English Language Arts Curriculum Model
Grade Seven

Strand	Reading: Literature
Topic	Key Ideas and Details

Standard Statements

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

In the previous grade band, students were expected to refer to the text for confirmation of plot details and determination of theme.

Content Elaborations

The focus of this topic, **Key Ideas and Details**, is the understanding that readers use tools to analyze literary text and strengthen their comprehension and critical thinking skills. Readers should be able to cite several pieces of textual evidence in order to analyze text. When analyzing text or separating text into parts for individual study, readers should look at different literary elements individually and identify their relationship to each other. How the literary elements work together (e.g., how setting influences plot) and how characters respond to these elements is information that readers should know and monitor through their close reading of the text. Readers analyze how the elements of plot and setting affect characters and how characters struggle with and resolve conflicts throughout the plot. This analysis enables the reader to infer (draw a general conclusion from information that is given) the overall theme of the plot.

In the next grade band, students are expected to analyze and evaluate textual evidence in terms of quality, understand that the theme of a text is influenced by literary elements and understand that the author conveys his or her message through characters.

Enduring Understanding

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

Strand	Reading: Literature
Topic	Key Ideas and Details

Instructional Strategies and Resources

Making Predictions
When students are making predictions during the reading of the text, have them write their predictions followed by information from the text that supports their ideas. Students can use a "What I Think Will Happen and Why I Think So" format in a double-entry journal. Students must cite quotations and page numbers from the text to support their predictions.

Webbing
Have students compose research questions about the time period of a piece of text, finding resources (print and digital) to answer their questions. Students can enter their information on a semantic web that can be displayed on a bulletin board that depicts how the events of the time might have shaped the plot and/or characters in the text. This map can then be used to guide students in writing summaries of the time period.

Book Trailer
After completing a novel, students (individually or in small groups) design and produce a book trailer for the novel. The book trailer is like a movie trailer: an advertisement of the book and a persuasive piece to entice other students to read it. The book trailer incorporates technology because students produce a video or slide show with sound. The book trailer should contain information such as themes, plot events, characters, settings and genres.

Max Teaching with Reading and Writing: Classroom Activities to Help Students Learn Subject Matter while Acquiring New Skills by Forget, Mark, MAX Teaching, Inc. Portsmouth, VA, 2004. This professional title briefly describes strategies, gives step-by-step instructions, and includes student-sample responses and teacher-created materials. Some pages with fiction strategies include 131, 147, 156 and 163.

Strand	Reading: Literature
Topic	Key Ideas and Details

***Using the RAFT Strategy* (Nancy Vandervanter 1982).** RAFT is an acronym for Role, Audience, Format and Topic. Using this strategy, students will examine the role of the writer, the audience, the format and the topic prior to writing. This activity can be used across the curriculum with either nonfiction or fiction. Examples are:

Nonfiction –
Role: *Scientist* Audience: *oil company* Format: *Speech* Topic: *establishing laws to protect wildlife habitats*.

Fiction –
Role: *Cinderella* Audience: *owner of the ballroom* Format: *Letter* Topic: *complimenting the beauty of the ballroom.*

***Strategies that Work: Teaching Comprehension to Enhance Learning*,** by Harvey, Stephanie and Anne Goudvis. Stenhouse Publishers, York, ME, second edition 2007. This is a seminal resource text for intermediate and middle school classroom teachers for reading strategies.

Reading Reminders: Tools, Tips, and Techniques, by Burke, Jim. Heinemann Publishing, Portsmouth, NH, 2000. This resource for teachers contains multiple approaches to teach strategies. It is complete with tools and techniques on implementation.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Literature
Topic	Craft and Structure

Standard Statements

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.

5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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

In the previous grade band, students were expected to know and understand an author's use of figurative language as well as explain the structure of a particular genre. Students also were expected to know how point of view and language influence events in text.

Content Elaborations

The focus of this topic, **Craft and Structure**, is the understanding that the structure and language of literary text varies according to the needs of the story. Different genres of literature make use of different text structures. Whereas a mystery story may withhold the plot narration until later in the story, a play may make use of a soliloquy early on to cue the reader into the plot. Readers analyze how the structure of a drama or poem affects meaning. They use analytical skills as they clarify figurative and connotative meanings and analyze the impact of literary devices and techniques on poetry, stories and dramas. Readers also analyze the author's development of the character's or narrator's point of view.

In the next grade band, students are expected to understand the impact of an author's use of language on text. Students will determine how text structure helps to develop and refine key concepts as well as analyze and defend an author's point of view.

Enduring Understanding

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Strand	Reading: Literature
Topic	Craft and Structure

Instructional Strategies and Resources

Illustrating Figurative Language
Students select poetic phrases from a story or recording (e.g., Dylan Thomas' *A Childhood Christmas in Wales*). Students examine the figurative language in the poem including analogies, sensory imagery, tone and mood. For example, Thomas' story uses creative analogies and effective poetic phrases to create the atmosphere of his childhood in Wales. By creating illustrations of chosen phrases, students can visualize the phrases in a different medium.

Compare/Contrast
Have students read two poems on the same topic, one that uses rhyme and one that is written in free verse. Have students debate which poem is most effective in getting the ideas across, most pleasing to the ear, most fun to read, etc. Invite students to write their own rhyming and free verse poetry pairs to share.

Naming the World: A Year of Poems and Lessons by Atwell, Nancy. Heinemann Publishing, 2006.
Have students read and analyze a poem, drama or narrative by annotating (highlight, circle or underline) specific parts of a piece (finding figurative language, patterns, rhymes, etc.) indicating how these parts affect the meaning. Students work with a partner, small group or independently to analyze and annotate, then come together in a large group to share their understanding of the meaning. Frequent reading and annotating of literature to analyze is a powerful strategy to teach and assess how craft and structure determine meaning.

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Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

Standard Statements	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). 8. (Not applicable to literature) 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**In the previous grade band, students were expected to analyze how multimedia elements contribute to text. Students also were expected to compare and contrast the treatment of similar themes and topics.** **Content Elaborations** The focus of this topic, **Integration of Knowledge and Ideas**, is the examination of the unique aspects of text when comparing and contrasting written versions of text to filmed, staged or audio versions of text. Author's craft and style also is a focus of this topic. How an author of a fictional account of an historical fact makes that account come to life depends on word choice, text structure and use of literary techniques. **In the next grade band, students are expected to be able to analyze a topic or subject in two different mediums as well as analyze how an author transforms material in a specific work (the Bible or a play by Shakespeare).**

Enduring Understanding

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

Instructional Strategies and Resources

Writing Journal
Have students rewrite a piece of historical fiction as a contemporary story. This can be accompanied by a writing journal in which students describe the ways they had to change the events and characters because of the different time period involved. Students should be able to see how authors of historical fiction use events from the past to reveal universal themes of the human condition.

A number of interactive graphic organizers can be found on a professional website by Holt. In particular, a comparison-contrast chart that can be used for standard statement 7 (compare/contrast).

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Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity

Standard Statements	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**In the previous grade band, students were expected to read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band independently and proficiently.** **Content Elaborations** The Common Core states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together: (1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) (3) Reader and task considerations (motivation, knowledge, experiences, purpose and complexity of task assigned)

Strand	Reading: Literature	
Topic	Range of Reading and Level of Text Complexity	
		The three-part model is explained in detail in Appendix A of the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B. The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge… "This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies as well as become familiar with various text structures and elements. **In the next grade band(by the end of grade 9), students are expected to read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
Enduring Understanding In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the *skill, concentration and stamina* to read these texts independently and proficiently.		

Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity

Instructional Strategies and Resources

Marking Strategy
Self-annotating becomes a "marking strategy" that forces active learning.

- **Basic**: Provide students with a list of annotated cues, keys or codes (e.g., **?** – question, **P** – prediction, **TS** – Text to Self-connection).
- **Extended:** Students will devise a self-annotated guide (encourage students to use their creativity).

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Strand	Reading: Informational Text
Topic	Key Ideas and Details

Standard Statements

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

In the previous grade band, students were expected to quote accurately from a text, determine main ideas of a text and explain how those main ideas are supported. They were expected to explain the relationships in text as well as provide a summary of the text.

Content Elaborations

The focus of this topic, **Key Ideas and Details**, is the understanding and analysis of text. Readers are expected to analyze (separate text into parts for individual study) several pieces of textual evidence in order to identify the central ideas in a text which may be expressed explicitly as well as from inferences (general conclusions from information given) drawn from text. By analyzing interactions in text, the reader will be provided with textual evidence, which will help in determining the message of the passage.

In the next grade band, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text.

Enduring Understanding

Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.

Strand	Reading: Informational Text
Topic	Key Ideas and Details

Instructional Strategies and Resources

Graphic Organizer
Using a text, chart the facts on one side and inferences that can be drawn on the other. This visual representation will give students a clear picture of what the author says explicitly and what the author infers.

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Strand	Reading: Informational Text
Topic	Craft and Structure

Standard Statements	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**In the previous grade band, students were expected to determine the meaning of words and phrases in a text relevant to *a grade 5 topic or subject area,* know and use various text features of informational text and identify the main purpose of a text.** **Content Elaborations** The focus of this topic, **Craft and Structure**, is the analysis (separating text into parts for individual study) of an author's word choice and the effect that it has on the tone (author's attitude toward the subject) and meaning of the text. How an author (by choice of point of view) distinguishes his or her position from other authors also is an important focus of this topic. By analyzing text structure (e.g., expository, cause-effect, comparison-contrast) and text organization, a reader is able to understand how an author's use of craft and structure contributes to the development of ideas in text. **In the next grade band, students are expected to determine the meanings of words and phrases as they are used in text, analyze an author's ideas or claims and analyze how an author develops text.**

Enduring Understanding

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Strand	Reading: Informational Text
Topic	Craft and Structure

Instructional Strategies and Resources

Role Playing
Have a student read an essay, pretending to be that speaker; the class will listen. From there, students can discuss what the author would be wearing, the author's background (region/era/etc.), what they think of the author and his or her point of view, what views the author holds and whether or not he or she has a valid argument. This will give a chance for students to interact more personally with a text and focus explicitly on the author and his or her words.

Student-Generated Examples
Have students generate their own word or phrase choices an author could have used and discuss how this would have changed/impacted the response by the audience. This is important because meanings of words and phrases impact the tone of a text.

Graphic Organizer
Given a text, have students create a sequence (through sticky notes or a timeline graphic) breaking down the structure of a piece. This will underscore the importance of the sections and arguments and show how they affect the whole.

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Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

Standard Statements

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

In the previous grade band, students were expected to use multiple sources in order to answer questions quickly and to solve problems efficiently. Students were expected to integrate information from several texts in order to write or speak about a topic knowledgeably and to explain how an author uses evidence to support claims in text.

Content Elaborations

The focus of this topic, **Integration of Knowledge and Ideas**, is the comparison and contrast of text by carefully analyzing (separating text into parts for individual study) different versions of text. By analyzing different versions of text, readers are able to evaluate how an author used evidence to develop text.

In the next grade band, students are expected to delineate and evaluate an author's argument, analyze U.S. documents of historical significance and analyze accounts of a subject told in different mediums.

Enduring Understanding

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

Instructional Strategies and Resources

Compare/Contrast
After reading an essay or article, play a song dealing with the same topic. Have students analyze what each is saying about the topic and what arguments each makes while considering why specific words were used. This gives students more practice evaluating the specific claims in various media forms and evaluating how two authors shape their presentations of that topic.

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Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
Standard Statements 10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**In the previous grade band, students were expected to read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.** **Content Elaborations** The Common Core states that there is a "general, steady decline- over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together: (1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) (3) Reader and task considerations (motivation, knowledge, experiences, purpose and complexity of task assigned)

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
	The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that a "turning away from complex texts is likely to lead to a general impoverishment of knowledge…." This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Students, through more exposure to informational text and the development of important reading skills and strategies that aid in reading this text, will gain knowledge as well as familiarity with various text structures and elements.

Enduring Understandings

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

Instructional Strategies and Resources

Instruction Manual
Have students go through instruction manuals to analyze and determine how the parts are structured. Then have students write their own instruction manuals. This will help students be aware of the importance of headings, subheadings, organization and structure.

Career Connection
Students will select an instruction manual that represents a career field of interest (selection provided by the teacher, contributed by student, or available on the Internet). Lead a class discussion where students have a chance to brainstorm which types of careers they think might be associated with the manual, answering questions like: who created it?, who designed it?, who produced it?, what is the purpose?, and who will consume it? (representing the many roles involved throughout the process). After students write their own instruction manuals, revisit the brainstorm discussion to emphasize the application of classroom content to the workplace.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity

Stump the Teacher
Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a brief amount of time.

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Strand	Writing
Topic	Text Types and Purposes

Standard Statements

1. Write arguments to support claims with clear reasons and relevant evidence.
    a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
    b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
    d. Establish and maintain a formal style.
    e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

In the previous grade band, students were expected to write opinion pieces supporting a point of view with reasons and information. They also were expected to write informative/explanatory texts, which examined a topic, and to write narrative texts that developed real or imagined experience.

Content Elaborations

The focus of this topic, **Text Types and Purposes**, is the understanding that writers develop complete, logically sequenced text with credible evidence and detail using language appropriate for the topic and audience. The credible evidence can be in the form of facts, examples, details and/or statistics. It should be presented logically so that writers can clarify relationships between and among ideas. In order to convey information best, writers purposefully select and use precise words and techniques that characterize writing styles and tones, both of which are determined by topic and audience. In selecting and using language, writers choose words that have an effect on readers. They use precise language and domain-specific vocabulary. Writers make use of figurative language (language enriched by word images and figures of speech) in order to stir the reader's emotions or convince the reader to come to the same conclusions about the topic as they have. A writer's use of language also is important in identifying his or her writing style. Whether or not a writer consistently uses short, choppy sentences or long, complex sentences speaks to the writer's writing style. The tone or attitude that a writer takes toward subjects also is important.

Strand	Writing	
Topic	Text Types and Purposes	
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. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	The more convincing a writer is in the feelings and beliefs about the topic or real or imagined experience written about, the likelier it is that a reader will agree with the writer's viewpoint. **In the next grade band, students are expected to write arguments to support claims and to write informative/expository texts to convey complex information clearly and accurately. They are expected to write narratives that develop real or imagined experiences using narrative techniques and precise language. They also should provide a logical conclusion for the narrative.**	
Enduring Understanding Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.		

Strand	Writing
Topic	Text Types and Purposes

Instructional Strategies and Resources

Personal Opinion Paper
Students write a personal opinion paper on a controversial topic that is connected to school (e.g., school uniforms, lunch menus, bus rules). Students may complete a survey of opinions and use the information to create a graph. Using INFOhio, students may research an article on both sides of the issue to gather information. Students then write a personal opinion paper supported by readings.

Storyboard
After reading a novel or short story, have students create a class storyboard of the important events on a white board. They can then break into three groups, one for the beginning, one for the middle and one for the end of the story, in order to write dialogue and stage directions for each cell in the storyboard. The teacher will lead the students into revising their segments so that there is a clear connection among the events, and so that the dialogue and stage directions are true to the original characters and plot.

Newscast Scripts
Using a novel such as *Copper Sun* by Sharon Draper, have students write scripts for a newscast based on the book. This should include important news stories, breaking news, sports, weather, interviews with witnesses and advertisements. Students will use the scripts to videotape the newscast, using props as needed.

Writing Mini-Lessons for Upper Grades by Cunningham, Patricia, Hall, Dorothy P. & Arens, Amanda B. Four Blocks, Carson-Dellosa Publishing Company, New York, NY, 2003. This book provides examples of interactive lessons for students.

In the Middle: New Understanding about Writing, Reading, and Learning by Atwell, Nanci. Boynton/Cook Publishers, Inc., Portsmouth, NH, 1997. This book is a classic text resource with middle school focus with “seventy per cent new material included.”

Strand	Writing
Topic	Text Types and Purposes

Moodle, a free, secure Web application, is a learning-management system that educators can use to create online learning sites. Students can use Moodle to submit drafts of their work.

Animoto is a Web application site for both teachers and students to create multimedia productions. It easily turns pictures and text into video clips. Get free *All-Access Passes* for free unlimited full-length video creations.

Resource: Literature - Exploring Point of View after reading/viewing this page, students respond to an informative/explanatory prompt directed to three audiences (i.e., peers, principal, grandparent)..

Writing Workshop
Use writing workshops that begin with mini-lessons on purpose and audience in writing. Break students into peer-editing groups in which students read their papers to the group while group members evaluate each other using a response rubric. Students should change peer-editing groups often in order to get other perspectives and the teacher should circulate among the groups providing assistance and guidance as needed.

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Strand	Writing
Topic	Production and Distribution of Writing

Standard Statements

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.)

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.

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.

In the previous grade band, students were expected to produce clear and coherent writing appropriate to the task, purpose and audience. They also were expected to revise and edit (with guidance and support) writing when necessary and use technology to support the writing process.

Content Elaborations

The focus of this topic, **Production and Distribution of Writing**, is the understanding that writers apply a multi-stage, reflective process that requires planning and revising. The stages in this process should consist of revision and refinement of text that clarifies the intended meaning and enhances the word choice, unity and the coherence of thoughts, ideas and details. Texts should include appropriate capitalization and punctuation to emphasize intended meaning. Texts should represent organizational structures that summarize, extend or elaborate on ideas and include evidence of logic, style, voice, word choice and writing techniques. They also should exhibit a purpose-driven format as well as acknowledgment of sources and graphics, including the Internet, to enhance and validate the final product.

In the next grade band, students are expected to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Students are expected to develop and strengthen writing as needed and address what is most significant for a specific purpose and audience. They also are expected to use technology to produce, publish and update individual or shared writing products.

Strand	Writing
Topic	Production and Distribution of Writing

Enduring Understanding

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

Instructional Strategies and Resources

RAFT
Students use a customized Role, Audience, Format, Topic (RAFT) Organizer at the inception of the task. Students use formula wheels with rubrics in order to meet the requirements of the specific type of writing.

Writer's Workshop
Use writing workshops that begin with mini-lessons on purpose and audience in writing. Break students into peer-editing groups in which students read their papers to the group while group members evaluate each paper using a response rubric. Students should change peer-editing groups often in order to get other perspectives. The teacher should circulate among the groups providing assistance and guidance as needed.

Board Games
In order to promote clear and coherent writing, have students create board games based on a novel or short story with directions that use signal words and precise instructions as to how to play the game. Teachers can check the clarity of writing by having students play each other's games and point out things that are unclear or inconsistent.

Diverse Learners
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Strand	Writing
Topic	Research to Build and Present Knowledge

Standard Statements

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
    a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
    b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

In the previous grade band, students were expected to conduct short research projects that use several sources, and recall and gather relevant information from experiences or print and digital sources. Students were to summarize or paraphrase information and provide a list of sources. They also were expected to draw evidence from texts to support analysis, reflection and research.

Content Elaborations

The focus of this topic, **Research to Build and Present Knowledge**, is for writers to understand the need to activate prior knowledge and then engage in the process of inquiry and research. Topics and research questions are developed and continually refined. As writers encounter and gather new and relevant information, they refocus their inquiry and research in order to create new understandings and new knowledge for specific purposes while being careful to quote or paraphrase the information of others in order to avoid plagiarism (to steal and pass off the ideas or words of another as one's own). They evaluate this information for accuracy, credibility and reliability.

In the next grade band, students are expected to draw evidence from literary or informational texts to support analysis, reflection and research. Students also are expected to delineate and evaluate the argument and specific claims assessing the reasoning and evidence in text.

Enduring Understanding

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

Strand	Writing
Topic	Research to Build and Present Knowledge

Instructional Strategies and Resources

Plagiarizing Activity
This activity involves lecture-based modeling, student practice and peer review. Students discuss the cons of plagiarizing, focusing on articles about people losing jobs or degrees because of plagiarizing. Model to the class how to cite paragraphs, phrases and significant words correctly. Then, have the students practice by giving them a paragraph to pull information from and cite the source correctly. The teacher should show good examples and ask how to improve others. Students should do this consistently for the research project to reinforce the need to avoid plagiarism.

Student-generated examples
Give students a topic and have them use sources of information not normally used in research (picture books, photographs, short stories, poems, etc). By having students incorporate these sources into their papers with correct citations and then sharing these papers, students will see how evidence from multiple sources is viable and adds credibility.

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Strand	Writing
Topic	Range of Writing

Standard Statements

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.

In the previous grade band, students were expected to write opinion pieces supporting a point of view and write informative/explanatory texts to examine a topic. Students also were expected to write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

Content Elaborations

Effective writers build their skills by practicing a **Range of Writing**. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

In the next grade band, students are expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Enduring Understanding

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Strand	Writing
Topic	Range of Writing

Instructional Strategies and Resources

Research Allusions
Taking a section of the text, write a list of allusions and have students research them. This should deepen students' awareness of the time period and the more significant meanings to the plot/setting/theme/characters.

Post-Reading Writing
Have students alter a major moment in history and write about how this would have changed the book they just read. What are the considerations? What are the consequences? How would it change characters/theme/plot?

The 6+1 Trait® Writing website gives a common language for teachers and students to communicate about the characteristics of writing. It focuses on the six traits of writing and establishes a clear vision of what good writing looks like.

The "Giving Voice to Child Laborers through Monologues" lesson has students write in the voice of someone involved in the debate over child labor in England.

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Strand	Speaking and Listening
Topic	Comprehension and Collaboration

Standard Statements	**Content Elaborations**
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. 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. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**In the previous grade band, students were expected to engage effectively in a range of collaborative discussions with diverse partners on *grade 5 topics and texts,* summarize a written text aloud and summarize information presented in diverse media and formats. Students also were expected to summarize and explain claims made by a speaker.** **Content Elaborations** The focus of this topic, **Comprehension and Collaboration**, is the understanding that effective listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of examining issues, sharing information and building understandings. They act responsibly by effectively managing their time and by cooperating and contributing to the group process. In order to be an effective listener and focus on and analyze information presented in a variety of formats, they also must apply critical listening skills. Critical listeners focus on the speaker's main ideas or points in order to pose and respond to questions relative to the topic of discussion. They listen for clue words and identify important details. They distinguish between fact and opinion while paraphrasing and summarizing a speaker's information, and when warranted, modifying their own views.

Strand	Speaking and Listening	
Topic	Comprehension and Collaboration	
		In the next grade band, students are expected to initiate and participate in a range of collaborative discussions and integrate multiple sources of information while evaluating the credibility and accuracy of each source. They also are expected to evaluate information given by a speaker while identifying faulty reasoning or evidence.

Enduring Understanding

Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

Instructional Strategies and Resources

Cubing Strategy
Students will address statements regarding nonfictional or fictional text using the Cubing Strategy. Teachers will create three sets of cubes with the following levels of thinking on each side: *Compare it, Associate it, Analyze it, Apply it, Argue for it,* and *Argue against it.* Students will be grouped in readiness levels and take turns rolling the die to address the given statement using what the die tells them to do. The statements may vary to challenge the different readiness groups, *i.e., Students who play sports get good grades.*

Carousel
The teacher identifies five key questions on a particular content/topic and posts those questions on chart paper throughout the room. The students are divided into five small groups and "carousel" to each question. Students are encouraged to put comments, questions and insights on each chart paper. After completion of the carousel, a full-class discussion is held about comments from each chart.

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Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas

Standard Statements

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.

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

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

In the previous grade band, students were expected to report on a topic or text, tell a story or recount an experience. They also were expected to create engaging audio recordings of stories and poems and to speak clearly and completely when providing requested details or clarification.

Content Elaborations

The focus of this topic, **Presentation of Knowledge and Ideas**, is a speaker's preparation and considerations when presenting information. Effective speakers prepare for a speech by considering audience and purpose. In considering the audience for a speech, speakers should think about the needs and interests of the audience and ask themselves the following questions:

(1) How much background knowledge about the topic will the audience need?
(2) What details will my presentation need in order to inform as well as keep my audience interested?
(3) Is my presentation logical and coherent?

Speakers also should have knowledge of and use appropriate speaking strategies, which will enable them to effectively present for a variety of purposes, in a variety of situations and to a variety of audiences. When presenting, speakers should adjust their language and method of delivery based on the awareness of the needs of the audience.

Strand	Speaking and Listening	
Topic	Presentation of Knowledge and Ideas	
		This awareness helps the speaker compose and deliver presentations that are engaging, insightful and articulated in a clear, concise manner and promotes active audience engagement. **In the next grade band, students are expected to present information precisely and logically and make strategic use of digital media to enhance presentations. They also are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English.**

Enduring Understanding

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Instructional Strategies and Resources

Demonstration/Peer Review
Have students write and present a demonstration while their peers evaluate based on a rubric. This should allow students a chance to see how others see their speaking skills and identify which areas they need to improve.

Living Museums
Students present exhibits portraying characters and artifacts as they would have existed during a given time period.

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Strand	Language
Topic	Conventions of Standard English

Standard Statements

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Explain the function of phrases and clauses in general and their function in specific sentences.
    b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
    b. Spell correctly.

In the previous grade band, students were expected to demonstrate command of the conventions of standard English grammar and usage when writing and demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Content Elaborations

The focus of this topic, **Conventions of Standard English**, is the understanding that knowing and using writing conventions and grammatical structures appropriate for seventh grade helps students communicate clearly and concisely. With repeated and correct use, students will be able to communicate ideas in writing and to express themselves. Knowing and using the correct grammatical structures of English, learning the purposes for punctuation and using a range of strategies for spelling help students grow more skillful in effectively communicating ideas.

In the next grade band, students are expected to demonstrate command of the conventions of standard English grammar and usage when writing and demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Enduring Understanding

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Strand	Language
Topic	Conventions of Standard English

Instructional Strategies and Resources

Sentence Combining
Use sentence-combining techniques to allow students to practice building simple sentences into complex sentences. For example, have students suggest/brainstorm simple sentences and model how to combine those using coordinating conjunctions, subordinating conjunctions or punctuation. Follow with a worksheet that students develop to demonstrate their mastery.

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Strand	Language
Topic	Knowledge of Language

Standard Statements	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	**In the previous grade band, students were expected to expand, combine and reduce sentences and to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.** The focus of this topic, **Knowledge of Language**, is that knowledge of language conventions is understood and applied in oral, auditory, written or viewed expression. When applying writing conventions to written work, students vary sentence patterns, maintain a consistent writing style (the author's distinctive manner of expression) and tone (the author's attitude toward his or her subject). **In the next grade band, students will apply knowledge of language to understand how language functions, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

Enduring Understanding

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Strand	Language
Topic	Knowledge of Language

Instructional Strategies and Resources

Technology translation
Have students take a paragraph from a text and change it to a text message they would send – this helps students identify the main ideas and points, precisely and concisely conveying that information. Students also can change a text message to a paragraph to expand on ideas and practice sentence complexity and language choice.

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Strand	Language
Topic	Vocabulary Acquisition and Use

Standard Statements

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).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
    a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
    b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending).*

In the previous grade band, students were expected to determine or clarify the meaning of unknown words and demonstrate understanding of figurative language, word relationships and nuances in word meanings. They also were expected to acquire and use accurately grade-appropriate academic and domain-specific words.

Content Elaborations

The focus of this topic, **Vocabulary Acquisition and Use**, is the understanding that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text. Knowledge of word origins, word relationships, literary as well as historical context clues and reference materials aids in understanding complex words and new subject-area vocabulary. Comprehension also is enhanced when readers understand and interpret figurative language, distinguish between the dictionary meaning and the implied meaning of a writer's words, and recognize nuances in word meaning.

In the next grade band, students are expected to determine or clarify the meaning of unknown and multiple-meaning words and demonstrate understanding of figurative language, word relationships and nuances in word meanings. They are expected to acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level. They also are expected to demonstrate independence in gathering vocabulary knowledge.

Strand	Language
Topic	Vocabulary Acquisition and Use
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.	

Enduring Understanding

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Instructional Strategies and Resources

Word Mountains
Students give the root word at the "top of the mountain." Then they give the definition on the next line. Below that, there are two more words that use the same root as above. Students then produce a sentence for each of the words (roots).

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