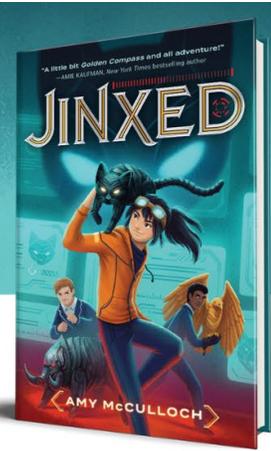




# JINXED

## Educator Guide



### **An Educator's Guide for *Jinxed*, Written by Amy McCulloch**

A Common Core State Standards Aligned Activity Guide for Grades 5, 6, and 7

*Note: The activities in this guide align with Common Core State Standards for English Language Arts for Grades 5, 6 and 7, but standards for other grades may also apply.*

Prepared by We Love Children's Books

#### **About the Book**

*The Golden Compass for the digital age! When a star pupil enters an elite technology academy, she discovers a world of competition, intrigue, and family secrets—plus a robotic companion that isn't what it seems.*

Lacey Chu has always dreamed of working as an engineer for Moncha, the biggest tech firm in the world and the company behind the "baku"—a customizable "pet" with all the capabilities of a smartphone. But when Lacey is rejected by the elite academy that promises that future, she's crushed.

One night, Lacey comes across the broken form of a highly advanced baku. After she repairs it, the cat-shaped baku she calls Jinx opens its eyes and somehow gets her into her dream school. But Jinx is different than any other baku she's ever seen...He seems real.

As Lacey settles into life at school, competing with the best students in a battle of the bakus that tests her abilities, she learns that Jinx is part of a dangerous secret. Can Lacey hold on to Jinx and her dreams for the future?

A fast-paced techno thriller that will have middle grade readers excited for the next installment!

#### **About the Author**

Amy McCulloch is a Canadian author and freelance editor. In 2013 her debut fantasy adventure novel *The Oathbreaker's Shadow* was nominated for best UK debut children's book and *The Potion Diaries* series, written as Amy Alward, has been an international success. Amy lives life in a continual search for adventure, coffee and really great books. Visit her at [www.amyalward.co.uk](http://www.amyalward.co.uk) or on Twitter @amymcculloch





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### Praise for *Jinxed*

"A little bit *GOLDEN COMPASS*, a little bit *HUNGER GAMES*, and all adventure."

– **Amie Kaufman, NYT bestselling author of *Illuminae***

"With a sharp eye toward the rising awareness of device addiction and a keen sense of wonder, McCulloch's tale is a feast for the imagination that celebrates women in STEM fields."

—**Publisher's Weekly, STARRED review**

"McCulloch effectively strikes a balance between worldbuilding and action ... Readers will also connect to the relationships [Lacey] forges with her diverse classmates, including a rivalry ... a burgeoning crush ... and evolving friendships new and old. While some mysteries are solved, a cliffhanger ending raises even more for the next installment. A solid series starter for tinkerers and adventurers alike."

– **Kirkus Reviews**

"McCulloch's riveting tale will speak to children interested in STEM as well as any reader interested in intelligent, rapidly paced sf mysteries."

– **Booklist**

### Pre-Reading Discussion Questions

Read the summary of *Jinxed* aloud to the class. What other books or movies do students know that have similar stories or settings? Discuss what the word "genre" means in literature. What genre do students think fits *Jinxed*? What other books have they read that are part of that genre?

*Jinxed* is set in a world where everyone has a baku, a robotic animal companion with the capabilities of a smart phone. Why do students think someone would combine a robotic pet with the capabilities of a smart phone? Would students want buy a baku if they were available?

### Vocabulary

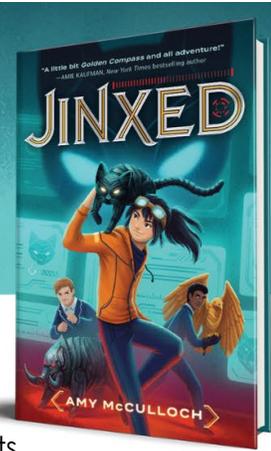
There are many new words in the pages of *Jinxed*. Some are foreign words, like "yi" which is Mandarin for "one." Some are technical, like PCB. Others are new words created for this book, like companioneer. Have students keep track of unfamiliar words and phrases on a Vocabulary Record Sheet. Have them record the word or phrase and the page where it appears in the first column, derive the meaning from context in the second column and record the dictionary meaning in the third column. In the fourth column, have them write an original sentence that illustrates the word's meaning. Break students into pairs to discuss their vocabulary lists. How do these specific word choices impact the meaning and tone of the author's writing? Why do they think the author





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chose the words she did? Come together as a class to discuss the words students identified and create a class vocabulary list to go along with the book.

RL 5.4, 6.4, 7.4

SL 5.1, 6.1, 7.1

L 5.4, 5.5, 5.6, 6.4, 6.5, 6.6, 7.4, 7.5, 7.6

### Post-Reading Discussion Questions and Activities

#### What is Next?

After students have read the prologue and *Part One: Jinx*, come together for a class discussion. Describe the kind of world Lacey lives in. What do students think will happen next in the story? What characters from this first section will be important to the rest of the story? What are the challenges Lacey might face? What clues in the text make them think that way? Write down these predictions and review them when the class has finished the book.

RL 5.1, 5.2, 6.1, 6.3, 7.1, 7.3

SL 5.1, 6.1, 7.1

#### Reading Comprehension & Discussion Starters

Come together as a class to discuss the following questions. Be sure students support their responses with evidence from the text:

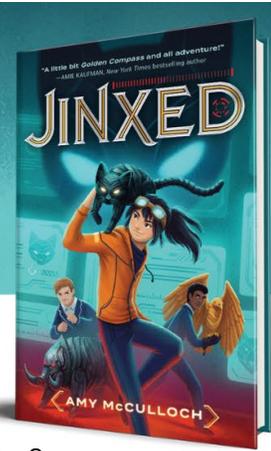
- Describe the setting where *Jinxed* takes place.
- What is a baku?
- What do companions do? What do vets do? How are they different? How are they the same?
- How does Lacey find Jinx?
- Why does Lacey so desperately want to get accepted to the Profectus School?
- Who was Lacey's only friend before she went to Profectus? What role does she play in the story?
- Describe Carter Smith? How does Lacey know him? How do they feel about each other?
- Why does the Profectus School host baku battles?
- How is Jinx different from other bakus? Discuss some of the things Jinx does that no other baku can do.
- Who are the members of Team Tobias?
- What is a "black mark"? What does it do to baku?
- Who is Mr. Baird and what is his big secret?
- What is BRIGHTSPRK





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- What do we know about Lacey's father?
- Who are the co-founders of Moncha? What is each of them responsible for?
- How does Jinx react when he sees the insides of Ashley's baku Jupiter as Lacey is repairing him?
- Would you like to live in Monchaville and attend class at the Profectus School? Why or why not?
- Jinxed ends on a real cliffhanger. Make predictions about the plot of the next book! What would you like to see happen?

RL 5.1, 6.1, 7.1

SL 5.1, 6.1, 7.1

### Five Words

Make a list of the main characters in this book. Have students come up with five words that best describe each of the main characters, using a thesaurus and dictionary to enhance word selection. Next, come together as a class and create a master list of all the words students have used to describe each character. Identify similar words and discuss how their meanings differ. Narrow the class lists down to the five words that best describe each character.

SL 5.1, 6.1, 7.1

L 5.4, 5.5, 6.4, 6.5, 7.4, 7.5

### Foreshadowing

While Lacey is a firm supporter of Moncha until the end of the book, the reader gets clues that something sinister is going on. Discuss the techniques the author uses to let the reader know Moncha might not be as benevolent as it seems. From the action of the prologue to hints dropped throughout the book the reader gets a sense that there is something going on under the surface. Have the class review the book to identify clues that everything might not be what it seems. What effect does telling the story this way have on the reader?

RL 6.1, 7.1, 8.1, 6.3, 7.3, 8.3, 6.4, 7.4, 8.4, 6.5, 7.5, 8.5, 6.6, 7.6, 8.6

SL 6.1, 7.1, 8.1, 6.3, 7.3, 8.3, 6.4, 7.4, 8.4, 6.6, 7.6, 8.6,

### World Building

*Jinxed* is set in a future world, and while many parts of that world are familiar (school, parents) other things are not (baku, Monchaville). Amy McCulloch does not tell us about this new world, she shows it through the action of the story. Break students into small groups and have them locate passages where the action of the story reveals details about what Lacey's world is like. Have the class come together to share their insights. How do these passages fit into the overall story and contribute to the development of the themes, setting and plot?

RL 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3

SL 5.1, 6.1, 7.1





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### Preparing for Battle

The baku battles are some of the most intense, exciting scenes in the book. The students pit their baku and their own skills against each other in an arena where anything can happen. Readers learn these battles are very important to the students. However, participants are often traumatized by having their baku damaged in the arena. For this writing exercise have students imagine that they are on the pedestal about to enter the arena for their first baku battle. What thoughts would be running through their mind? What sorts of emotions would they feel before the battle—Excitement? Fear? Confidence? How would they have prepared? What sort of baku would they have? After they finish their first draft, break students into pairs to share and review each other's stories then edit them based on peer feedback. After having volunteers read their stories aloud, collect the final drafts electronically and create a class Baku Battle Book.

W 6.3, 6.4, 6.5, 6.6, 6.10, 7.3, 7.4, 7.5, 7.6, 7.10

### Themes

Amy McCulloch weaves several themes into this story, from the drive to invent and discover new things to the importance of freedom. She also touches on ideas such as loyalty, the importance of teamwork and how different people have different skills. As a class, identify the central ideas or themes in this text. Have each student select a theme as the topic for an essay. They should analyze its development over the course of the book and how it is conveyed to the reader. What characters and what events help illuminate the theme? What do characters say and do that explain these ideas? Break students into pairs and have them revise their work based on peer and teacher feedback before typing up a final version on the computer.

RL 5.1, 5.2, 6.1, 6.2, 7.1, 7.2

SL 5.1, 6.1, 7.1

W 5.2, 5.4, 5.5, 5.6, 5.10, 6.2, 6.4, 6.5, 6.6, 6.10, 7.2, 7.4, 7.5, 7.6, 7.10

### The Other Side of the Story

In *Jinxed*, Lacey is our point of view character so we learn her thoughts and feelings directly. We learn what other characters are thinking by what they do and say. Have students select a scene from the book and re-write it from another character's point of view. Break students into pairs or small groups to have them share their work and revise it based on peer then teacher feedback. Have volunteers read their passages aloud to the class. How did students convey information about the character and their point of view? What new things did students learn from writing or from hearing the passage from a new point of view?

RL 5.6, 6.6, 7.6

W 5.3, 5.4, 5.5, 5.6, 5.10, 6.3, 6.4, 6.5, 6.6, 6.10, 7.3, 7.4, 7.5, 7.6, 7.10





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### About Tobias

Tobias Washington is an important figure in *Jinxed*. When we first meet him, it seems like he is one of Lacey's enemies. Later, at the Profectus School, we learn that things are not what they seemed. As a class, discuss the different aspects of his character. Why did Lacey think he was her enemy at first? What happens to change her mind? What kind of person is he? What do we know about him and his family? In their discussions, have students cite specific scenes to support their views and identify how these events contribute to the overall structure of the story.

RL 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.5, 7.1, 7.2, 7.3

SL 6.1, 7.1, 8.1

### Moncha: From Beginning to End

Lacey's opinion about Moncha changes radically over the course of the book. Drawing on specifics from the text, have students discuss the following questions. What are Lacey's attitudes at the beginning of the story? How does she feel by the end? What has happened to change her opinion about Moncha?

RL 5.1, 5.2, 5.6, 6.1, 6.3, 6.6, 7.1, 7.3, 7.6

SL 6.1, 7.1, 8.1

### Research Project

*Jinxed* is an imaginative book that draws on developments in technology and current cultural trends to create a fascinating story. Have students review the following subjects and either select one or create one of similar scope for a research project. Their research papers should introduce their thesis, discuss the topic using basic bibliographic information and citations from credible sources, and discuss how this topic is treated in *Jinxed*.

Suggested topics include:

-*Robotics*: What sorts of robots can we build today? Can any move like the ones in the book? Do any robots integrate computer assistants, as depicted?

-*Company Towns*: Professor Baird describes life in Profectus as being "In a bubble," and that description could extend to living in Monchaville. Choose a high tech company like Google or Microsoft and research the benefits of working there. How does this compare to Monchaville in the book?

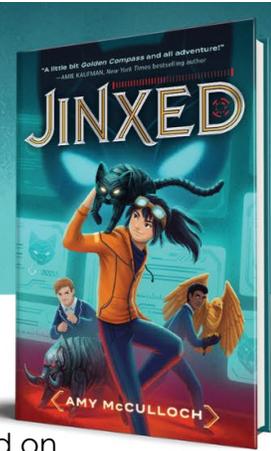
-*Artificial Intelligence*: Research artificial intelligence. How far has it advanced? Can the best AI's interact the way the baku do? What are the priorities in AI research—what are developers trying to use artificial intelligences to do?





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When students have completed their research papers, after revising them based on peer and teacher feedback, have them type them into the computer and publish their final versions. Group students with similar research topics together to discuss their insights and create a presentation which explains their analysis to the class.

RL 5.1, 5.2, 6.1, 6.2, 7.1, 7.2

W 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10, 6.2, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10

SL 5.1, 5.4, 5.5, 6.1, 6.4, 6.5, 7.1, 7.4, 7.5

Visit the *Common Core State Standards* website to read about the individual standards listed in this guide: <http://www.corestandards.org/the-standards>

### FOR REFERENCE:

#### GRADE 5

#### Reading Standards for Literature Grade 5 (RL)

##### Key Ideas and Details

5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

##### Craft and Structure

5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

5.6. Describe how a narrator's or speaker's point of view influences how events are described.



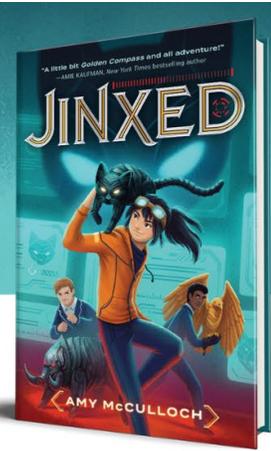
sourcebooks  
young readers  
sourcebookskids.com





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### Writing Standards Grade 5 (W)

#### Text Types and Purposes

5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events

#### Production and Distribution of Writing

5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

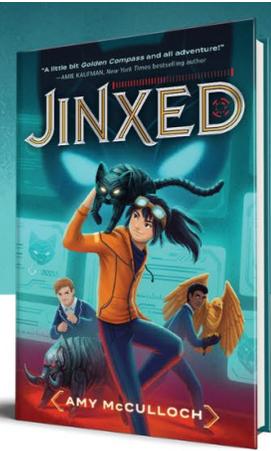
5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.





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### Research to Build and Present Knowledge

5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

### Range of Writing

5.10. 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.

### Speaking and Listening Standards Grade 5 (SL)

#### Comprehension and Collaboration

5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, 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 and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

#### Presentation of Knowledge and Ideas

5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

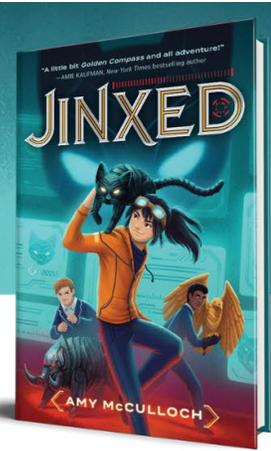
5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.





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### Language Standards Grade 5 (L)

#### Vocabulary Acquisition and Use

5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

a. Interpret figurative language, including similes and metaphors, in context.

b. Recognize and explain the meaning of common idioms, adages and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### GRADE 6

#### Reading Standards for Literature Grade 6 (RL)

##### Key Ideas and Details

6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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.





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### **Craft and Structure**

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

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.

6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

### **Writing Standards Grade 6 (W)**

#### **Text Types and Purposes**

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.

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.





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### Production and Distribution of Writing

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.)

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.

6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

### Research to Build and Present Knowledge

6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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.

### Range of Writing

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.

### Speaking and Listening Standards Grade 6 (SL)

#### Comprehension and Collaboration

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.

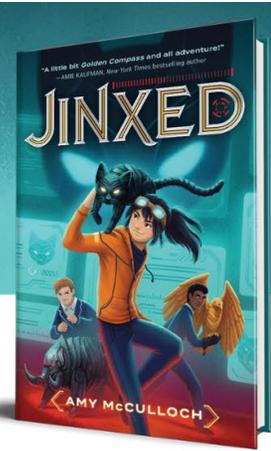
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.





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### Presentation of Knowledge and Ideas

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.

6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### Language Standards Grade 6 (L)

#### Vocabulary Acquisition and Use

6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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).

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, un wasteful, thrifty).

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.

### GRADE 7

#### Reading Standards for Literature GRADE 7 (RL)

##### Key Ideas and Details

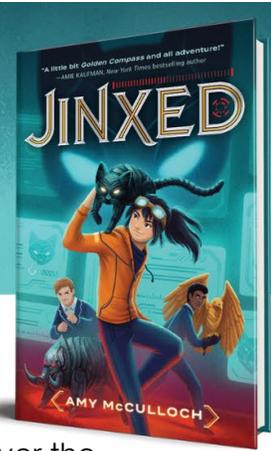
7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.





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7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text

7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### **Craft and Structure**

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.

7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

### **Writing Standards GRADE 7 (W)**

#### **Text Types and Purposes**

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

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.





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- 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

### **Production and Distribution of Writing**

7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

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.

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.

### **Research to Build and Present Knowledge**

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.

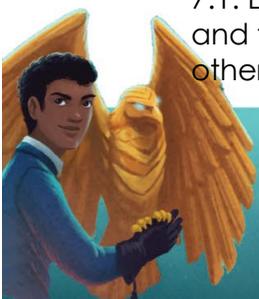
7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### **Range of Writing**

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.

### **Speaking and Listening Standards GRADE 7 (SL) Comprehension and Collaboration**

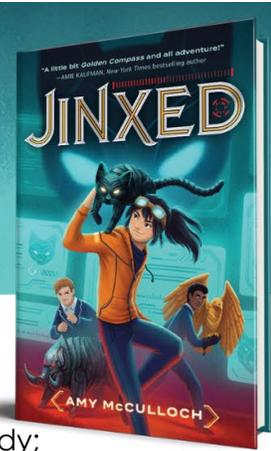
7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.





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- 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.

### **Presentation of Knowledge and Ideas**

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, adequate volume and clear pronunciation.

7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

### **Language Standards GRADE 7 (L)**

#### **Vocabulary Acquisition and Use**

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., by checking the inferred meaning in context or in a dictionary).

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.





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c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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



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