRADE 7 OBJECTIVES
	<b>LEARNING STANDARD # 1</b>  <b>Group Discussions</b>	<ul style="list-style-type: none"> <li>• Generate format for sharing ideas in a structured manner within a small group learning situation.</li> <li>• Examine and compile ideas presented by other students.</li> <li>• Design and operate other group formats for learning purposes.</li> </ul>
	<b>LEARNING STANDARD # 2</b>  <b>Gathering Relevant Information</b>	<ul style="list-style-type: none"> <li>• Summarize and analyze results of an interview.</li> <li>• Extrapolate and broaden in depth selected interview questions.</li> <li>• Generate, form, and pose new questions to be used in an interview.</li> </ul>
	<b>LEARNING STANDARD # 3</b>  <b>Oral Presentations</b>	<ul style="list-style-type: none"> <li>• Use an assessment tool to critique content and style of presentation.</li> <li>• Convey information that leads to persuasion during an oral presentation.</li> <li>• Summarize main points or arguments when planning an oral presentation.</li> </ul>
	<b>LEARNING STANDARD # 4</b>  <b>Advanced Reading Vocabulary</b>	<ul style="list-style-type: none"> <li>• Demonstrate prior knowledge of: antonyms, synonyms, homonyms, homographs, and heteronyms in oral and written formats.</li> <li>• Compare and contrast logical relationships of all content area vocabulary.</li> <li>• Apply logical relationships of content area vocabulary in written and oral assignments.</li> <li>• Give examples of language origins and meanings of word roots by generating a list of related word families.</li> <li>• Demonstrate in writing the use of words in literature by using a dictionary, thesaurus, or other related reference sources.</li> </ul>
	<b>LEARNING STANDARD # 5</b>  <b>Conventions and Structure of English Language</b>  <b>Parts of Speech - (Nouns)</b>	<ul style="list-style-type: none"> <li>• Nouns – Recognize various noun types, describe various types of nouns and explain different types of nouns.</li> <li>• Pronouns – Generate sentences using different pronoun types and cases, explain different types of pronouns and distinguish different types of pronouns.</li> <li>• Personal Pronouns – Recognize personal pronouns, describe personal pronouns and explain personal pronouns.</li> <li>• Relative Pronouns – Recognize relative pronouns, describe relative pronouns and explain relative pronouns.</li> <li>• Interrogative pronouns – Recognize various interrogative pronouns, describe interrogative pronouns and explain interrogative pronouns.</li> </ul>
	<b>LEARNING STANDARD # 5</b>  <b>Conventions and Structure of English Language</b>  <b>Parts of Speech - (Verbs)</b>	<ul style="list-style-type: none"> <li>• Verbs - Review identification of different types of verbs found in simple, compound, and complex sentences.</li> <li>• Distinguish and differentiate among types of verbs found in simple, compound, and complex sentences.</li> <li>• Apply integration of different types of verbs in a variety of sentences.</li> <li>• Identify the function of a verb in a simple, compound, and complex sentence.</li> <li>• Describe the function of a verb in a simple, compound, and complex sentence.</li> <li>• Apply the function of a verb in a simple, compound, and complex sentence.</li> </ul>

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LANGUAGE STRAND	
STATE STANDARDS	GRADE 7 OBJECTIVES
<b>LEARNING STANDARD # 5</b>  <b>Conventions and Structure of English Language</b>  <b>Parts of Speech - (Adjectives)</b>	<ul style="list-style-type: none"> <li>• Explain different types of adjectives.</li> <li>• Examine different types of adjectives.</li> <li>• Analyze and contrast various adjective forms.</li> </ul>
<b>LEARNING STANDARD # 5</b>  <b>Conventions and Structure of English Language</b>  <b>Parts of Speech - (Adverbs)</b>	<ul style="list-style-type: none"> <li>• Adverbs - Identify whether the adverb modifies a verb, adjective, or another adverb in a sentence. Describe and apply the function of an adverb. Review recognition and identification of different types of adverbs in a variety of sentences. Integrate the functions of an adverb in a variety of sentences.</li> <li>• Interrogative Adverbs - Recognize interrogative adverbs, describe interrogative adverbs and explain interrogative adverbs.</li> <li>• Superlative Adverbs - Recognize positive, comparative and superlative adverbs. Describe positive, comparative, and superlative adverbs. Explain positive, comparative, and superlative adverbs.</li> <li>• Negative Adverbs - Recognize negative adverbs, describe negative adverbs and apply negative adverbs.</li> </ul>
<b>LEARNING STANDARD # 5</b>  <b>Conventions and Structure of English Language</b>  <b>Parts of Speech - (Prepositions)</b> <b>(Conjunctions)</b> <b>(Interjections)</b>	<ul style="list-style-type: none"> <li>• Prepositions - Review identification and recognition of the function of prepositions in simple, compound, and complex sentences. Differentiate between the function of prepositions, and adverbs in a variety of sentences. Generate and utilize the function of prepositions in simple, compound, and complex sentences.</li> <li>• Conjunction - Reinforce identification of conjunctions in sentences, combine elements using coordinating conjunctions, identify the functions of a correlative conjunction, describe the functions of correlative conjunction, and explain the functions of a correlative conjunction.</li> <li>• Interjection - Identify interjections in a variety of sentences and apply knowledge of interjections.</li> </ul>
<b>LEARNING STANDARD # 5</b>  <b>Conventions and Structure of English Language</b>  <b>Parts of Speech - (Articles)</b> <b>(Prepositional Phrases)</b> <b>(Verb Types)</b> <b>(Verb Forms)</b>	<ul style="list-style-type: none"> <li>• Articles - Recognize the form of articles and explain the form of articles.</li> <li>• Prepositional Phrases - Analyze and select appropriate pronouns used in prepositional phrases.</li> <li>• Types of Verbs - Recognize main, auxiliary, linking verbs and verb phrases. Distinguish main, auxiliary, linking verbs and verb phrases.</li> <li>• Verb Forms - Recognize various verb forms: infinitive, linking, action, passive, active, and helping.</li> <li>• Types of Phrases - Identify: participle phrases, gerundive phrases and infinitive phrases. Give examples of Participle phrases, Gerund phrases and Infinitive phrases.</li> <li>• Label: participle phrases, gerundive phrases and infinitive phrases.</li> </ul>
<b>LEARNING STANDARD # 5</b>  <b>Conventions and Structure of English Language</b>  <b>Punctuation – (Commas)</b>	<ul style="list-style-type: none"> <li>• Comma - Apply use of the comma to separate independent clauses joined by conjunctions. Apply the use of a comma after certain introductory elements such as interjections and after introductory phrases and clauses. Give examples of the use of the comma to set off types of expressions that interrupt the sentence: appositive, words in direct address and parenthetical expressions.</li> <li>• Apply the use of commas to: separate items in dates, separate items in addresses, follow the salutation of a friendly letter and follow a name with Jr., Sr., Ph.D., etc.</li> </ul>

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<b>LEARNING STANDARD # 5</b>  <b>Conventions and Structure of English Language</b>  <b>Punctuation – (Apostrophes)</b>  <b>- (Colon)</b>	<ul style="list-style-type: none"> <li>• Apostrophe - Apply knowledge of apostrophe usage to indicate possessive case of singular noun, plural noun, hyphenated words, names of organizations, words showing joint possession, and possessive adjectives.</li> <li>• Apply the use of an apostrophe to indicate where letters have been omitted in a contraction.</li> <li>• Use an apostrophe with "s" to form the plural of letters, numbers, signs, words referred to as "words:"</li> <li>• Colon - Apply the use of a colon: between the hours and minute, following the salutation of a business letter and before a list of items.</li> </ul>
<b>LEARNING STANDARD # 5</b>  <b>Conventions and Structure of English Language</b>  <b>Punctuation - (Semicolon)</b>  <b>(Quotation Marks)</b>  <b>(Underline)</b>  <b>(Dash)</b>  <b>(Hyphen)</b>  <b>(Parenthesis/Brackets)</b>	<ul style="list-style-type: none"> <li>• Semicolon - Recall and apply the use of a semicolon between independent clauses not joined by a conjunction.</li> <li>• Quotation Marks – Apply quotation marks to: enclose titles of chapters, articles, short stories, poems, songs and other parts of books and periodicals.</li> <li>• Differentiate quotation marks that enclose: slang words, technical words, and expressions that are unusual in standard English.</li> <li>• Demonstrate the use of correct punctuation marks when used within quotation marks: commas and periods inside quotation marks. Commas, question marks, or an exclamation point to separate a direct quotation from the remainder of the sentence.</li> <li>• Quotation Marks – Demonstrate the use of quotation marks to enclose a direct quotation.</li> <li>• Underlining - Use underlining (italics) for words, letters, figures and foreign words.</li> <li>• Dash - Apply use of the dash.</li> <li>• Hyphen - Apply the use of a hyphen to divide a word at the end of a line, with compound numbers and with certain compound words.</li> <li>• Parenthesis/Brackets - Use parentheses to enclose incidental explanatory notes, which are added to a sentence but are not considered of major importance.</li> </ul>
<b>LEARNING STANDARD # 5</b>  <b>Conventions and Structure of English Language</b>  <b>Capitalization</b>  <b>Sentence Types</b>	<ul style="list-style-type: none"> <li>• Apply capitalization rules in formal and informal writing: first word in a sentence, proper nouns, proper adjectives, title of a publication, pronoun "I", interjection "OH!", the first word in a direct quote and formal statement following a colon.</li> <li>• Combine simple sentences to form compound and compound complex sentences.</li> </ul>
<b>LEARNING STANDARD # 6</b>  <b>Oral Dialects</b>	<ul style="list-style-type: none"> <li>• Examine dialect, slang, regionalism, jargon and formal and informal expressions in Standard English.</li> <li>• Identify speech patterns of characters in short stories, plays, and novels.</li> <li>• Transform dialect, slang, regionalism, and jargon into Standard English.</li> </ul>
<b>LEARNING STANDARD # 7</b>  <b>Influences on the English Language by Other Languages</b>	<ul style="list-style-type: none"> <li>• Recognize root words, prefixes, and suffixes derived from other languages.</li> </ul>

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**LITERATURE STRAND**

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<p><b>LEARNING STANDARD # 8</b></p> <p><b>Understanding New Vocabulary</b></p>	<ol style="list-style-type: none"> <li>1. Define unfamiliar words using the following strategies: common prefixes, common suffixes, and common roots.</li> <li>2. Apply knowledge of Greek and Latin roots and affixes to unlock word meaning.</li> <li>3. Demonstrate knowledge of affixes in written and oral work.</li> <li>4. Define unfamiliar words through the use of context clues.</li> <li>5. Define unfamiliar words through the use of reference materials (dictionary, glossary, thesaurus, and specialized dictionaries).</li> <li>6. Use a dictionary to select the correct definition based on contexts, locate the word origin, and locate the part of speech.</li> <li>7. Use the thesaurus to expand the selection of words to convey precise meaning in oral and written work.</li> </ol>
<p><b>LEARNING STANDARD # 9</b></p> <p><b>Essentials of Literacy</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate efficient use of multiple strategies needed to interpret all fiction and nonfiction text.</li> <li>2. Describe the features and purpose of various text structure of fiction and nonfiction.</li> <li>3. Demonstrate understanding of shades of meaning in a given text.</li> <li>4. Explain a given author's intent and purpose.</li> <li>5. Locate within a text, support for an interpretive response.</li> <li>6. Identify, discuss, and analyze issues, themes, relationships among events, and literary elements within a text.</li> <li>7. Explain how the visual and print material found in nonfiction is a reading aid.</li> <li>8. Generate essential questions to aid the reader.</li> <li>9. Select appropriate resources for research.</li> <li>10. Locate relevant information found in a given text.</li> <li>11. Show examples of use of SQ3R or other study guide models.</li> <li>12. Formulate a critical comment on a text written from a particular point of view.</li> <li>13. Defend an interpretation of an author's point of view.</li> <li>14. Monitor self-initiated selection of books.</li> </ol>

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**LITERATURE STRAND**

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<b>LEARNING STANDARD # 10</b>  <b>Characteristics of Genres</b>	<ul style="list-style-type: none"> <li>• Explain and differentiate types of genres: refer to Grade 6 listing.</li> <li>• Explain and differentiate literary terms.</li> <li>• Refer to Grade 6 listing and add: irony.</li> <li>• Differentiate between types of conflicts found in literature.</li> <li>• Explain and cite methods of character revelation.</li> <li>• Explain and illustrate episodes of a plot: exposition, rising action, and climax.</li> <li>• Explain and give examples of dramatic (theatrical) terms: refer to Grade 6 listing and add: pantomime, comedy, and tragedy.</li> <li>• Recognize and explain poetic terms. Refer to Grade 6 terms and add: symbol, hyperbole, rhyme patterns and rhythm.</li> <li>• Explain and differentiate poetic forms. Refer to Grade 6 forms and add: free verse.</li> <li>• Explain and differentiate types of non-fiction. Refer to Grade 6 list.</li> <li>• Explain and differentiate terms as they apply to nonfiction: point of view, slanted writing, and propaganda techniques.</li> </ul>
<b>LEARNING STANDARD # 11</b>  <b>Theme</b>	<ul style="list-style-type: none"> <li>• Accomplish goals within the context of the identified middle school themes: heritage, diversity, family, conflicts, journeys, the unknown, ordinary/extraordinary and people.</li> <li>• Analyze and examine the theme of a passage both literal and inferential.</li> <li>• Analyze and examine comparisons in a passage.</li> <li>• Examine similar themes through different literary works.</li> </ul>
<b>LEARNING STANDARD # 12</b>  <b>Elements of Fiction</b>	<ul style="list-style-type: none"> <li>• Setting - Accomplish goals within the context of identified middle school themes. Recognize, explain, and analyze how the author deals with the concept of time: straightforward narrative, flashback, and multiple narratives.</li> <li>• Character - Analyze and examine the techniques of character revelation name, appearance, thought, speech, actions, author's attitude and other characters' attitudes. Analyze and examine characters that are stereotypical, static, dynamic, protagonist, flat and round.</li> <li>• Plot – Examine exposition, rising action, climax, falling action, resolution of main plot, and relationship of subplots to the main plot.</li> <li>• Point of View - Analyze the manner in which the theme of a literary text is developed by first or third person point of view.</li> <li>• Conflict – Analyze and examine the central conflict in a literary text in order to understand how it impacts action and character development. Analyze and examine cause and effect relationships.</li> <li>• Literary Devices – Analyze the author's use of suspense and foreshadowing in creating tension.</li> </ul>

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<b>LEARNING STANDARD # 13</b>  <b>Structure of Nonfiction</b>	<ul style="list-style-type: none"> <li>• Identify the main idea and supporting details of a passage not explicitly stated.</li> <li>• Distinguish between fiction and nonfiction information, which may exist in a literary work, i.e. historical fiction.</li> <li>• Recognize elements of a biography and an essay.</li> <li>• Distinguish between fact, inference, opinion, and value judgment.</li> <li>• Analyze the effect of a title as it relates to the interpretation of a work of nonfiction.</li> <li>• Interpret idioms, jargon, and regionalism as they appear in works of nonfiction.</li> <li>• Identify the types of point of view: first person and omniscient, as they appear in a work of nonfiction.</li> <li>• Explain how the author's point of view toward a subject influences the work.</li> <li>• Hypothesize the influence of propaganda techniques used by the author.</li> </ul>
<b>LEARNING STANDARD # 14</b>  <b>Structure, Elements and Themes of Poetry</b>	<ul style="list-style-type: none"> <li>• Recognize the sound patterns found in poetic forms and identify relationship between sound and meaning.</li> <li>• Respond to imagery, figurative language, idioms, etc. as they appear in a poetic work.</li> <li>• Interpret the author's meaning.</li> <li>• Analyze the effect of the title as it relates to the poem.</li> <li>• Analyze various poetic forms refrain, couplet, limericks, acrostics, diamante, cinquain, free verse, ode, sonnet, ballad, and lyric.</li> </ul>
<b>LEARNING STANDARD # 15</b>  <b>Author's Style</b>	<ul style="list-style-type: none"> <li>• Explain metaphor, simile, personification, and hyperbole.</li> <li>• Compare the characteristics of metaphor and simile.</li> <li>• Explain how language can appeal to and create sensory impressions.</li> <li>• Explain how a particular point of view selected by the author creates an effect.</li> <li>• Explain figurative speech, sensory images, and types of direct and indirect comparisons in a given literary work.</li> <li>• Explain the tone and mood in a literary text.</li> <li>• Explain how tone and mood are created by the author.</li> <li>• Explain how an author uses symbols and imagery to contribute to the overall meaning of a work.</li> <li>• Explain how mood is the generalized feeling which the setting, tone, and action evokes from the reader.</li> <li>• Explain ways in which the author creates mood by description of characters, description of setting, use of dialogue, and foreshadowing.</li> <li>• Interpret the author's use of metaphor, simile, personification, and hyperbole.</li> </ul>

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**LITERATURE STRAND**

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<b>LEARNING STANDARD # 16</b>  <b>Comparing Myths and Narratives</b>	<ul style="list-style-type: none"> <li>• Explain theories regarding the dissemination of literature based on an oral tradition.</li> <li>• Explain similarities in folk literature of various cultures.</li> <li>• Explain the characteristics of folk literature including folk tales, fairy tales, legends, myths, tall tales, and fables.</li> <li>• Explain the purpose that folk literature serves.</li> <li>• Explain the ethnic traits, attitudes, and customs in tales about people from various cultures.</li> <li>• Explain stereotypes used on folk literature.</li> <li>• Interpret sayings, short parables, and proverbs.</li> </ul>
<b>LEARNING STANDARD # 17</b>  <b>Critical and Analytic Techniques</b>	<ul style="list-style-type: none"> <li>• Compare and contrast treatment rendered on the same topic by various media.</li> <li>• Explain how media may reflect social protest.</li> <li>• Explain ways in which media shapes and is shaped by society.</li> <li>• Explain how media influences perceptions of the world.</li> <li>• Explain how a message can be shown to reflect an author's personal history, attitudes and beliefs, or to reflect the ideas and customs of a particular time in history.</li> <li>• Explain the techniques of propaganda and persuasion (political and commercialism) that are widely used in the media.</li> <li>• Explain that media such as TV and film often compress time and space and use stereotypical characters and situations.</li> </ul>
<b>LEARNING STANDARD # 18</b>  <b>Dramatic Presentation</b>	<ul style="list-style-type: none"> <li>• Use the dramatic mode as a means of creative expression.</li> <li>• Adapt a literary work to a dramatic form.</li> <li>• Participate in school or district dramatic reading events and plays.</li> <li>• Develop, direct, and present skits that create or recreate believable characters using both dialogue and nonverbal physicalizations to communicate both external and internal motivations.</li> </ul>

**COMPOSITION STRAND**

<b>COMPOSITION STRAND</b>	
<b>STATE STANDARDS</b>	<b>GRADE 7 OBJECTIVES</b>
<b>LEARNING STANDARD # 19</b>  <b>Coherent Compositions</b>	<ul style="list-style-type: none"> <li>• Utilize various methods of writing an introductory paragraph in order to introduce the subject, gain the reader's attention, and identify the specific focus or thesis.</li> <li>• Recognize the methods of writing supporting paragraphs (explain, define, describe, argue, illustrate, reflect, analyze, compare) in developing their focus.</li> <li>• Demonstrate appropriate use of transitional words and phrases.</li> <li>• Develop an effective concluding paragraph by using methods which summarizes main points, emphasizes importance, restates the thesis or focus.</li> </ul>
<b>LEARNING STANDARD # 20</b>  <b>Selecting Appropriate Modes of Writing</b>	<ul style="list-style-type: none"> <li>• Differentiate between various modes of writing.</li> <li>• Utilize the mode of writing most appropriate for a given audience and purpose.</li> <li>• Critique and explain the effectiveness of specific modes of writing.</li> </ul>

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<b>LEARNING STANDARD # 21</b>  <b>Revision</b>	<ul style="list-style-type: none"> <li>• Recognize and revise the topic sentence of paragraphs to clarify an intended purpose.</li> <li>• Critique and rearrange sentences/ or paragraphs to achieve coherence.</li> <li>• Use specific and appropriate vocabulary to enhance the writer's message (replace phrases or clauses with the "right" word to obtain conciseness).</li> <li>• Organize sentences in the most appropriate order: chronological, location, and importance.</li> <li>• Consistently utilize the correct verb tense.</li> </ul>
<b>LEARNING STANDARD # 22</b>  <b>Standard English Conventions</b>	<ul style="list-style-type: none"> <li>• Examine and distinguish between different types of sentences simple, compound, and complex.</li> <li>• Recognize and apply more advanced standard English conventions including commas at the end of dependent clauses, commas used in letter writing and quotation marks.</li> </ul>
<b>LEARNING STANDARD # 23</b>  <b>Enhancing Learning Through Reading and Writing</b>	<ul style="list-style-type: none"> <li>• Demonstrate note taking skills and summarizing skills based on the reading of a selection.</li> <li>• Engage in the exploration of a topic.</li> <li>• Identify questions and reflect on issues found in literature, community, or classroom.</li> </ul>
<b>LEARNING STANDARD # 24</b>  <b>Research Projects</b>	<ul style="list-style-type: none"> <li>• Select a topic of interest and generate a list of questions about the topic.</li> <li>• Explore a specific reference resource/tool for gathering information about the topic.</li> <li>• Prepare a visual/oral/electronic representation of information gathered.</li> </ul>
<b>LEARNING STANDARD # 25</b>  <b>Application of Criteria</b>	<ul style="list-style-type: none"> <li>• Utilize a teacher-created rubric for peer-editing.</li> <li>• Utilize teacher-created rubric for self-evaluation.</li> <li>• Determine validity of peer comments/recommendations based on rubric evaluation of draft.</li> <li>• Apply valid peer comments/recommendations to Type Four or Type Five writing.</li> </ul>

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MEDIA STRAND	
STATE STANDARDS	GRADE 7 OBJECTIVES
<p><b>LEARNING STANDARD # 26</b></p> <p><b>Obtain Information Using a Variety of Media. Evaluate the Quality of the Material Used.</b></p>	<p style="text-align: center;">Identify Research Topics</p> <p>1. Select a research topic from a generated list.</p> <p style="text-align: center;">Formulate Research Questions</p> <p>2. Use the KWL process to formulate questions to research. 3. Distinguish between literal and open-ended questions.</p> <p style="text-align: center;">Formulate Thesis Statement</p> <p>4. Create a thesis statement for an intermediate length report.</p> <p style="text-align: center;">Information Sources</p> <p>5. Identify four reference sources appropriate to a given topic. 6. Review all parts of a book. 7. Apply the Acceptable Use Policy in the Media Center and Public Library.</p> <p style="text-align: center;">Interpret and Use Information</p> <p>8. Compare information gathered from charts, tables, graphs, and maps.</p> <p style="text-align: center;">Accuracy and Authenticity</p> <p>9. Assess accuracy and authenticity of information from information sources.</p> <p style="text-align: center;">Record Sources of Information</p> <p>10. Cite sources in MLA format.</p> <p style="text-align: center;">Editing Research Papers</p> <p>11. Proofread drafts of research papers and determine necessary changes. 12. Produce final drafts of research papers. 13. Design a rubric to evaluate final draft of research papers. 14. Evaluate research papers based on application of rubric. 15. Apply feedback based on the rubric.</p>
<p><b>LEARNING STANDARD # 26</b> (continued)</p> <p><b>Obtain Information Using a Variety of Media. Evaluate the Quality of the Material Used.</b></p>	<p style="text-align: center;">Bibliography</p> <p>16. Evaluate the authenticity of resources used for a research paper. 17. Create a bibliography using the format of the Quincy Public Schools Research Handbook.</p> <p style="text-align: center;">Research Paper Presentation</p> <p>18. Select one electronic format tool that will help clarify the major points of a given research paper. 19. Give an oral presentation using the graphic/electronic format selected. 20. Critique presentations using an assigned rubric. 21. Initiate a portfolio for research papers.</p> <p style="text-align: center;">Distinguish Primary and Secondary Sources</p> <p>22. Identify primary and secondary sources from a teacher generated list.</p> <p style="text-align: center;">Evaluate Information Sources</p> <p>23. Select information sources using guidelines.</p> <p style="text-align: center;">Bias/Stereotypes in Information Sources</p> <p>24. Identify biased and stereotyped information found in sources.</p>

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MEDIA STRAND	
STATE STANDARDS	GRADE 7 OBJECTIVES
<b>LEARNING STANDARD # 27</b>  <b>Explain How the Techniques Used in Electronic Media Modify Traditional Forms of Discourse for Aesthetic and Rhetorical Purposes.</b>	