

## Putnam City 7th Grade English PASS Curriculum Map

**Textbooks/Resources: Literature Book -- McDougal Literature; Writing/Grammar/Usage Book-- Language Network, McDougal**

**Benchmark 1 - 1st quarter of school year (Aug. - Oct.)    Benchmark 2 - 2nd quarter (Oct. - Dec.).**  
**Benchmark 3 - 3rd quarter of school year (Jan. - Mar.)    OCCT (PASS Covered on OCCT) - 4th quarter**  
**OCCT State Test Window--April 11-26, 2011**

PASS READING/LITERATURE	Q1	Q2	Q3	Q4	Activities/Resources
<b>PASS R/L Vocabulary 1.1.</b> - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.	4 ques.		5 ques.	OCCT	
<b>PASS R/L Vocabulary 1.2.a. Word Origins</b> - Identify the origins and meanings of foreign words frequently used in English and use the words accurately in speaking and writing. (Understand and use in speaking and writing foreign words that are often used in English such as lasagna (Italian), sauerkraut (German), and déjà vu (French).)		3 ques.	1 ques.	OCCT	
<b>PASS R/L Vocabulary 1.2.b. Word Origins</b> - Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary. (Analyze the roots, prefixes and suffixes of subject-area words such as <i>telescope</i> , <i>geography</i> , and <i>quadrant</i> .)	1 ques.	1 ques.	1 ques.	OCCT	
<b>PASS R/L Vocabulary 1.3.a. Idioms and Comparisons</b> - Idioms: Identify and explain expressions that cannot be understood just by knowing the meaning of the words in the expression, such as the <i>apple of his eye</i> or <i>beat around the bush</i> .			1 ques.	OCCT	
<b>PASS R/L Vocabulary 1.3.b. Idioms and Comparisons</b> - Analogies: Identify and explain analogies ( Cricket is to insects as hum is to sound) to infer the literal and figurative meanings of phrases.	1 ques.		1 ques.	OCCT	
<b>PASS R/L Vocabulary 1.3.c. Idioms and Comparisons</b> - Metaphors: Identify and explain comparisons, such as <i>The street light was my security guard</i> .			1 ques.	OCCT	
<b>PASS R/L Vocabulary 1.3.d. Idioms and Comparisons</b> - Similes: Identify and explain comparisons that use like or as, such as <i>A gentle summer breeze feels like a soft cotton sheet</i> .				OCCT	

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<b>PASS R/L Comprehension 3.1.a. Literal Understanding</b> - Apply prereading strategies to determine the purpose for reading (to be informed, entertained, or persuaded). Preview material and use prior knowledge to make connections between text and personal experiences.			3 ques.	OCCT	
<b>PASS R/L Comprehension 3.1.b. Literal Understanding</b> - Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).	1 ques.		1 ques.	OCCT	
<b>PASS R/L Comprehension 3.1.c. Literal Understanding</b> - Show understanding by asking questions and support answers with literal information from text.	3 ques.	1 ques.	1 ques.	OCCT	
<b>PASS R/L Comprehension 3.2.a. Inferences and Interpretation</b> - Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	2 ques.	4 ques.	5 ques.	OCCT	
<b>PASS R/L Comprehension 3.2.b. Inferences and Interpretation</b> - Make inferences supported by a character's thoughts, words, and actions or the narrator's description.	1 ques.	1 ques.	1 ques.	OCCT	
<b>PASS R/L Comprehension 3.3.a. Summary and Generalization</b> - Summarize the main idea and how it is supported with specific details.	1 ques.	3 ques.	2 ques.	OCCT	
<b>PASS R/L Comprehension 3.3.b. Summary and Generalization</b> - Recall major points in the text and make and revise predictions.	3 ques.	1 ques.	2 ques.	OCCT	
<b>PASS R/L Comprehension 3.3.c. Summary and Generalization</b> - Recognize the importance and relevance of details on the development of the plot.			1 ques.	OCCT	
<b>PASS R/L Comprehension 3.3.d. Summary and Generalization</b> - Support reasonable statements by reference to relevant aspects of text and examples.		1 ques.		OCCT	
<b>PASS R/L Comprehension 3.4.a. Analysis and Evaluation</b> - Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.	1 ques..	2 ques.	1 ques.	OCCT	

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<b>PASS R/L Comprehension 3.4.b. Analysis and Evaluation</b> - Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.		1 ques.	1 ques.	OCCT	
<b>PASS R/L Comprehension 3.4.c. Analysis and Evaluation</b> - Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.	1 ques.		3 ques.	OCCT	
<b>PASS R/L Comprehension 3.4.d. Analysis and Evaluation</b> - Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.			1 ques.	OCCT	
<b>PASS R/L Comprehension 3.4.e. Analysis and Evaluation</b> - Distinguish between stated fact, reasoned judgement, opinion in various texts.	1 ques.	3 ques.	1 ques.	OCCT	
<b>PASS R/L Literature 4.1.a. Literary Genres</b> - Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.	3 ques.	2 ques.	3 ques.	OCCT	
<b>PASS R/L Literature 4.1.b. Literary Genres</b> - Analyze the characteristics of subgenres including biography, autobiography, fable, folk tale, mystery, myth.		2 ques,	1 ques.	OCCT	
<b>PASS R/L Literature 4.2.a. Literary Elements</b> - Analyze and explain elements of fiction including plot, conflict, resolution, character, mood, setting, theme, and point of view. (irony)	2 ques.	2 ques.	2 ques.	OCCT	
<b>PASS R/L Literature 4.2.b. Literary Elements</b> - Identify and explain techniques of direct or indirect characterization in fiction.			1 ques.	OCCT	
<b>PASS R/L Literature 4.2.c. Literary Elements</b> - Describe how the author's perspective, argument, or point of view affects the text.	2 ques.	1 ques.	1 ques.	OCCT	
<b>PASS R/L Literature 4.2.d. Literary Elements</b> - Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).	1 ques.	1 ques.	1 ques.	OCCT	
<b>PASS R/L Literature 4.3.a. Figurative Language and Sound Devices</b> - Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.	2 ques.		2 ques.	OCCT	

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<b>PASS R/L Literature 4.3.b. Figurative Language and Sound Devices</b> - Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, repetition, and rhyme.			3 ques.	OCCT	
<b>PASS R/L Literature 4.3.c. Figurative Language and Sound Devices</b> - Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).				OCCT	
<b>PASS R/L Literature 4.4.a. Literary Works</b> - Analyze and evaluate works of literature and the historical context in which they were written.					
<b>PASS R/L Literature 4.4.b. Literary Works</b> - Analyze and evaluate literature from various cultures to broaden cultural awareness.					
<b>PASS R/L Literature 4.4.c. Literary Works</b> - Compare similar characters, settings, and themes from varied literary traditions.					
<b>PASS R/L Research and information 5.1.a. Accessing Information</b> - Use library catalogs and computer databases to locate sources for research topics.		1 ques.	1 ques.	OCCT	
<b>PASS R/L Research and information 5.1.b. Accessing Information</b> - Access information from variety of primary and secondary sources to locate information relevant to research questions.		1 ques.	3 ques.	OCCT	
<b>PASS R/L Research and information 5.1.c. Accessing Information</b> - Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).		1 ques.	1 ques.	OCCT	
<b>PASS R/L Research and information 5.1.d. Accessing Information</b> - Use organizational strategies as an aid to comprehend increasingly difficult content material.	1 ques.	2 ques.	2 ques.	OCCT	
<b>PASS R/L Research and information 5.1.e. Accessing Information</b> - Note instances of persuasion, propaganda, and faulty reasoning in text.		2 ques.	1 ques.	OCCT	

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<b>PASS R/L Research and information 5.1.f.</b> <b>Accessing Information</b> - Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.		1 ques.	1 ques.	OCCT	
<b>PASS R/L Research and information 5.2.a.</b> <b>Interpreting Information</b> - Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards)			1 ques.	OCCT	
<b>PASS R/L Research and information 5.2.b.</b> <b>Interpreting Information</b> - Interpret and use graphic sources of information such as graphs, maps, timelines, or tables to address research questions.			1 ques.	OCCT	
<b>PASS R/L Research and information 5.2.c.</b> <b>Interpreting Information</b> - Analyze and paraphrase or summarize information from a variety of sources into a research paper.			2 ques.	OCCT	
<b>PASS R/L Research and information 5.2.d.</b> <b>Interpreting Information</b> - Determine the appropriateness of an information source for a research topic.				OCCT	
<b>PASS R/L Research and information 5.2.e.</b> <b>Interpreting Information</b> - Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.				OCCT	
<b>PASS R/L Fluency 2.1.</b> Read regularly in independent-level materials (texts in which no more than 1 to 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.					
<b>PASS R/L Fluency 2.2.</b> Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 to 10 words is difficult for the reader; a "typical" seventh grader reads 135 words per minute).					
<b>PASS R/L Fluency 2.3.</b> Increase silent reading speed and comprehension through daily, independent reading.					

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<b>PASS R/L Fluency 2.4.</b> Read silently for increased periods of time.					
<b>PASS R/L Fluency 2.5.</b> Use punctuation as a cue for pausing and characterization while reading.					
<b>PASS R/L Comprehension 3.5.a. Monitoring and Correction Strategies</b> - Monitor the understanding of text and use correcting strategies, such as reading a portion, using reference aids, or searching for content when needed.					
<b>PASS R/L Comprehension 3.5.b. Monitoring and Correction Strategies</b> - Make, confirm, and revise predictions when reading.					
<b>PASS R/L Comprehension 3.5.c. Monitoring and Correction Strategies</b> - Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.					

<b>WRITING/GRAMMAR/USAGE and MECHANICS</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	
The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas. Write clear, coherent, and focused papers, progressing through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.					
<b>PASS Writing Process W.1.1.</b> Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.					
<b>PASS Writing Process W.1.2.</b> Use details, examples, reasons, and evidence to develop an idea.					
<b>PASS Writing Process W.1.3.</b> Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.					
<b>PASS Writing Process W.1.4.</b> Use effective transitions between sentences and paragraphs.					
<b>PASS Writing Process W.1.5.</b> Use precise word choices, including figurative language, that convey specific meaning and tone.					

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**PASS Writing Process W.1.6.** Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.

**PASS Writing Process W.1.7.** Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.

**PASS Writing Process W.1.8.** Publish and present writing to peers and adults.

**PASS Modes and Forms of Writing W 2.0**  
**At Grade 7, the student will write for a variety of purposes and audiences using the following modes creating texts of at least 500-750 words-- (500-750 words is just a way of saying a "fully developed" paper, rather than, for example, a paragraph, a PowerPoint, or a poster project).**

**PASS Modes W.2.1. Compose fictional, biographical or autobiographical narratives that**  
**2.1.a.-** establish a plot using an action segment to create an effective sequence of events;  
**2.1.b. -** establish and develop character(s) and setting;  
**2.1.c. -** maintain a consistent point of view;  
**2.1.d. -** use a range of narrative devices including dialogue, suspense, anecdotes, or foreshadowing;  
**2.1.e. -** adjust tone and style as necessary to make writing interesting and engaging to the audience.  
**Example:** After reading a biography or autobiography of someone who has had special influence on others, use the structure to compose an autobiography of your own.

**PASS Modes W.2.2. Compose expository text to include research reports that**  
**2.2.a-** state the thesis and include relevant and focused questions about the topic;  
**2.2.b-** communicate clear and accurate perspectives on the subject;

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<p><b>2.2.c</b> - include paraphrased evidence and supporting details compiled through the formal research process, including use of a library catalog, magazines, newspapers, dictionaries, online sources, and other reference materials.</p> <p><b>2.2.d</b> -document sources with reference notes and a bibliography. <b>Example:</b> Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources.</p>					
<p><b>PASS Modes W.2.3. Compose persuasive/argumentative compositions that:</b></p> <p><b>2.3.a.</b>-state a clear position or perspective in support of a position or proposal;</p> <p><b>2.3.b.</b>- describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal;</p> <p><b>2.3.c.</b> - predict, identify, and address reader concerns and counterarguments.</p> <p><b>Example:</b> In preparation for an upcoming student election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).</p>					
<p><b>PASS Modes W.2.4. Compose reflective papers that accomplish one of these purposes:</b></p> <p><b>2.4.a.</b>- express the individual's insight into conditions or situations;</p> <p><b>2.4.b.</b>- compare a scene from a work of fiction with a lesson learned from experience;</p> <p><b>2.4.c.</b>- complete a self-evaluation on a class performance. <b>Example:</b> Compose a reflective essay describing how the student relates to a character in a narrative by comparing personal circumstances and background.</p>					
<p><b>PASS Modes W. 2.5. Write responses to literature, including poetry, that</b></p> <p><b>2.5.a</b> - develop interpretations that show careful reading, understanding, and insight;</p>					

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<p><b>2.5.b.</b> -organize the interpretation around several clear ideas, premises, or images for the literary work;</p> <p><b>2.5.c.</b>- justify interpretation through sustained use of examples and evidence from the text.</p> <p><b>Example:</b> After reading folk tales from the United States and other countries, write a response to the narratives. Identify the beliefs and values that are highlighted in each folk tale, and develop a theory to explain why similar tales appear in many different cultures.</p>					
<p><b>PASS Modes W.2.6. Compose summaries of reading material that</b></p> <p><b>2.6.a.</b>-include the main ideas and most significant details;</p> <p><b>2.6.b.</b> - use the student's own words, except for quotations;</p> <p><b>2.6.c.</b> - reflect underlying meaning, not just the superficial details.</p> <p><b>Example:</b> Demonstrate comprehension of the main idea and details of a subject-specific text and write a summary of a text read from another content area. Make the summary clear enough that it would provide another student with the important information from the chapter.</p>					
<p><b>PASS Modes W.2.7.</b> Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make very interesting.</p>					
<p><b>PASS Modes W.2.8.</b> Write friendly, formal letters, and emails; continue to produce other writing forms introduced in earlier grades.</p>					
<p><b>PASS Modes W.2.9. Use appropriate essay test-taking and time-writing strategies that</b></p> <p><b>2.9.a.</b>- add and analyze the question (prompt);</p> <p><b>2.9.b.</b> - use organizational methods required by the prompt;</p> <p><b>2.9.c.</b> - utilize an editing checklist or assessment rubric, if provided.</p>					

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<p><b>PASS Modes W.2.10.</b> Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.</p>					
<p><b>PASS GUM 3.1.a. Standard English Usage -</b> Recognize nominative, possessive, and objective nouns.</p>					
<p><b>PASS GUM 3.1.b. Standard English Usage -</b> Recognize abstract, concrete, and collective nouns.</p>					
<p><b>PASS GUM 3.1.c. Standard English Usage -</b> Recognize the principal parts of regular and irregular verbs.</p>					
<p><b>PASS GUM 3.1.d. Standard English Usage -</b> Use the principal parts of verbs to form verb tenses. Ex: My bracelet (must've fell / must have fell / must of fallen / <u>must have fallen</u>) in the creek when (we were wading / we was wading / we we're wading / we've been wading / we are wading. Watch out for these: They've already ate. They've fell several times. She's already forgave her boyfriend. The birds have flew away earlier this year. They haven't gave me a chance. I've went over there three times. We've hid their money. The dogs have ran off again. Have you already saw this test? They've sang that song before. He's already swam the race. She's already took her place. The cats have tore it up again. They've threw it all over the place. I've wrote him a note. "If" clause and "I wish" clause: Ex: If you (<u>had been</u> / would have been) listening, you would have heard me. (Sequence of tenses: Do not use would have twice in sequence; use had in the first subordinate clause and would have in the second independent clause.) Ex: I wish you (would have went / would of gone / had went / had gone) to the Medieval Fair; it was fun! (Subjunctive Mood: Sequence of tenses in the same; use <i>had</i> as the base verb form after a conditional, doubtful, not factual statement in the subjunctive.)</p>					

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<p><b>PASS GUM 3.1.e. Standard English Usage -</b> Identify transitive, intransitive, and linking verbs.</p>					
<p><b>PASS GUM 3.1.f. Standard English Usage -</b> Make subject and verbs agree.</p> <ul style="list-style-type: none"> <li>▪ collective noun as subject</li> <li>▪ s/v in inverted order</li> <li>▪ s/v after long prep. Phrase or other interrupter</li> <li>▪ s/v with indefinite pronoun subject</li> </ul> <p>(EOI, PSAT, SAT, ACT) Question samples: (inverted) There are, There is / ability of the boys are, is / each of the girls was, were</p>					
<p><b>PASS GUM 3.1.g. Standard English Usage -</b> Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, predicate adjectives, and object complements.</p>					
<p><b>PASS GUM 3.1.h. Standard English Usage -</b> Use nominative, objective, and possessive pronouns correctly. Avoid the following pronoun errors assessed on high-stakes tests:</p> <ul style="list-style-type: none"> <li>▪ Subject/object pronoun choice error both in sub. And obj. position (She gave it to Sam and [I, <u>me</u>.]);</li> <li>▪ Who and whom;</li> <li>▪ Me or myself as obj. of prep., d.o., or i.o. (He gave Same and [<u>me</u>, myself] the answer.);</li> <li>▪ It's / its and you're / your - which is a possessive pronoun and which is a contraction? (Puppy drank [<u>it's</u>, <u>its</u>] water.);</li> <li>▪ Which/who and that/who - Which pronoun matches the antecedent? (Sam was the man [<u>he</u>, what, <u>who</u>, which] committed the crime.).</li> </ul> <p>(EOI, PSAT, SAT, ACT) Question samples: around Jessi and I; for Carlos and me; gave Susie and I prepositional phrase with two pronouns as objects of the preposition (with <u>him and me</u>, he and I; for you and I, <u>you and me</u>; about she and I, <u>her and me</u>;) )</p>					

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<p><b>PASS GUM 3.1.i. Standard English Usage -</b>                  Make pronouns agree with their antecedents.                  (EOI, PSAT, SAT, ACT)                  Ex: Each of the boys did (<u>his</u>, their) own work.                  Question samples: person/your; one/them;                  Them and Lee</p>					
<p><b>PASS GUM 3.1.j. Standard English Usage -</b>                  Use correct pronoun reference</p>					
<p><b>PASS GUM 3.1.k. Standard English Usage -</b>                  Use positive, comparative, and superlative modifiers correctly in writing</p>					
<p><b>PASS GUM 3.1.l. Standard English Usage -</b>                  Correctly identify and use interjections.</p>					
<p><b>PASS GUM 3.1.m. Standard English Usage -</b>                  Correctly identify and use restrictive (essential) and nonrestrictive (nonessential) clauses, appositives, appositive, participial, and prepositional phrases.</p>					
<p><b>PASS GUM 3.1.n. Standard English Usage -</b>                  Correctly use conjunctions. (Coordinating Conjunctions: and, but, or, nor, for, yet, so) (Correlative Conjunctions: either...or, neither...nor, both...and, not only...but also, whether...or) (Common conjunctive Adverbs: additionally, also, anyway, besides, consequently, furthermore, however, instead, likewise, meanwhile, moreover, nevertheless, otherwise, still, then, therefore) (Common Transitional Expressions: as a result, at any rate, by the way, for example, for instance, in addition, in fact, in other words, on the contrary, on the other hand)                  Use the connective words correctly and observe the comma and semicolon rules.                  (EOI, PSAT, SAT, ACT)                  Ex: He went home, and he decided never to return to the scene. He left; therefore, he could not win the prize.                  Ex: I studied hard and, <u>as a result</u>, failed the test.                  what is the best change, if any, to make to <u>as a result</u>? A. <u>nevertheless</u> B. <u>consequently</u>                  C. <u>therefore</u> D. No change.</p>					

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<p><b>PASS GUM 3.1.o. Standard English Usage -</b> Distinguish and correctly spell commonly confused words (to, two, too; until; our, are; accept, except; affect, effect; past, passed; red, read; there, their, they're; dessert, desert; lead, led; its, it's; loose, lose; peace, piece; break, brake; choose, chose; capital, capitol; all right; all ready, already; altar, alter; all together, altogether).</p>					
<p><b>PASS GUM 3.1.p. Standard English Usage -</b> Review how to make plural and possessive forms of nouns. (EOI, PSAT, SAT, ACT) Ex: monkey, monkeys / baby, babies / patio, patios / hero, heroes / the DeVoe family (singular noun not ending in s, add s) the DeVoes, the Carmonas, the Sutters, the Deavers, the Mitchells / the Stoops family (singular noun ending in s, add es) the Stoopses, the Joneses, the Fieldses, the Kisses, the Evanses, the Haeses, the Edwardses, the Parkses / the Gundy family (singular noun ending in consonant y usually drop the y and add ies [like babies], but you don't with proper nouns like people's names, names of stores, etc.) the Gundys, the Henrys, the Howrys, the Harrys, the Neelys, the Woodys, the McElvanys</p>					
<p><b>PASS GUM 3.1.q. Standard English Usage -</b> Show an ability to differentiate between active and passive voice, choosing active voice more often as the stronger voice for writing. (EOI, PSAT, SAT, ACT) Ex: My day was ruined by the rain. What is the best way to revise the sentence from passive voice to active voice? A. Because of rain my day was ruined. B. My day was ruined because of rain. C. <u>The rain ruined my day</u> D. No change.</p>					

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<p><b>PASS GUM 3.2.a. Sentence Structure -</b> Correct sentence run-ons and fragments. (EOI, PSAT, SAT, ACT)</p>					
<p><b>PASS GUM 3.2.b. Sentence Structure -</b> Correct dangling and misplaced modifiers in own and others' writing. (EOI, PSAT, SAT, ACT, OCCT/EOI WRITING) Ex: Incorrect: Surfing at Waikiki, the waves were perfect. (Correct: Surfing at Waikiki, I enjoyed the perfect waves.)</p>					
<p><b>PASS GUM 3.2.c. Sentence Structure -</b> Differentiate between dependent and independent clauses.</p>					
<p><b>PASS GUM 3.2.d. Sentence Structure - (CD, CX, CD-CX Sentences) -</b> Write simple, compound, complex, and compound-complex sentences of varying lengths. Observe comma and semicolon rules. (PSAT, SAT, ACT) Use a comma before and, but, for, nor, or, so, and yet when they join independent clauses. Don't use a comma to separate compound verbs. Ex: People share a large percentage of their genetic makeup with the gorillas, and compare closely with them socially. What is the best revision, if any, to make to the above sentence? Delete comma after gorillas (No comma betw. compound verbs [share, compare])</p>					
<p><b>PASS GUM 3.2.e. Sentence Structure -</b> Write sentences with simple, complete, and compound predicates.</p>					
<p><b>PASS GUM 3.2.f. Sentence Structure -</b> Indent paragraphs as necessary to conform to specified format.</p>					
<p><b>PASS GUM 3.2.f. Sentence Structure - (Parallel Structure) -</b> Use parallel structure in writing (direct objects, predicate nominatives, gerund phrases, participial phrases, infinitive phrases, prepositional phrases, etc.) Be able to identify and correct faulty parallel structure in own and others' writing. (EOI, PSAT, SAT, ACT, OCCT/EOI WRITING)</p>					

<p><b>PASS GUM 3.2.f. Sentence Structure - (Parallel Structure) cont.</b>  Ex: Parallel structure can happen when a sentence has three direct objects that are gerund phrases, infinitive phrases, <u>or they can also be noun clauses if you wish.</u>  What is the best change, if any, to make to <u>or they can also be noun clauses if you wish.</u>?  A. noun clauses.    B. people also like to use noun clauses for direct objects.    C. are noun clauses.  D. No change.</p>					
<p><b>PASS GUM 3.3.a. Mechanics and Spelling</b>  Apply the capitalization rules appropriately in writing.</p>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a.3. Mechanics and Spelling (Capitalization)</b> - Capitalize <u>geographical names</u> (towns, cities, countries, states, islands, bodies of water, forests, parks, streets, mountains, continents, regions).</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a.8. Mechanics and Spelling (Capitalization)</b> - Capitalize the <u>brand names of business products</u>.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a.10. Mechanics and Spelling (Capitalization)</b> - Capitalize names of ships; monuments; <u>awards</u>; planets; and names of any other particular places, things, and events.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a.14. Mechanics and Spelling (Capitalization)</b> - Capitalize a word showing family relationship when the word is used before or in place of person's name. (EOI)</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a.15. Mechanics and Spelling (Capitalization)</b> - Capitalize first/last words and all important words in titles of books, newspapers, magazines, poems, short stories, historical documents, movies, television programs, works of art and music.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a.18. Mechanics and Spelling (Capitalization)</b> - Do not capitalize directions.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a.19. Mechanics and Spelling (Capitalization)</b> - Do not capitalize seasons.</li> </ul>					

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<p><b>PASS GUM 3.3.b. Mechanics and Spelling (Punctuation)</b> - Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.1. Mechanics/Spelling (Punctuation)</b> - Use correct end punctuation.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.3. Mechanics/Spelling (Punctuation)</b> - Use commas to separate items in a series. (ACT) I like <u>waterskiing</u>, <u>eating barbecue</u>, and <u>hiking in the hills</u>.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.4. Mechanics/Spelling (Punctuation)</b> - Use a comma to separate two or more adjectives preceding a noun. Ex: Sally is a nice little girl with an <u>unusual</u>, <u>musical laugh</u>.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.5. Mechanics/Spelling (Punctuation)</b> - Use commas to set off nonessential participial phrases. Ex: Jeff left abruptly, <u>deciding never to return to the scene</u>. Ex: Jodie, <u>tortured by the memory</u>, decided never to return.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.6. Mechanics/Spelling (Punctuation)</b> - Use a comma after an introductory adverb clause. (EOI, PSAT, SAT) Ex: <u>After Sam drove home</u>, he ate his dinner.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.7. Mechanics/Spelling (Punctuation)</b> - Use a comma after an introductory participial phrase. Ex: <u>Deciding never to return to the scene</u>, he left abruptly.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.8. Mechanics/Spelling (Punctuation)</b> - Use a comma after a succession of introductory prepositional phrases. (ACT, OCCT/EOI WRITING) Ex: <u>With a smile on her face</u>, Jess patted her dog on the head.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.11. Mechanics/Spelling (Punctuation)</b> - Use a comma to set off appositives/appositive phrases. Ex: Jo, <u>my best friend</u>, lives next door to me.</li> </ul>					

**Putnam City 7th Grade English PASS Curriculum Map**

<p>▪ <b>GUM 3.3.b.13. Mechanics/Spelling (Punctuation)</b> - Use a comma to set off parenthetical expressions. (after all, for example, however, in fact, meanwhile, moreover, nevertheless, of course, on the contrary, on the other hand, that is, therefore...) (PSAT, SAT, ACT) Ex: The test, however, is on Monday.</p>					
<p>▪ <b>GUM 3.3.b.14. Mechanics/Spelling (Punctuation)</b> - Use commas to separate items in dates and addresses. Ex: He was born July 1, 2004, at St. Mark's Hospital, 216 N 21st St., Oklahoma City, OK 73016.</p>					
<p>▪ <b>GUM 3.3.b.17. Mechanics/Spelling (Punctuation)</b> - Do not use unnecessary commas. (PSAT, SAT, ACT)</p>					
<p>▪ <b>GUM 3.3.b.18. Mechanics/Spelling (Punctuation)</b> - Use a semicolon between two independent clauses. (PSAT, SAT, ACT) <b>The test was hard; it was an essay exam.</b></p>					
<p>▪ <b>GUM 3.3.b.19. Mechanics/Spelling (Punctuation)</b> - Use a semicolon between independent clauses joined by conjunctive adverbs or transitional expressions followed by a comma (however, therefore, nevertheless, moreover, futhermore, etc.) (PSAT, SAT, ACT) Ex: I studied for the test; therefore, it was easy.</p>					
<p>▪ <b>GUM 3.3.b.21. Mechanics/Spelling (Punctuation)</b> - Use a colon before a list of items to mean <i>note what follows</i> (not following a verb or preposition). Ex: Don't forget to buy tape, construction paper, and glue. (No colon after buy)</p>					
<p>▪ <b>GUM 3.3.b.29. Mechanics/Spelling (Punctuation)</b> - Italicize titles of books, plays, periodicals, films, television programs, works of art, long musical compositions; names of trains, ships, aircraft, and spacecraft. (Underlining is italics when you are writing by hand.)</p>					

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<p>▪ <b>GUM 3.3.b.30. Mechanics/Spelling (Punctuation)</b> - Use quotation marks to enclose a direct quotation.</p>					
<p>▪ <b>GUM 3.3.b.31. Mechanics/Spelling (Punctuation)</b> - Place commas and periods inside closing quotation marks. Ex: "Come here," Mother said, "and eat your lunch."</p>					
<p>▪ <b>GUM 3.3.b.36. Mechanics/Spelling (Punctuation)</b> - Use quotations marks to enclose titles of short works, such as short stories, poems, essays, articles, songs, episodes of television series, and chapters and other parts of books.</p>					
<p>▪ <b>GUM 3.3.b.37. Mechanics/Spelling (Punctuation)</b> - Use a hyphen to divide a compound adjective that precedes a noun. (ACT) Ex: dishwasher-safe cookware (Note: Do not use a hyphen between an adverb ending in <i>ly</i> and an adjective when they precede a noun. Ex: highly rated software)</p>					
<p>▪ <b>GUM 3.3.b.42. Mechanics/Spelling (Punctuation)</b> - Use an apostrophe and s for the possessive form of a singular noun; use an apostrophe alone to form the possessive of a plural noun ending in s. (EOI, PSAT, SAT) Ex: the boy's bike; three boys' bikes</p>					
<p>▪ <b>GUM 3.3.b.44. Mechanics/Spelling (Punctuation)</b> - Use an apostrophe and s to form the possessive of a plural noun not ending in s. (ACT) Ex: men's ties.</p>					
<p>▪ <b>GUM 3.3.b.48. Mechanics/Spelling (Punctuation)</b> - Use apostrophes in contractions. (PSAT) (Test items: there / they're; who's / whose; it's / its)</p>					
<p>▪ <b>GUM 3.3.b.49. Mechanics/Spelling (Punctuation)</b> - Use hyphens and dashes correctly.</p>					

**Putnam City 7th Grade English PASS Curriculum Map**

<b>PASS Oral Language/Listening and Speaking</b> <b>1.0 Listening</b> - The student will listen for information and for pleasure.					
<b>PASS Oral Language/Listening and Speaking</b> <b>1.1. Listening</b> - Identify the major ideas and supporting evidence in informative persuasive messages.					
<b>PASS Oral Language/Listening and Speaking</b> <b>1.2. Listening</b> - Listen in order to identify and discuss topic, purpose, and perspective.					
<b>PASS Oral Language/Listening and Speaking</b> <b>1.3. Listening</b> - Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).					
<b>PASS Oral Language/Listening and Speaking</b> <b>1.4. Listening</b> - Evaluate the spoken message in terms of content, credibility, and delivery.					
<b>PASS Oral Language/Listening and Speaking</b> <b>2.0 Speaking</b> - The student will express ideas and opinions in group or individual situations.					
<b>PASS Oral Language/Listening and Speaking</b> <b>2.1. Speaking</b> - Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.					
<b>PASS Oral Language/Listening and Speaking</b> <b>2.2. Speaking</b> - Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.					
<b>PASS Oral Language/Listening and Speaking</b> <b>2.3. Speaking</b> - Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).					
<b>PASS Oral Language/Listening and Speaking</b> <b>2.4. Speaking</b> - Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details or specialized vocabulary).					

**Putnam City 7th Grade English PASS Curriculum Map**

<p><b>PASS Visual Literacy 1.0. Interpret Meaning</b> - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.</p>					
<p><b>PASS Visual Literacy 1.1. Interpret Meaning</b> - Interpret a variety of messages conveyed by visual images.</p>					
<p><b>PASS Visual Literacy 1.2. Interpret Meaning</b> - Identify film and television features that characterize different styles of dress and genres (e.g., setting in a western or a drama).</p>					
<p><b>PASS Visual Literacy 2.0. Evaluate Media</b> - The student will evaluate visual and electronic media, such as film, as compared with print messages.</p>					
<p><b>PASS Visual Literacy 2.1. Evaluate Media</b> - Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).</p>					
<p><b>PASS Visual Literacy 2.2. Evaluate Media</b> - Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).</p>					
<p><b>PASS Visual Literacy 2.3. Evaluate Media</b> - Analyze the effect onto the viewer of text, sound, images, and organization in electronic media and discuss the techniques used to create the effects.</p>					
<p><b>PASS Visual Literacy 3.0. Compose Visual Messages</b> - The student will create a visual message that effectively communicates an idea.</p>					
<p><b>PASS Visual Literacy 3.1. Compose Visual Messages</b> - Select , organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.</p>					
<p><b>PASS Visual Literacy 3.2. Compose Visual Messages</b> - Use media forms to create a visual message that will compare and contrast ideas and points of view.</p>					