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# Ohio

Ohio's Model Curriculum  
with Instructional Supports

GRADE 7

# English Language Arts

**Ohio** | Department  
of Education

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# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Grade 7

#### Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

<b>Strand</b>	<b>Reading Literature</b>
<b>Topic</b>	<b>Key Ideas and Details</b>
<b>Standards</b>	<p><b>RL.1</b> Quote accurately from a text when explaining a text.</p> <p><b>RL.2</b> Analyze literary text development.</p> <ol style="list-style-type: none"> <li>Determine a theme of a story, drama, or poem and respond to challenges or how the speaker in the text reacts to them.</li> <li>Summarize the text, incorporating a theme d</li> </ol> <p><b>RL.3</b> Compare and contrast two or more characters, settings, or time periods, and analyze how these elements interact with the text (e.g., how characters interact).</p>

## Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

### CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

### PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

## Instructional Supports

Stakeholders across the state of Ohio assisted with the development of this section of the Model Curriculum. Classroom teachers and other educational personnel from schools, districts, administration, and higher education carefully selected and compiled strategies and resources for further review by English Language Arts program specialists at the Department.

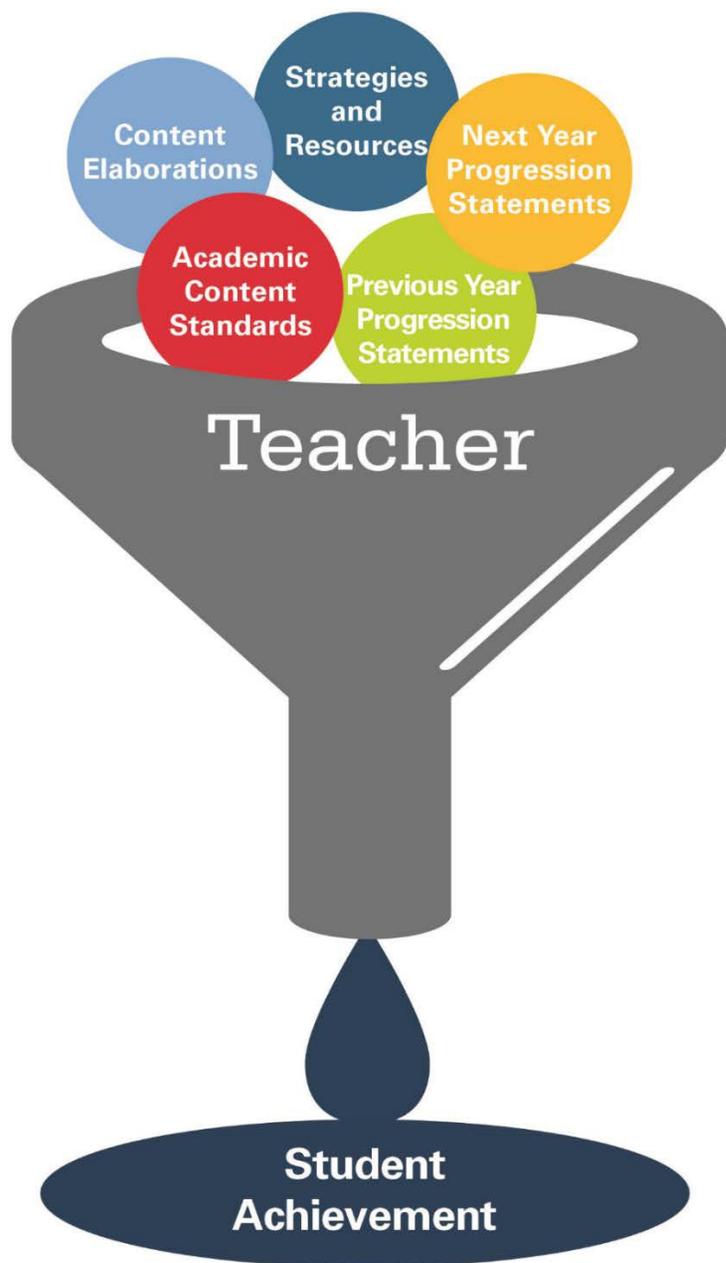
In addition, specialists in **educational technology**, **diverse learners**, **career connections**, and *early learning* ensured the inclusion of strategies and modifications to strategies in these areas. You will find these special strategies and modifications in their respective font color. All *early learning* strategies and resources are found within the Reading Literature, Reading Informational Text, and Reading Foundations Strands. The instructional strategies and resources section of the model curriculum will be updated periodically as additional resources become available.

### INSTRUCTIONAL STRATEGIES

The instructional strategies are suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.

### INSTRUCTIONAL RESOURCES

This section includes materials (print and nonprint) designed for use in instruction or for professional development/enrichment that addresses the skills and knowledge in the learning standards.



## Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to **Ohio's Learning Standards for English Language Arts**. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the **Previous Grade Level Progression Statements** which summarize the prior year's *content standards* and includes the following:

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the **Content Elaborations**, as well as reviewing the **Instructional Strategies and Resources**, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments
- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

As teachers facilitate learning using instructional best practices, the **Next Grade Level Progression Statements** help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: **Student Achievement**.

## Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> <li>» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic</li> <li>» best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices</li> <li>» a support for instructional planning using the learning standards as a foundation</li> </ul>	<ul style="list-style-type: none"> <li>⊗ lesson plans</li> <li>⊗ an exhaustive list of classroom activities per standard</li> <li>⊗ instructional units</li> <li>⊗ a resource meant to replace your district's decisions or direction</li> </ul>



## Additional Resources to Support the Model Curriculum

### ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

## ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS

Throughout the model curriculum documents, you will see small note icons in various colors, illustrated to the right. If you hover over these notes in the document, a box will pop up containing terms and their definitions. These definitions provide clarity around content and process terms located in the learning standards. Many definitions were adapted or taken directly from Abrams' *A Glossary of Literary Terms* and Harris' and Hodges' *The Literacy Dictionary*, among other state department of education web documents. Click the button to view the *English Language Arts Glossary of Terms* in its entirety.



Standards	
	RL.7.1 Cite several pieces of textual evidence to support and explicitly as well as inferences drawn from the text.
	RL.7.2 Analyze literary text development. <ol style="list-style-type: none"> <li>Determine a theme of a text and analyze its develop</li> </ol>
	<p><b>RL.7.1</b></p> <p>Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis of the text and that can be evaluated by others</p> <p>Explicit: Directly stated</p>

## LITERACY AND WRITING INSTRUCTION IN MIDDLE SCHOOL

Contributed by Maggie Demarse, [Ohio Middle Level Association](#)

Team-based teaching is a common approach used in middle school with teachers who cooperate in planning and provide flexible scheduling to meet the needs of young adolescents. The benefits of this middle school philosophy are that it builds a sense of community for students and staff and provides flexibility academically. The Association for Middle Level Education published *This We Believe*, a document that outlines the key characteristics to educating young adolescents. This document has the three main categories: (1) Curriculum Instruction, and Assessment, (2) Leadership and Organization, and (3) Culture and Community. The category, Curriculum Instruction, and Assessment, summarizes that teachers of middle level adolescents can meet the needs of their students if they are engaged in a variety of active learning techniques and assessments and are developmentally responsive with their decision making for their students.

When developing learning activities for students, there are four main curricular approaches that are best practices for middle school education: (1) Subject Centered, (2) Exploratory, (3) Multidisciplinary, and (4) Interdisciplinary or Integrated. All four of these approaches are beneficial for middle school students because they allow students learn not only their academic content, but to learn more about themselves and others, and to develop more global perspectives. For English Language Arts, literature circle groups for novel studies, whole class novel studies, and writing workshops are a few best practices teaching and can meet all for curricular approaches.

Literature circle novel studies and whole class novel studies are great instructional strategies to use to promote students' growth in literacy. During these activities, students read a section of the text and engage in thoughtful discussions and activities to help them analyze the text. This teaching strategy allows teachers to assess student's abilities and needs while giving the students more freedom and ownership over their own learning since students are guiding the discussion groups. Writing workshop is similar in that this teaching strategy is student centered and led. Writing workshops begin with a mini-lesson about a writing skill or topic and lead into students choosing what they would like to write about, within the broad guidelines the teacher sets for students, such as the type of writing for the task (e.g., narrative, expository, argument). While students are writing, the teacher is able to assess students' abilities and needs through conferencing with each student throughout class time.

# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Grade 7

#### READING LITERATURE STRAND

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b>Standards</b>	<p><b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.2</b> Analyze literary text development.</p> <ol style="list-style-type: none"> <li>Determine a theme of a text and analyze its development over the course of the text.</li> <li>Incorporate the development of a theme and other story details into an objective summary of the text.</li> </ol> <p><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or <u>plot</u>).</p>

#### **Previous Grade Level Progression Statement**

In the previous grade level, students were expected to cite textual evidence, analyze literary text development, determine theme of a text, incorporate theme and story details into an objective summary, describe how a plot unfolds, and how characters respond to the plot.

#### **Content Elaborations**

The focus of **Key Ideas and Details** is the understanding that students use tools to analyze literary text and strengthen their comprehension and critical thinking skills.

Students should be able to cite several pieces of textual evidence in order to analyze text. Students 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 student to infer the overall theme of the text. See the [Determining a Theme Guidance](#) for more information about this skill.

An objective summary of the text includes the theme(s) and major points and is distinct from personal opinion or judgments. When analyzing text or separating text into parts for individual study, students 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 students should know and monitor through their close reading of the text. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries.

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b><u>Next Grade Level Progression Statement</u></b>	
In the next grade level, students are expected to analyze textual evidence, understand that the theme of a text is influenced by literary elements, and understand that the author uses dialogue and/or events to reveal a character.	

<b>Instructional Supports for the Model Curriculum</b>	
<b><u>Instructional Strategies</u></b>	
<b>Making Predictions</b>	
<p>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 Directed Reading Thinking Activity (DRTA) format in a double-entry journal. Students must cite quotations and page numbers from the text to support their predictions.</p> <p>Extend this activity by adding blocks or notes describing events and/or characters and having students indicate how these events and/or characters are involved in the lesson/theme the main character is learning. Students can also make predictions about life lessons other characters are learning.</p>	
<b>Developing Theme Graphic Organizer</b>	
<p>To develop a theme statement, create or use an organizer that requires students to brainstorm possible topics and decide on one topic that is evident in the beginning, middle, and end of the text. Students should provide evidence from the text that demonstrates the topic. Students should think of what they have learned about the topic from the details in the text. Students then write the message or lesson the author is attempting to relay about the topic. This will lead the student to the author's purpose and theme.</p> <p>Extend this activity by having students also include why this theme is important and/or how it is relevant to everyday life. Students can also indicate how this theme is related to other texts they have read. Students can also do a small research activity and look for historical figures whose stories also display this theme.</p> <p><a href="#">LucidChart Diagrams</a> - This add-on to Google docs allows students to create a gamut of different organizational diagrams to allow for collaborative digital conversation in the development of a theme over the course of a singular or multiple text. These diagrams can be exported to JPG and PDF formats or can be embedded directly into Wikis, blogs, websites, social media, or any Google program.</p>	

## Instructional Supports for the Model Curriculum

### 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 slideshow with sound. The book trailer should contain information such as themes, plot events, characters, setting, and genres. **Extend this activity by encouraging students to include other texts that have related themes as “also recommended” or “If you like..., then you might want to try” options.**

### Instructional Resources/Tools Guiding on the Side

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, [Teaching Theme the Metacognitive Way](#).

### Plot Map

Plot Diagram: The [Plot Diagram](#) is an organizational tool focusing on a pyramid or triangular shape, which is used to map the events in a story. This mapping of plot structure allows readers and writers to visualize the key features of stories.

Literacy Analyst Tool: This resource helps teachers in [developing the theme](#) throughout the text. This link has lesson plans and links to graphic organizers.

Teaching about Textual Evidence: This is a resource for teachers demonstrating techniques and strategies for how to teach students to cite [textual evidence](#).

### Vocabulary Development Strategies

Strategies Vocabulary: This resource has a large collection of [instructional strategies](#) that facilitate learning across content areas.

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b>   	<p><b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including 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.</p> <p><b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>RL.7.6</b> Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p>In the previous grade level, students were expected to determine the meaning of words and phrases as they are used in text including figurative and connotative meanings, analyze the impact of word choices on meaning and tone, analyze how individual sections of the text contribute to development of theme, setting, or plot, and explain how an author uses point of view to develop the perspective of a narrator.</p> <p><b><u>Content Elaborations</u></b></p> <p>The focus of 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. For example, in order to build suspense, a mystery may withhold the plot narration until later, while a play may make use of a soliloquy early on to cue the student into the plot. In addition, alliteration in a poem may be used to set the mood or tone.</p> <p>Students are expected to analyze how the author's choice concerning point of view reveals a character's or narrator's perspective and how it differs from other characters and/or narrators in the story.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In the next grade level, students are expected to understand the impact of an author's use of language on text. Students will determine how text structure helps to contribute to meaning and style. Students also analyze how differences in points of view and perspectives create effects, such as humor or suspense.</p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies Compare/Contrast

In this compare/contrast strategy, 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, and most fun to read, noting when figurative language contributes to the meaning and tone of the poems. Invite students to write their own rhyming and free verse poetry pairs to share.

#### **Annotation**

This strategy occurs during close reading of the text. When annotating, narrow down specific pieces of the text and assign specific tasks (i.e. have students circle unknown words, write questions in the margins, highlight examples of point of view, etc.) in order to help students analyze form and structure.

Students require frequent and specific modeling using the “I Do/We Do/You Do” method. In this method, “I Do” is when the teacher models how to annotate, then “We Do” is when the whole class annotates together, and finally “You Do” is when the students annotate independently. A suggestion for cooperative learning in the “You Do” stage would be to assign different sections of the text to groups of students, using the Jigsaw method to analyze the structure of the entire text.

With a copy of the text/poem, have students highlight sensory imagery, using a different color for each sense. To extend this activity, have students replace the author’s imagery with an opposite image, i.e. a savory steaming soup with a goopy sour pudding. Or, have students work in partners to replace the author’s imagery with a hyper-example, i.e. a blustery day with a tornadic storm.

This strategy could be “published” in the form of a collaborative Google Slide show. While all students work on their own or their group’s slide, incorporating the analysis of form, structure, or task. The whole class then views this show and a discussion can be had about what students found.

#### **Perspective Development and Analysis**

Using classic tales, have students change the points of view to analyze character and/or narrator perspectives. [Students could create their own mini movies of the story utilizing different perspectives. Students can use something as simple as their phone to record the video or a video camera. Students can then edit the mini movies and add in voice-overs that integrate the character’s thoughts. This would allow students to showcase the depth of understanding they have for each point of view.](#)

#### **Socratic Questioning**

Through a series questions, have students identify what would be gained or lost in respect to character/narrator perspective if a story were written using a different point of view. For example, when switching from a first-person narrator to a third-person narrator, a text may lose evidence of the personal thoughts and feelings of one character toward another character, yet there may be a gain in events or activities of multiple characters.

**Instructional Supports for the Model Curriculum****Instructional Resources/Tools**

"I do/ We do/You do": This resource explains the ["I do/ We do/You do" teaching strategy](#). The strategy helps to break down and scaffold information to the students.

Jigsaw: This resource explains the steps for how to implement the [jigsaw strategy](#) in the classroom and the rationale to support it.

Read, Write Think: This website is a [resource for Socratic seminars](#). It includes a script for teachers to set up the seminar and links to lessons and texts.

Socratic Circles: This is a resource for teachers in using [Socratic Circles](#), it includes instructional rationale and links to lessons by grade level

Annotation Strategy: This is a resource for teachers, it is a detailed lesson plan that demonstrates how to use and model the [annotation strategy](#).

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b> 	<p><b>RL.7.7</b> 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).</p> <p><b>RL.7.8</b> (Not applicable to literature)</p> <p><b>RL.7.9</b> 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.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p><b>In the previous grade level, students were expected to compare and contrast how multimedia elements contribute to what they see and hear from the text. Students also were expected to compare and contrast the treatment of similar themes and topics.</b></p> <p><b><u>Content Elaborations</u></b></p> <p>The focus of 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. 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, as well as the ideas being explored.</p> <p>Students will study fictional texts that portray historical events in order to recognize how the author changes the historical account through his or her craft and style.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students are expected to be able to analyze how various productions stay faithful or depart from original texts and analyze works of fiction that allude to themes, patterns, and character types from various text genres.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### Student-Created Multimedia Presentations

After reading a novel or short story, assign a specific section or chapter to a small group of students. Those students will take the section of text and change it to a drama to perform. They will videotape themselves performing their scene. Then, the teacher will show the video to the whole class and have them analyze how their interpretations of the text changed based on what they saw instead of what they read.

#### Comparing Books & Media to a “T”

Small Group Investigations- Students will read a text and then view a multimedia production of it. While reading and viewing the selection they will complete a [T-chart](#) where they identify the depiction of literary elements on the textual side and the media side of the chart, as well as the techniques used in the multimedia production (lighting, sound, color, or camera focus, and angles). Students should be encouraged to cite quotes from the text and the media to support their descriptions. The students would then be assigned a partner to compare the text to the multimedia and produce a slideshow, poster, or paper that analyzes their findings.

Extend this activity by including a column or slides to evaluate the director's choices and include a discussion about why the director made those choices to leave out and/or add characters and/or events to the media version. Students can also include a revised storyboard to include important details they feel the director left out and/or change what the director added that does not seem to tell the story as effectively as the author did in the original.

The online program Bunccee is a nice alternative to the old school poster idea. This free program allows students to create a poster-like product that is completely interactive. Students have the ability to embed videos, photos, animations, illustrations, words, and voice-overs. While the product can be accessed on the web, the product has the ability to be saved as an interactive pdf. This then allows students to integrate the product into virtually any other project, website, social media, etc.

#### Reflective Assessment

Students in literature circles read a historical fiction text and then research the time period in history in which the text takes place. The students then compare how the author fictionalized the history in the text.

Extend this activity by including research information about any historical figure in the fiction companion. Students may also retell sections of the original fiction, including an anachronistic or a composite character based on historically accurate traits, cultural aspects, and/or daily life. Students may also create a travel journal based on research of the time period and related/actual historical sites in the fiction text.

**Instructional Supports for the Model Curriculum****Instructional Resources/Tools**

This is a link to the [National Park Service](#) has lesson plans for teaching with historical figures, places, and events. The lesson plans include links to primary source documents and other resources to support teachers.

The [National Museum of African American History and Culture](#) site has links to articles and first person sources; this can be used as a resource as students research historical accounts in comparison to historical fiction.

The [United States Holocaust Museum](#) can be used as a resource as students research historical accounts for comparison with historical fiction.

The [Gilder Lehrman Collection](#) is a unique archive of primary sources in American history that can also be used to research historical accounts for comparison with historical fiction.

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Text Complexity</i></b>
<b>Standard</b> 	<b>RL.7.10</b> 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

### **Previous Grade Level Progression Statement**

In the previous grade level, students were expected to read and comprehend literature, including stories, dramas, and poetry at the high end in the grades 6-8 text complexity band independently and proficiently.

### **Content Elaborations**

To help teachers match complex, grade-appropriate texts to their students, there are three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right. A list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in [Appendix B](#).

Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge, build important reading skills, strategies, and background knowledge. They will also activate prior knowledge in order to make text-to-text, text-to-self, and text-to-world connections, as well as become familiar with various text structures and elements.

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.

### **Next Grade Level Progression Statement**

In the next grade level, students are expected to read and comprehend literature, including stories, dramas, and poems. In addition, text complexity will be scaffolded as needed at the high end of the range.

## Overview of Text Complexity

• **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



## Instructional Supports for the Model Curriculum

### Instructional Strategies

Marking Strategy (also called INSERT)

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).

Students could collaborate on a Google Doc adding different “Marking strategies” as their reading continues. This would allow for a live document that continues to evolve over the course of the year. This could also be done in Google Sheet and students could mark how many times they used each strategy. This would allow for a discussion point if trend data were found, questioning WHY a particular strategy was used so often during a particular text.

Students might find trends in their own annotations or a class might find that they tended to use the more superficial “marking strategies” because they struggled with simple text comprehension. These trends could then be able to drive future text selections and individual student goals.

### Learning Log

Have students keep a reading journal that includes a section for *Connections to What I Already Know* so students can keep a running log of the texts they have read either for class or independent reading. At different points of the year, have students categorize texts they have read according to connections, themes, topics, settings, and/or time periods but NOT by author or genre. Encourage and/or require students to include non-fiction texts/pieces and a variety of just-below, at, just-above, and well-above grade-level Lexile levels. Students can create *Companion Reading* lists on posters to encourage others to read multiple texts or choose companion pieces from the school library. At the end of the year, this can be a *Summer Read Recommendations* activity.

### 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. This strategy causes students to carefully read the text in order to formulate critical questions for the teacher.

**Instructional Supports for the Model Curriculum****Instructional Resources/Tools****Qualitative Text Complexity Rubric**

[This rubric](#) can be used to determine stretch reading materials for students.

**Common Lit**

[This website](#) can be used by teachers to select supplemental texts, paired texts, and text-to-media sets at, above, or below grade level for all levels of learners. Teachers can choose to use the provided objectives or expand on them to meet the needs of the students.

**Making Thinking Visible**

[Thinking Routines](#) Harvard's Project Zero website lists several research-based thinking routines that help students document their thinking and comprehend material. These strategies lead to student ownership of learning as they move through higher-order thinking processes.

**READING INFORMATIONAL TEXT STRAND**

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b>Standards</b> 	<p><b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.7.2</b> Analyze informational text development.</p> <ol style="list-style-type: none"> <li>Determine two or more central ideas in a text and analyze their development over the course of the text.</li> <li>Provide an objective summary of the text that includes the central ideas and their development.</li> </ol> <p><b>RI.7.3</b> 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).</p>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p>In the previous grade level, students were expected to cite textual evidence, analyze informational text development, determine a central idea of a text, provide an objective summary of the text, and analyze evidence in detail.</p> <p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Key Ideas and Details</b> is the understanding and analysis of text. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning, and expands one's sense of the world and self.</p> <p>Students are expected to analyze the text in order to identify several pieces of textual evidence, which supports what is expressed in the text explicitly, as well as from inferences. Students are expected to then use that analysis to determine the central ideas of the text and trace their development throughout the course of the text. An objective summary of the text would include the major points and key details, distinct from personal opinions and judgment. See the <a href="#">Types of Summaries Standard Guidance</a> for more information on writing summaries. Analysis of the interactions in a text will provide textual evidence, to help determine the central idea of the passage.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In the next grade level, students are expected to continue to cite what the text says explicitly, determine, and analyze a central idea of text and its supporting ideas, provide an objective summary of text, and compare ideas and individuals within a text.</p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **T-Chart Graphic Organizer**

Have the students use a T-chart to chart the facts or details from the article on one side and inferences they made from the text on the other. This visual representation will give students a clear picture of what the author says explicitly and what the readers infer.

#### **Close Reading**

Have students practice close reading strategies. Choose a nonfiction text. While students are reading, have them annotate the text, looking for specific items. You can have the students star important details, circle underlined words, put an exclamation mark next to parts of the text where they have a strong reaction, either positive or negative, write a question mark next to a piece of text they don't understand or something they are wondering about, etc. In the margins next to their markings, students need to explain why they marked that part of the text: What was their reaction, question or why is that detail important? This will help the students to better understand the text and to better know how the details relate to explaining the central idea.

#### **Central Idea Organizer**

To help students determine the central idea, have students create the following chart. On the top of the chart, they need to determine the topic of the text. Then students need to write down three important details from the article. Make sure students are using details from the entire article and not just one section. After that, have students explain the purpose of the article. Once they have identified all three elements: topic, details, and purpose, they can form the central ideas from their chart.

#### **Summarizing Chunks**

To write an objective summary of the text, students need to summarize each subheading of the text into one or two sentences. If the article does not have subheadings, then have the students create chunks by taking several paragraphs about the same idea and putting them together. Students should have about three or four "chunks" per article, depending on the amount they read. Then students can pick out the key phrases from each of the sections. They use those key phrases to craft a one or two sentence summary of each section. Students can repeat this for each of the chunks or subheadings until they have summarized the entire article. This will help to ensure that their summaries are in their own words.

#### **Multi-Tier Timeline**

Chronologically organize events or ideas from text on a timeline while rating the impact as positive or negative in regard to a specific claim, inference, or event. Students can connect the events on the timeline to see a picture representation of the event and should be able to explain their rating and defend their rationale during a small group discussion. Students can also write out their explanation on the back of the timeline. [Timeline](#) by ReadWriteThink and TimeToast online allows students to create a digital timeline with images that can be shared via email or printed.

## Instructional Supports for the Model Curriculum

### Instructional Resources/Tools

This is a link to lesson plans, rationale, and resources for the [GIST method](#) of summarizing. This resource can be applied to any content area.

[CommonLit](#) is a free digital library of leveled texts -- news articles, poems, short stories, and historical documents. You can filter collections by grade level, Lexile level, theme, genre, literary device, and even Common Core State Standards. Every passage includes footnotes with vocabulary words and essential background information. An adaptive-technology-type toolbar for online reading includes a dictionary, a highlighter, text-to-speech functionality, and translation features for 13 languages. Below the toolbar, you will find a question set included side by side with the text: four discussion questions, five text-dependent multiple-choice questions, and one short-answer question.

[This resource](#) has multiple strategies when reading informational texts including tools for writing summaries.

[This resource](#) is a graphic organizer that can be used to support instruction of central idea.

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b> 	<p><b>RI.7.4</b> 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.</p> <p><b>RI.7.5</b> 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.</p> <p><b>RI.7.6</b> Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p><b>In the previous grade level, students were expected to determine the meaning of words and phrases as they are used in a text, analyze how individual sections fit into the structure of the text and contribute to the development of ideas, and determine an author’s perspective in a text.</b></p> <p><b><u>Content Elaborations</u></b></p> <p>The focus of Craft and Structure is the analysis of an author’s word and structure choices and the effect that they have on the tone, meaning, and development of ideas in the text. How an author’s perspective distinguishes his or her position from other authors also is an important focus of this topic.</p> <p>By analyzing text structure and text organization, a student is able to understand how an author’s use of craft and structure contributes to the development of ideas in text.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students are expected to determine the meanings of words and phrases as they are used in text, analyze how an author’s use of structure develops key concepts, and determine an author’s perspective and purpose in a text with any analysis of evidence and viewpoints.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### 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.

#### Vocabulary Cards

As students learn new or more difficult words from an article or passage, they create a vocabulary card (using an index card). On the card, they can write the word on the blank side and the definition along with a picture to help them dig deeper into the meaning of the word and associate it with a real image. Cards can easily be used for review games with small groups.

[Quizlet offers six different study modes that appeal to all types of learners, allowing students to use what works best for them and go at their own pace. Teachers can easily create Quizlet classes to share study material with your students quickly and track their progress.](#)

#### Understanding Patterns and Organization

Find several pieces of text with different organizational structures, as well as different graphic organizers to match those structures. Ex: Compare-Venn Diagram or T-Chart, Chronology- Flowchart or Timeline, Description- Web, Problem/Solution- Web or Flow Chart, etc. Model by reading one of the texts aloud and filling in part of the graphic organizer. Have students work with a partner to complete the rest of the organizer and then check.

Repeat with several different structures, repeating the process. As students complete the strategy numerous times, they will be able to recognize the organizational structure on their own. Once students can recognize the different patterns, students can analyze how an author uses that structure to develop their ideas in the article through extended response answers.

#### Interview Role Play

After reading an article, have students discuss the author's perspective. What is their viewpoint on the information? Do they have a valid argument with enough evidence? Place students into pairs and have them roleplay conducting an interview with the author. One student could be the interviewer and the other the author. Have students create questions asking the "author" about their viewpoint, argument, claim, etc. Then students can act out their interview. This will give students a chance to interact more personally with a text and focus explicitly on the author and his or her words.

[Use a free video maker like WeVideo, students can collaborate to create a video that can be shared to a class website or LMS.](#)

#### About/Point

While reading a text, students pause after each section, or logical chunk, and complete this phrase: *This section/paragraph is about \_\_\_\_\_; and the point is \_\_\_\_*. Students continue with this as they read the entire article. Then distribute another article on the same topic, by a different author and have the students complete the same task. After they have completed the second article, students can discuss in small groups the comparison of their perspectives, and why that might be. Students can use their *about/point* statements and the discussion to write an analysis of the conflicting perspectives.

## Instructional Resources/Tools

### **Common Lit**

CommonLit is a free online (and printable) collection of fiction and nonfiction for 5th-12th grade classrooms. For ease of implementation into existing curricula or creating new units of study, collections may be filtered and searched by Lexile, grade, theme, genre, literary device, or common core standard. Typically, teachers assign a CommonLit text to students, and then students are asked to read the text, and then answer a series of text-dependent questions, many of which include AIR-type questions such as multi-select Part A/Part B questions. The software automatically scores the student's answers for efficient progress monitoring and intervention. Discussion questions are included, but at this time, do not count against the student's overall score. It is suggested that the discussion questions be printed out for students to answer in writing or used to spark debate.

### **Kelly Gallagher**

Kelly Gallagher's [website](#) offers his Articles of the Week and other teaching resources to cover many of the informational text standards. His Articles of the Week expect students to demonstrate close reading of the text and then respond to some open-ended questions at the end. They allow the student's thinking to go beyond the article. Also, there are archives of hundreds of articles that he has used throughout the years so students can find an article that interests them.

This is a resource for [teaching Author's purpose](#). Included are questions for Before, During, and After reading to guide students in the discovery of Author's purpose.

This resource [details text mapping](#) and scrolling to assist in analyzing the structure an author uses to organize a text and analyzing the author's perspective or purpose.

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b> 	<p><b>RI.7.7</b> 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).</p> <p><b>RI.7.8</b> 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.</p> <p><b>RI.7.9</b> 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.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p><b>In the previous grade level, students were to use different multimedia formats to understand a topic, trace, and evaluate the argument and claims as supported by evidence, and compare/contrast one author’s presentation of events with another of the same event.</b></p> <p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Integration of Knowledge and Ideas</b> is the comparison and contrast of text by carefully analyzing different versions of text (including audio, video, or other multimedia). By analyzing different versions of text, readers are able to evaluate how an author used evidence to develop text.</p> <p>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. Students will also evaluate the argument in a text to make sure it is sound and has supporting evidence.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students are expected to evaluate forms of presentation media as well as delineate and evaluate arguments, reasoning, and evidence in text claims. In addition, students will analyze 2 or more texts with conflicting information on the same topic.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Delivery Matters**

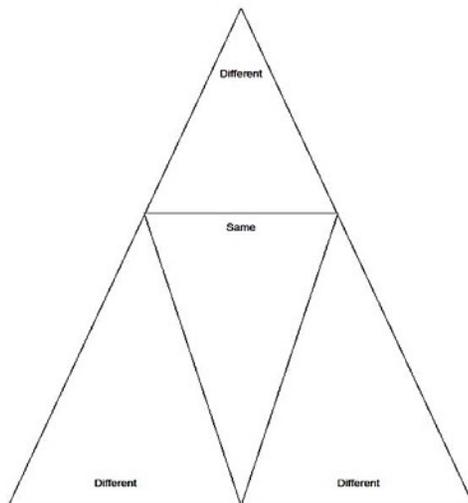
Students will read paired texts and listen to the audio/speech version, if applicable. A close read of each version of the text/speech and auditory nuances will provide the student with how delivery affects the impact upon the reader/listener.

#### **Argument Road**

If students are evaluating arguments, they can create a “road” graphic organizer. This looks similar to a flow chart but is more in the shape of a road with blocks. As students read a text, they fill in the road with evidence from the text to support each of the author’s claims. If they finish reading the article, and do not have a long “road” completed, the conclusion might be drawn that the author’s evidence might not be sufficient enough to support their claim. You might also look at not just the amount of evidence provided but also at the quality of evidence. This graphic organizer can be used for multiple different argumentative texts. Students can also write about whether they think the author’s claim and reasoning is sound based on the evidence they discovered on their “road”.

#### **Compare/Contrast**

Students can create a Venn Diagram that compares and contrasts a text to an audio, video, or other multimedia version of the text. Students then can participate in a small group discussion on their comparisons. What do certain genres of text provide compared to others? Students can include a formal analysis of how each genre conveys the topic to the reader. When comparing three sources, using a triangle graphic organizer is appropriate.



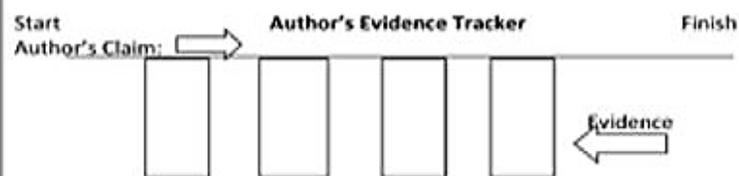
## Instructional Supports for the Model Curriculum

### Evidence Tracker

Students are to read with the purpose of identifying specific claims in a text. Each claim can be noted on the “tracker.” This strategy provides students with a way to organize their thinking while reading.

2. The teacher “thinks aloud” as the students place evidence “on the road.”
3. At the end of the road, the teacher models the evaluation process by noting whether or not the author provided sufficient, relevant evidence to support the claim.
4. Place students in pairs, have them read an unfamiliar text and complete an “Argument Road” graphic organizer.
5. Each pair of students works with another pair to compare their answers on the graphic organizer and then share them with the class.
6. Students independently complete the graphic organizer.

**Evidence Tracker.** Students are to read with the purpose of identifying specific claims in a text. Each claim can be noted on the “tracker.” This strategy provides students with a way to organize their thinking while reading.



### Instructional Resources/Tools

[Cover to Cover lesson plans](#) from ReadWriteThink feature resources including a book and film list for appropriate titles for 7<sup>th</sup> grade along with a DVD cover creator online tool.

The [Gilder Lehrman Collection](#) is a unique archive of primary sources in American history that can also be used to research historical accounts for comparison with historical fiction. [This link](#) specifically has the audio of the greatest speeches of the 20<sup>th</sup> century.

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Text Complexity</i></b>
<b>Standard</b>	<b>RI.7.10</b> 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.

### **Previous Grade Level Progression Statement**

In the previous grade level, students were expected to read and comprehend literary nonfiction, as well as other informational texts, independently and proficiently.

### **Content Elaborations**

To help teachers match complex, grade-appropriate texts to their students, review the Text Complexity Model that contains three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together. [Appendix A](#) contains the three dimensions for measuring text complexity, which are described in the illustration to the right.

When teachers match students with challenging, engaging text in the classroom, it creates 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.

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.

### **Next Grade Level Progression Statement**

In the next grade level, students are expected to read and comprehend literary nonfiction as well as informational text. In the next grade, text complexity will scaffold as needed at the high end of the range.

## Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **THIEVES**

Use a strategy called THIEVES, which is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary. Students are guided through a preview of a nonfiction text. This link is specific to THIEVES strategy above, including a descriptive lesson plan and resources.

#### **INSERT 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).

#### **Career Instruction Manuals**

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.

#### **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.

#### **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.

### Instructional Resources/Tools

This [link](#) includes downloadable samples of a variety of instructional manuals students can use to plan how to organize their text.

**WRITING STRAND**

Strand	Writing
<b>Topic</b>	<b><i>Text Types and Purposes</i></b>
<b>Standards</b>	<p><b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Establish a thesis statement to present an argument.</li> <li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Establish a thesis statement to present information within the introduction.</li> <li>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 to aid comprehension, if needed.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <p><b>W.7.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>

Strand	Writing
Topic	<i>Text Types and Purposes</i>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p>In the previous grade, students were expected to write thesis statements for the first time. Also for the first time, they wrote arguments with a claim and supporting evidence. Students were expected to write informative/explanatory texts, which examined a topic, and to write narrative texts that developed real or imagined experiences using narrative techniques.</p> <p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Text Types and Purposes</b> is the understanding that writers develop complete, multi-paragraph, logically sequenced text using language appropriate for the topic and audience. Writers share information, arguments, and narratives by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.</p> <p>Students should establish a thesis or thesis statement as a foundation for their argument and informative/ explanatory writing tasks. The thesis should be confirmed first by claims at the paragraph level, which need to be clear, while being supported with textual evidence and credible sources. The supporting evidence substantiates the claims and can be in various forms, including facts, quotations, examples, details, and/or statistics. Students then explain, in their own words, the relevance of the evidence to their claims (or counterclaims), which is called <i>analysis</i>. Students also need to be able to accurately cite evidence. This is the first year that students will acknowledge alternate or opposing claims (counterclaim). The counterclaim should be apparent within their writing addressing the other argument's opinion.</p> <p>Writers need to craft an informative text that examines a topic using a thesis that clearly identifies the purpose and task. The thesis should be supported and developed throughout the entire text,</p> <p>including introduction, evidence, and conclusion. See the <a href="#">Establishing a Thesis Standard Guidance</a> for more details about the thesis- claim-evidence structure.</p> <div data-bbox="997 618 1997 1247" style="text-align: right;"> <p><b>THESIS</b> premise; answers prompt or question; addresses topic or situation (typically 1-3 sentences)</p> <p><b>CLAIMS</b> assertions; defend thesis; reader needs text to believe (typically 2-4 claims)</p> <p><b>EVIDENCE</b> proof from text or other credible sources to support claims</p> </div>	

Strand	Writing
Topic	<i>Text Types and Purposes</i>
<p>In order to convey information best in both argumentative and informative texts, 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, specifically precise language and domain-specific vocabulary.</p> <p>In order to craft narrative text, writers need to develop narrative techniques such as point of view, dialogue, description of setting, characters, and events. Writers should focus on developing a logical sequence of events using sensory details, figurative language, and description.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students are expected to write various arguments to support claim(s) and acknowledge and distinguish the difference between claim(s) and counterclaim(s). Students are expected to select evidence from credible as opposed to non-credible sources to ensure that accurate information is presented, paying careful attention to organization of content and grammatical structure. They also are expected to write various informative/explanatory texts to convey complex information clearly and accurately to support a thesis statement. Students should provide evidence that specifically relates to the topic and develops the thesis. 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.</b></p>	

### Instructional Supports for the Model Curriculum

#### **Instructional Strategies**

##### **T-Charts**

When the students are reading an argumentative text, they can use a [t-chart graphic organizer](#) to identify the two sides. Students can then add relevant textual evidence for both sides. The chart may be used to identify which side has the stronger evidence for their claim.

[A class T-Chart could be shared on Google Docs where students could see the results as each person adds to the class T-Chart or a T-Chart shared with a small group.](#)

##### **Teaching Thesis- From Video to Words**

[Students watch a short biography or non-fiction piece. As they watch, they are instructed to find the key points of the video. After that, they use the key points to write a working multi-part thesis that could be the basis of an informative text.](#)

## Instructional Supports for the Model Curriculum

### 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. Students can generate original storyboards with graphics digitally using ACMI's free [Storyboard Generator](#) or a site titled StoryboardThat

### Group Thesis

In small groups, students create a thesis based upon a debatable topic that has multiple sides or perspectives. As a group, they work to develop relevant claims and evidence to support their thesis. Then, students get together with groups of opposing viewpoints and debate their thesis. Afterward, students reflect upon their discussion and discuss which groups had strongest evidence to back up their claims.

Provide students examples of what this looks like through videos. Teams create a video of a debate staged within their team. The video is then uploaded and shared in a discussion thread where students respond and vote on what they see as the winning debate. A rubric for voting procedures could be uploaded and shared in the post, as well. Students could respond using specific elements of the rubric to support their votes.

### Index Cards for Elaboration

Students write a quote on one side of the index card. On the reverse side of the note card, students write what the quote means in their own words. Students trade note cards and add to or edit the interpretation of the quote. This assists students in being able to explain textual evidence and its relevance to their argument or claim.

### 5W's

Students identify Who? What? When? Where? Why? in informative/explanatory texts and use those to create a web graphic organizer. This web is then used as a plan for writing.

### Newscast Scripts

Have students write scripts for a newscast based on a novel. This could 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.

### Teacher Modeling

Teachers need to model good writing habits throughout the entire process. Students learn from watching these habits modeled over and over. Teachers should think aloud while they are modeling writing because students need to witness both the application of writing and the thought process that occurs when crafting text.

**Instructional Supports for the Model Curriculum****Writing Workshop**

Use a Writing Workshop that begins 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. Individual writer's conferences are an important time for students to get one on one feedback and instruction. Teach students to reread for errors with a specific focus each time--punctuation, spelling, grammar, or content.

**Instructional Resources/Tools Stossel in the Classroom**

Presenting a balanced lesson on current issues including short videos that present an opposing view.

**Purdue OWL**

This is an excellent resource for English Language Arts teachers. It has links to help with teaching writing, grammar, citation, and much more.

**The National Writing Project**

This is a link to a teacher resource page to help teachers teach writing. It has ideas for different writing projects and when you click on the different project titles, there is a description as well as links to resources and templates to help teach that piece of writing.

**ODE Appendix C-pg. 41-47**

There are examples of exemplar argumentative and informative/explanatory writing in the Appendix C in the ODE Learning Standards. These are the pages for the 7th grade writing samples.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Production and Distribution of Writing</i></b>
<b>Standards</b> 	<p><b>W.7.4</b> 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.)</p> <p><b>W.7.5</b> 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.</p> <p><b>W.7.6</b> 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.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p><b>In the previous grade level, 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.</b></p> <p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Production and Distribution of Writing</b> is the understanding that writers apply a multi-stage, reflective process in which the writer must develop, plan, revise, edit, and rewrite work to evoke change or clarify ideas.</p> <p>The organization and style of a written piece is important to the task, purpose, and audience in that it may reveal motivation, hidden plot elements, imagery, etc. at intended moments, as appropriate to the specific genre. This teaches students that each choice a writer makes has value and importance to the overall piece. It is important for students to always have the idea of audience, purpose, and task in mind.</p> <p>Texts should represent organizational structures that summarize, extend, or elaborate on ideas and include evidence of logic, style, voice, word choice, and writing techniques.</p> <p>The writing process is integral to the instruction of writing. It should be ongoing and fluid; it is not necessary to complete every step or a certain order of steps for every piece of writing.</p> <p>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. The stages of these processes are enhanced with collaboration and technology.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students are expected to produce clear and coherent writing with some guidance and support from peers and adults in which the development, organization, and style are appropriate to task, purpose, and audience. They also are expected to use technology to produce, publish, and update individual or shared writing products.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies RAFT

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

### Teacher Modeling

Teachers need to model good writing habits throughout the entire process. Students learn from watching these habits modeled repeatedly. Teachers should think aloud while they are modeling writing because students need to witness both the application of writing and the thought process that occurs when crafting text.

### 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. Students can take their game digital by creating their own video games through free sites like Sploder, Game Salad, Scratch, and Gamefoot.

### Online Peer Conferencing Community

To support revising and editing, students are able to post their work in an online setting and offer feedback to one another. Teachers may choose to use a variety of formats such as a chat room, classroom blog, classroom social media page, etc. A site like NowComment allows for a transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue.

### Word Cemetery

In an effort to promote use of varied word choice, teachers create a "cemetery" of overused words that can no longer be used in writing, forcing students to find alternate words to replace them. Students can add "dead words" to the wall whenever they find them, as well as more concise vocabulary choices for replacement.

### Sentence Fluency Analysis Sheet

Students chart sentences vertically after completing the draft of their essay. In the chart, students include first word of the sentence, last word of the sentence, end punctuation, and number of words in each sentence. The teacher will work with the students to notice trends in their writing. Examples of negative trends may be short choppy sentences, run-ons, or sentence openings with a repetitive word or phrase. Students and teachers should use this chart to make changes in their sentences.

## Instructional Supports for the Model Curriculum

### Online Publishing

Using a safe website or forum, students can [publish their final works](#) to an intended audience. This publishing can be done on a variety of formats. Students can publish a book with sites such as Scripsi and Classroom Authors. Students can also publish on a class blog or wiki, which can then be a working source of information for students and anyone on the web. A site like NowComment allows for a transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue.

### Color-Coded Revision

Students highlight a specific aspect of their text using colors assigned to individual categories. For example, have students highlight their thesis in yellow and their supporting evidence in pink. This can be expanded to include aspects of grammar, different parts of the essay, elements of a narrative, or organizational structure. Color-coded revision can be used for self-evaluation or peer review.

Teach students to read the text they are editing four times--once for punctuation, spelling, grammar, and again for content. Focusing on just one aspect at a time and rereading will help students find more of the errors.

### Professional Email

Students will draft an email to a teacher in the building, or to a professional in the community to thank them for what they do. Students should include a brief summary of what the person does and how what they do impacts the students positively.

### Instructional Resources/Tools

This is a resource for teachers with a wide variety of free printable tools that can be used to [support the instruction of writing](#). The resources are separated into sections for all grade levels: elementary, middle and high school.

### Best Practice Writing Resources

This is a link to a PDF with many [best practice ideas](#) for helping to teach students throughout the entire writing process.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Research to Build and Present Knowledge</i></b>
<b>Standards</b>	<p> <b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>W.7.8</b> 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.</p> <p><b>W.7.9</b> Draw evidence from literary or informational text to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <i>grade 7 Reading standards</i> 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”).</li> <li>Apply <i>grade 7 Reading standards</i> 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”).</li> </ol>

### **Previous Grade Level Progression Statement**

In the previous grade level, 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, avoiding plagiarism and assessing credible resources. Students were to summarize or paraphrase information and provide a list of sources using a basic bibliography. They also were expected to draw evidence from texts to support analysis, reflection, and research.

### **Content Elaborations**

The focus of **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 using multiple sources, including technology.

As writers encounter and gather new, relevant, and reliable 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. They evaluate this information for accuracy, credibility, and reliability. Then students have to follow a very specific format when they write their citations, both in the text and in the works cited. Ohio Learning Standards do not choose a citation format; rather, the standards ask that a standard format is followed (e.g., MLA, APA, Chicago/Turabian). More important than the exact rules of a particular format would be the rules of what elicits a citation and what does not. Students need to be able to determine IF they need to cite a piece of information they have included in their writing, and then they need to know HOW to find citation style guides when they need guidance.

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. It is important to understand that reading and writing, both literary and informational, are connected and the skills for each are interchangeable.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Research to Build and Present Knowledge</i></b>

### **Next Grade Level Progression Statement**

In the next grade level, students are expected to conduct short research projects and incorporate several print and digital sources, quoting and paraphrasing effectively. 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.

### **Instructional Supports for the Model Curriculum**

#### **Instructional Strategies**

##### **Evaluating Reliable and Unreliable Websites**

Teachers provide students with examples of reliable websites, as well as unreliable. Share a website that is a fake. One example of a fake website is the [Pacific Northwest Tree Octopus](#). In small groups, students look at examples of a website that offers relevant resources, as well as a website with less useful resources. Student groups share out their findings. As a class, discuss the criteria used in selecting or discounting sources. Create a checklist of criteria that will guide future searches. As a class, students find another site they think might be beneficial and evaluate the site using the class-created checklist.

##### **Plagiarizing Activity**

This activity involves lecture-based modeling, student practice, and peer review. Students discuss the negative effects 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.

##### **Research in the World**

Have students pick a particular advancement from the last 10 years (or any year range) and write a mini-research paper, including information on how that advancement has impacted the world around us.

## Instructional Supports for the Model Curriculum

### Research Paraphrasing

While students are researching, create a three-column graphic organizer that has the source in the first column, the evidence or quote in the second column, and the student's own words as the third column. When students find a worthy fact in their research, they can copy the source information, where it came from, and what the quote is. The key is the third column where students practice paraphrasing it in their own words. Students need constant practice with putting information in their own words.

### ICE Strategy

This [strategy](#) helps students learn how to do an internal citation for their textual evidence, as well as practice explaining the quote in their own words. First students **I**ntroduce the quote (*According to the author, In the text it states, etc.*). Then, they give the quote. Students will need practice on how to punctuate a quote in their writing. Then, students **C**ite the evidence. Students will need a lot of practice on how to write an internal citation. Next, they **E**xplain their evidence in their own words. This strategy will require modeling and scaffolding in the beginning but as the year goes on, it is an excellent way for students to remember how to properly cite their sources within their writing and avoid plagiarism. This strategy is for both the lead in statement for the quote or paraphrase and for the parenthetical citation.

### Monologue Research

Select websites that describe the conditions under which children worked during the Industrial Revolution. Each student gathers information at these websites and prepares and presents a monologue in the "voice" of someone involved in the debate over child labor in England. After dramatically assuming that person's perspective on the issue, he or she responds to audience members' questions.

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.

### RACE

This mnemonic strategy is designed to help students answer open-ended questions.

R- Restate: Restate the question in their response

A - Answer: Students make a claim and justify it.

C - Cite Evidence: Students cite at least two pieces of evidence from the text in order to support their answer.

E - Expand: The student will expand or elaborate on their answer explaining how they connected the evidence with the claim made.

### Instructional Resources/Tools

#### Illinois Literacy In Action- Writing Strand

This [resource for teachers](#) was created from the state of Illinois. It has strategies and links to help teach the standards. This link is specific to the 7th grade writing standards and may give teachers further strategies and resources to help them with instruction.

## Instructional Supports for the Model Curriculum

### Plagiarism

[This link](#) is a resource to help teachers instruct students in avoiding plagiarism in their writing. It is a three-day lesson and includes resources and links to help teach it.

### Use Examining Electronic Sources

[Examining electronic resources](#) is a resource for teachers in guiding students in creating a checklist.

### Editing/Revising Resources

At [this link](#) to the Purdue Online Writing Lab, there are many resources for teachers and students for all steps of the writing process. This site is particularly helpful when editing for mechanics, grammar, and usage.

[This site](#) provides many free resources for teachers and students to help develop writing. There are tools specifically useful for editing and revising.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Range of Writing</i></b>
<b>Standard</b>	<b>W.7.10</b> 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.
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p>In the previous grade level, students were expected to write routinely over extended time frames, and in shorter time frames for many different tasks, purposes, and audiences.</p> <p><b><u>Content Elaborations</u></b></p> <p>Effective writers build their skills by practicing a <b>Range of Writing</b>. 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.</p> <p>Writers 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.</p> <p>To build a foundation for college and career readiness, students need to learn to use writing as a way of stating and supporting claims, addressing counterclaims, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In the next grade level, 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.</p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Pictures as Prompts**

Students use a picture to create a story using the information shown. An example of this would [Harris Burdick Pictures](#); follow the link to help use this strategy.

#### **Reflection**

After students publish their writing and receive feedback, students can write a reflection on one or two ways they could improve their work for next time. Self-reflection is an important step in their writing process and gives the students higher level thinking skills to help them grow as a writer. [A site like NowComment allows for a transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue. Another site, Write the World, provides a similar platform.](#)

#### **Journals**

Journals can be used for writing, reflecting, creative prompts, etc. These allow students to have a place where they are writing consistently and repeatedly without having to go through all five steps of the writing process. Teachers could give students 5-7 minute quick writes to begin class each day that are based on a picture, news clip, thoughtful quotes, songs, thought provoking questions, YouTube videos, ethical dilemmas, etc. The point is for continuing practice, honing of skills, and to build stamina.

[These journals can be done through Google Docs or slides. Allowing students access to the stimuli for their journal entry to be able to listen and watch again, as needed. Bullet-style journals would be a good alternative for students with limited English Proficiency or writing deficits. Adapt this method of staying organized to allow students to write shorter pieces of writing.](#)

#### **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? [Students could rewrite the scene from the altered perspective, using a digital platform like Animoto or PowToon.](#)

### Instructional Resources/Tools Journal Writing

[This is a link](#) to a resource with an explanation of journal writing, as well as a lot of journal idea topics for many different genres of writing. Journaling is a strategy used to help students continue to write over time.

**SPEAKING AND LISTENING STRAND**

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Comprehension and Collaboration</i></b>
<b>Standards</b> 	<p><b>SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussions back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted modify their own views.</li> </ol> <p><b>SL.7.2</b> 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.</p> <p><b>SL.7.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Comprehension and Collaboration</i></b>
<p data-bbox="138 277 768 305"><b><u>Previous Grade Level Progression Statement</u></b></p> <p data-bbox="138 329 2007 456">In the previous grade level, students were expected to come to discussions prepared for collaborative discussions with their peers. The topics and texts from which they gather information for their discussions should be from various types of media and formats, with students being able to explain how each type contributes to the overall idea. Students also were expected to distinguish, within a speaker's argument, claims that are supported by reasons and evidence from unsupported claims.</p> <p data-bbox="138 480 432 508"><b><u>Content Elaborations</u></b></p> <p data-bbox="138 532 2007 589">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.</p> <p data-bbox="138 613 2007 708">The focus of <b>Comprehension and Collaboration</b> 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 understanding. Students act responsibly by effectively managing their time and by cooperating and contributing to the group process.</p> <p data-bbox="138 732 2007 859">In order to be an effective listener and focus on and analyze information presented in a variety of formats, students also must apply critical listening skills. A variety of formats could include short videos, audio broadcasts, print media, and/or still images. 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. Students listen for clue words and identify important details.</p> <p data-bbox="138 883 2007 977">Students outline a speaker's overall argument and its specific claims. They will evaluate the evidence for relevancy, sufficiency, and sound reasoning. Students will develop critical thinking skills, accept constructive criticism, and have support in effective communication and articulation of an argument. The ability to articulate an oral argument effectively helps to scaffold written communication techniques of an argument.</p> <p data-bbox="138 1002 705 1029"><b><u>Next Grade Level Progression Statement</u></b></p> <p data-bbox="138 1053 2007 1148">In the next grade level, 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. Students are also expected to analyze the purpose and evaluate the motives behind its presentation.</p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Cubing Strategy**

Students will address statements regarding non-fictional 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.

#### **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.

#### **Four Corner Debates**

The teacher identifies several statements on a particular topic or issue that has two or more sides. In each corner of the classroom, the teacher puts a different sign, “strongly agree,” “agree,” “strongly disagree” and “disagree.” The teacher reads one statement at a time, and students choose a corner of the room to go to based upon how they feel about the statement. From there, students must justify their thoughts and provide relevant evidence to back up their claims.

#### **Mock Trial**

Students participate in a [simulation of a court trial](#). Students are assigned roles as witnesses, attorneys, judge, jury, etc. The trial could be based upon a fabricated crime investigation, a controversial issue, or a novel, story, play, etc.

#### **Socratic Circles**

The goal of the [Socratic Circle strategy](#) is for students to develop a collective understanding of the deeper ideas of a text through dialogue. Students are given a complex passage for close reading. After reading, students are seated in two concentric circles. The teacher assumes the role of facilitator, posing an open-ended question or series of questions to the group. The inner circle discusses a passage using these questions as a guide. In the discussion, the students are expected to acknowledge and validate each other’s ideas and provide feedback and elaboration. The outer circle observes the discussion and evaluates the interaction and development of ideas. After a set time, the two circles switch places and roles. The teacher observes, possibly charting the discussion and ideas as they evolve.

#### **Hot Seat**

One student takes the “hot seat” and plays the role of a literary character, an historical figure, or concept. The “Hot seat” student sits in front of the class and responds to questions from the other students while staying in character. This can also be done in small groups where one student is the “hot seat” in each group and the other 3-4 students ask questions. Students rotate roles and small groups share out to the whole group to close the discussion.

## Instructional Supports for the Model Curriculum

### Instructional Resources/Tools

#### Library of Congress

[Library of Congress](#) offers primary source sets on a variety of topics, as well as documents to guide students through the analysis of primary sources.

#### Digital Information

[Reading Rockets](#) -This site provides ideas for speaking and listening strategies, lessons, and activities to teachers.

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Presentation of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>SL.7.4</b> 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.</p> <p><b>SL.7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p><b>In the previous grade level, students were expected to report on a topic or text, present claims and findings, and sequence ideas logically. They also were expected to include multimedia components and visual displays in presentations to clarify information, as well as adapt speech to a variety of contexts and tasks.</b></p> <p><b><u>Content Elaborations</u></b></p> <p>The focus of this topic is a speaker's preparation and consideration when presenting information. Speakers need to be focused on the claims, relevant facts, and details. This awareness helps the speaker compose and deliver presentations that are engaging, insightful and articulated in a clear, concise manner and promote active audience engagement using appropriate speaking techniques (pronunciation, enunciation, eye contact, volume).</p> <p>Purposeful multimedia components and visual displays should be used for clarity and emphasis of the information being presented. It is important to note here that students should be instructed in <a href="#">digital citizenship</a> and <a href="#">digital literacy</a> in order to choose and use multimedia components appropriately, which includes safety and security measures while online, as well as attention to copyright laws and avoiding <a href="#">plagiarism</a>.</p> <p>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: How much background knowledge about the topic will the audience need? What details will my presentation need in order to inform as well as keep my audience interested? Is my presentation logical, coherent, and presented in an appropriate style?</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, 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.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **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.

#### **Poetry Read Aloud**

Give students a poem a month to read aloud to six adults on their own time. This develops oral fluency and allows students to learn to adapt speech to a variety of contexts and tasks (i.e. different beats and rhythms in a poem).

#### **Multi Genre Research Project**

Students research a topic of choice and present information in various written genres. When students complete the research, their findings are presented in a variety of methods using a variety of media. Examples of completed projects are flipbook, PowerPoint, poetry presentation, Prezi, etc. View this [link](#) for resources on this strategy.

#### **Evaluating Speeches**

Students analyze famous speeches of historical figures, leaders, writers, etc. This allows students to think deeply about the clarifications of claims and salient points. These speeches also may serve as an exemplar text or model of speech and presentation.

### Instructional Resources/Tools

[This website](#) provides poetry resources for students and teachers. Can be used as a resource for lessons involving oral poetry exercises such as poetry slam, competitions, etc.

[This link](#) is a resource with sample lesson plans for analyzing famous speeches as arguments.

[This video](#) presents techniques for an effective speech or class presentation, including eye contact, gestures etc. Teachers may use this as a resource for students.

#### **Digital Citizenship**

[Living in a Digital World](#) provides free, standards-based lessons on digital citizenship for students. There are video resources, lesson plans, student responses, and application opportunities. There are additional resources available regarding privacy, media literacy, cyberbullying, ethics, copyright, and information literacy.

#### **Adding Visual Media to Presentations**

When creating presentations, students could use the following online resources to add short videos or create their own. Video resources to use:

[ProCon](#)- has arguments presented in video formats

[EdTech Teacher](#)- teaches students to plan, organize, write, communicate, collaborate, and analyze videos. [Kid's Vid](#)-helps students and teachers alike to create and produce their own videos.

**LANGUAGE STRAND**

Strand	Language
<b>Topic</b>	<b><i>Conventions of Standard English</i></b>
<b>Standards</b>	<p><b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul> <p><b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>b. Spell correctly.</li> </ul>

**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to demonstrate command of conventions of standard English grammar with a focus on use of pronouns, variations in standard English with writing and speaking, and correct use of commas, parentheses, and dashes.

**Content Elaborations**

The focus of Conventions of Standard English is understanding the correct grammatical structures of English, learning the purposes for punctuation, and using a range of strategies for spelling, which will help students effectively communicate ideas.

Using a variation of sentence structures improves writing and communication by making the text more interesting to the reader and contributes to the flow of the piece which supports communication of ideas. Ideas can be lost when sentences are not structured correctly, such as being too wordy or emphasizing the wrong details. Therefore, instructing students to choose among these sentence forms and signal the difference among relationships encourages the students to evaluate the ideas they want to convey.

Likewise, the correct use of punctuation and spelling when writing supports communication of ideas and flow.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to demonstrate command of the conventions of standard English grammar with a focus on the function and various forms of verbals and their use in sentences. They will also use punctuation to indicate a pause or break with a focus on ellipsis.

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **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 sentences that students develop to demonstrate their mastery. Provide or project a list of common coordinating and subordinating conjunctions.

#### **Sentence Variety**

Find a piece of text that uses one form of sentence. Read aloud and discuss the choices the author made. Have the students revise to add sentence variety to make the writing more impactful.

#### **Find the Coordinate Adjectives**

Students are given a paragraph to seek and identify the coordinate adjectives located within the paragraph and separate them with commas.

#### **Sentence Coloring**

Give students a piece of text with a variety of sentence structures. Have the students work with a partner and, using different colors (colored pencil, highlighters, markers, etc.), underline each type (simple, compound, complex, and compound-complex) with a different color. Then, using those sentences as the model for the students, they then create their own paragraph using different types of sentences. Then the students exchange their created paragraphs with another pair of students and repeat the underlining process to see if they can find all of their different types and suggest sentences be combined, as needed.

#### **Peer Editing with Clock Partners**

Peer editing students' writing is a good way for them to demonstrate their understanding of language conventions, such as punctuation, spelling, and sentence structure. However, this can be an overwhelming task when checking for everything. To help, give students a picture of a clock. On the clock, assign certain "times" with the different language conventions that you want checked in their writing.

Then, students will get with a different partner for each of those times and check just that particular convention. For example, for 12:00, they would meet with a partner and check each other's sentence structure. Then, they would meet with a different partner for 2:00 and check punctuation and so on. This will help the students focus on just one element at a time and allow different students to check their writing and defend their critique.

[This activity would lend itself easily to Google Docs; allowing students to share their work with one another digitally, and students would have the ability to insert comments to help improve their peers' writing.](#)

## Instructional Supports for the Model Curriculum

### Grammar Funny of the Day

This strategy involves presenting the students with a sentence that is altered in meaning (usually amusing) or incomprehensible due to the lack of grammar conventions. The students then correct the sentence to give it the intended meaning. An example: Grandma loves to eat her dogs and her grandchildren. Correction: Grandma loves to eat, her dogs, and her grandchildren.

### Express Lane Edits

Adapted from Jeff Anderson's book, *Mechanically Inclined*, students take the frame of mind of shopping in the express lane at a store in a piece of their writing. Using a journal entry, a draft, or something previously written by the student, make a "shopping list" at the bottom of the paper with the items they need to find. This can be used for the simple, compound, complex, and compound-complex sentences.

Students will divide their paper and write their shopping list on the left. They may include definitions/examples, if necessary. Next, they go through their writing looking for the items on their list. If they find them, they can add their sentence to their receipt, which is on the right side of their paper. If they cannot find something on their list, they will create and/or revise their writing to reflect what they are looking for. At the end of their chart (receipt), students reflect on their piece of writing in relation to the items on their list.

### Mini Lessons

Teachers can focus on the various aspects of grammar, punctuation, and writing skills that are an evident need in the daily writing and writing projects of students. The teacher chooses one aspect of grammar and/or punctuation to focus on deeply in a 10-15 minute lesson that includes modeling the proper use of the skill. Students then apply that specific skill in practice with their writing that day. The students would then follow up with peer review or a writing conference with the teacher to check in on their success with the skill.

If students created the assignment in Google Slides, they would be able to manipulate their notes as the mini lesson takes place. Then, as the students apply the skill to their individual writing that day, they can utilize an assigned color to identify their use of the skill introduced.

### Sentence "People"

The teacher makes signs with things like "subordinating conjunction," "independent clause," "dependent clause," and various punctuation marks written on them. The teacher then hands out these signs to students and has the students arrange themselves into different sentence types. The students who are not holding signs help come up with a variety of different sentences that match the "type" the students up front have arranged themselves into. Having the students move around and physically rearrange themselves helps visual learners see the layout of each sentence type and engages the students in writing.

### Instructional Resources/Tools

[Quill](#) is a free, interactive resource, which provides free writing and grammar activities for middle and high school students. Teachers can set up classes and assign students practice based on their needs, such as sentence structure, grammar, and editing. The activities are designed to be completed in a short amount of time and provide them with immediate feedback.

[This link](#) gives teachers a resource for teaching grammar using best practices. It explains the rationale behind it, as well as specific examples and activities to use in the classroom.

[This link](#) is a resource for teachers for teaching grammar, with rationale for teaching grammar embedded in reading and writing. Links to checklists and lesson ideas are included in this resource.

### **The National Writing Project**

[The National Writing Project](#) offers many strategies such as practice and play with revision techniques as well as Make Grammar Instruction Dynamic.

### **Khan Academy**

Dependent and Independent Clauses, Syntax along with Dangling Modifiers is a fun [Khan Academy video](#).

**Janet Allen's *Words, Words, Words and Making Words Their Own*** Two great resources for word flexibility and strategies, as well as many lessons for building word foundations.

This [site](#) features songs for comma rules.

<b>Strand</b>	<b>Language</b>
<b>Topic</b>	<b><i>Knowledge of Language</i></b>
<b>Standard</b>	<p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely</li> <li>b. Recognize and eliminate wordiness and redundancy.</li> </ul>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p><b>In the previous grade level, students were expected to vary sentence patterns and maintain consistency in style and tone.</b></p> <p><b><u>Content Elaborations</u></b></p> <p>The focus of Knowledge of Language is that knowledge of language conventions is demonstrated when applied in oral, auditory, written, or viewed expression. When applying writing conventions, the students' word choice needs to be precise and appropriate to the topic at hand. They need to find repeated ideas and combine them when necessary to eliminate wordiness.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students will apply knowledge of language to use verbs in the active and passive voice. They will also use verbs in the conditional and subjunctive mood to achieve particular effects.</b></p>	

### **Instructional Supports for the Model Curriculum**

#### **Instructional Strategies**

##### **Provide Models**

The most effective way to teach knowledge of language is embedded in reading and writing. It is imperative that teachers model the work often. Teachers should guide the students through activities where they add, delete, and arrange texts together. The conventions and rules of language emerge organically from this type of guided practice and modeling. Students should be exposed to many opportunities to evaluate both exemplary texts and texts needing revision.

[This is something that could be easily achievable using interactive whiteboard software \(if available\) or Google Slides.](#)

##### **Adding Details**

This is a guided practice strategy where the students and teacher approach the same text for revision together. Students provide suggestions for adding details. In a narrative text, students are directed to look for places to add imagery, emotions, dialogue, and voice. In an informational text, students are directed to look for places to add facts, statistics, examples, and quotes from experts.

## Instructional Supports for the Model Curriculum

### Language Cemetery

Create a bulletin board or organizer where overused words, common spelling mistakes, punctuation mistakes, redundant phrases, etc. are stored. This serves as a visual reminder for students as they are learning to use the conventions of language to improve their writing. Many of the examples should come from the students' writing samples or the students' observations so that the students feel ownership and authenticity.

### Checklist

Provide a checklist for revision and editing. Include common conventions and mistakes for students to check in their writing. This is typically used as an independent tool for students to check their own writing before they begin to peer edit. Ongoing practice with using a checklist will teach students to check for conventions automatically as a part of their individual writing process.

Checklists can be individualized to student needs. Some students are still looking for basic punctuation. If there are times when you want them to focus more on the content or higher-level writing skills, do not include the lower level editing on their specific checklist for that piece of writing.

### Tweet Response

Twitter is a social media tool that most students are familiar with, and only allows a user to use 140 characters in their tweet. This is a strategy to help students eliminate wordiness and learn to be more succinct in their responses and writing. Students can answer extended response questions or write summaries, and then work on writing the response as if it were a tweet that they only have 140 characters to use to answer. You can add these into a Google chat, blog, etc. or in your Google Classroom, and then, students can respond and make comments back to each other.

### RADaR Revision

From Kelly Gallagher's *Write Like This*, students use the acronym RADaR to revise their writing.

**R** - Replace words that are not specific, words that are overused, sentences that are unclear;

**A** - Add new information, descriptive adjectives and adverbs, rhetorical or literary devices;

**D** and - Delete unrelated ideas, sentences that do not sound good but create unity problems, unwanted repetition, unnecessary details; **R** - Reorder to make better sense or to flow better, so details support main ideas, to avoid writing that clearly lacks purpose, focus, or audience.

### Unnecessary Redundancy

After teaching what redundancy is and why it is not effective, have students write a paragraph using at least 5 redundant words or phrases. Students will give their writing to a partner and have them revise their writing to remove redundancy and wordiness.

## Instructional Supports for the Model Curriculum

### Read and Record

Students read their writing aloud using a recording device or application. They listen to their recording while reading along with their text as it plays back. They will look for redundancy and unclear wording, using a correction pen to make notes, strike words, etc. This will teach students to “hear” their own writing as they are reading and revising. Websites such as Vocaroo or [Audacity](#) allow students to easily record their voices and listen to their recordings. They also allow students to save their recordings, which provide the opportunity for students to listen to each other’s work.

### **Instructional Resources/Tools**

Examples of redundancy in writing and [how to fix it](#).

[Redundant Writing](#)-- Phrases to Avoid

Straining out Redundancy: the Pasta Metaphor-- [This reference](#) describes how redundancy in writing is like draining a pot of pasta. In writing, you can think of the water as redundant information, the noodles as the important information you wish to convey, and the strainer as the editing process.

The Purdue Online Writing Lab has multiple resources to help plan instruction and/or clarify for teachers how to explain topics to students. This particular link has [exercises in eliminating wordiness](#).

This resource gives students a sentence then offers suggestions on [how to fix it for wordiness and redundancy](#).

Strand	Language
<b>Topic</b>	<b>Vocabulary Acquisition and Use</b>
<b>Standards</b> 	<p><b>L.7.4</b> 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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>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 part of speech.</li> <li>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).</li> </ol> <p><b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) ( e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ol> <p><b>L.7.6</b> 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.</p>
<p><b>Previous Grade Level Progression Statement</b></p> <p>In the previous grade level, students were expected to determine or clarify the meaning of unknown and multi-meaning words. Through the use of context clues and grade appropriate Greek and Latin affixes and roots, students demonstrated understanding of figurative language, word relationships, and nuances in word meanings in grade-level content. They were also expected to consult reference material and accurately use grade-appropriate academic and domain-specific words.</p> <p><b>Content Elaborations</b></p> <p>The focus of <b>Vocabulary Acquisition and Use</b> is the understanding that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text.</p> <p>Students use their knowledge of word origins, literary as well as historical context clues, and reference materials to aid in their understanding of complex words and new subject-area vocabulary.</p>	

Strand	Language
<b>Topic</b>	<b><i>Vocabulary Acquisition and Use</i></b>
<p>Comprehension also is enhanced when readers understand and interpret figurative language, word relationships, distinguish between the dictionary meaning and the implied meaning of a writer's words, and recognize nuances in word meaning.</p> <p>Understanding how to use and find the meaning of grade level vocabulary words and phrases allows students to communicate and comprehend ideas on a developmentally appropriate level.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, 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 grade-level content.</b></p> <p><b>They are expected to acquire and use accurately grade appropriate and domain-specific words.</b></p>	

## Instructional Supports for the Model Curriculum

### **Instructional Strategies**

#### **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).

#### **Word Parts**

The idea: Break down the different parts of a word—base word (word stem or root word), prefixes, and suffixes—to figure out what it means. Some words have a prefix only (reread), a suffix only (reading), both a prefix and a suffix (prereading), a combination (unreadableness), or neither (read). Example: **Discrimination** *Dis-*: not, opposite of, reverse, deprive of; apart, away; *crimin*: verdict, judicial decision; judgment; *tion*: indicates the word is a noun.

#### **Word Etymology**

Etymology is the study of the origin and history of a word. The students will research a word using a dictionary to find as much information as possible including root words, origin of language, word families, parts of speech, antonyms, and synonyms. Teachers may choose to have students record the information using a graphic organizer.

#### **Word of the Day**

Students are directed to use, research, define, etc. A “word of the day.” The teacher chooses the word and displays it for the class to see. Words may be chosen from current reading assignments, vocabulary, frequently misused words etc. This is best utilized by first modeling for students what they are expected to do with the word of the day, then, after applied practice, students will be able to complete the tasks for word of the day in an ongoing independent work time.

## Instructional Supports for the Model Curriculum

### Slang Dictionary

This is a good lesson to use to introduce and help students really relate to connotation. Students make a slang dictionary of terms that they use, which are different than their actual meaning. Students use words in their own way, usually from things that are popular at the time. Students can make their dictionary using a flipbook, notebook, etc. How many words he or she needs to add is up to each teacher. You can discuss with the students the words they put in their dictionary and even create your own and share with the students. This helps to introduce connotation and how words can be used in multiple ways.

### Reading Dictionary

While students are reading, either fictional stories or nonfiction articles, and/or while they are annotating, they can create their own reading dictionary with the words they do not know. Students write down the words and then use a print or online dictionary or other resource to look up the definition and part of speech and use the word in their own sentence. Teachers can set up the requirement for how many words students should have in a week, month, or quarter- whenever they decide they want to check their dictionaries. This helps to make the words the students are learning meaningful to them because they are words they do not know, not just a list the teacher gives them. **This lesson can have several extensions. When teachers check their dictionaries, they can chose words from them to make a vocabulary list to give to the students to use as an assessment for all students. Or you can have students include so many of their words from their reading dictionaries in their weekly writing assignments, journals, or essays.**

**This activity could easily be more digitally interactive through the use of Google Slides. Each slide could be a different word they are adding to their "Reading Dictionary". Students can easily add its part of speech, definition, their own sentence, the original sentence (with title and author) in which the word was discovered, and even a visual representation to help them remember the word. This Google Slides Presentation can be an active assignment that students can easily continue to add to as the year progresses.**

### Sentence Correcting

Many resources have sentences that need fixing. It is easier to use your own from a book or passage that you are studying. The students learn how to identify phrases, clauses, and sentence types, such as simple, compound, complex, and compound-complex.

### Passage Identification

This strategy allows the students to work in pairs and identify the various parts of speech in a paragraph. Highlighted words throughout the passage make this a fun and challenging exercise for the students.

### It's All Greek To Me

Students learn prefixes and suffixes and their meanings. They identify these words in a highlighted passage and draw a picture that represents the Greek or Latin origin. The students are also encouraged to write sentences incorporating the correct use of the learned words.

### Parts of Speech

Students work in groups representing the eight parts of speech. Each group is responsible for researching and identifying their part of speech. Each group presents the topic to the other members of the class by defining and using various examples. The students then write sentences using words from each groups' word examples.

## Instructional Supports for the Model Curriculum

As students are researching their part of speech, students can create a creative visual representation to present their findings. Students could create interesting videos using Animoto, GoAnimate, Powtoon; or interesting interactive visuals with PicMonkey, Thinglink, and [Infogram](#).

### Language Learning Stations

Create learning stations, which should be engaging. Stations should all have a common topic or theme. For example, the topic could be Vocabulary and Word Choice. Possible stations could include Mood, Word Choice, Connotations, Denotations, Vocabulary, etc.

### **Instructional Resources/Tools**

**Vocabulary Development Strategies** - This is a link that suggests strategies to [build student vocabularies](#).

Strategies to promote [vocabulary development](#), including using contextual clues, idiomatic expressions, and word mapping.

[Latin and Greek cross-references](#) to enhance English vocabulary skills and word studies.

[Weirdly worded passages](#) in the news, explanations of idioms, and interesting information about words.

[This resource](#) offers six different websites for building and identifying vocabulary skills.

### **No Red Ink**

Students and teachers will enjoy *Noredink* (search in browser), a free site that shows strategies, practice, and data tracking allowing every student to strengthen weak skills in writing and language.

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## English Language Arts Model Curriculum Update Writing Team

### GRADE 7

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## English Language Arts Model Curriculum Resource Teams

### DIVERSE LEARNERS, INSTRUCTIONAL TECHNOLOGY, CAREER CONNECTIONS

Diverse Learners	Technology	Career Connections
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