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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.

Strand	Reading Literature
Topic	*Key Ideas and Details*
Standards	RL.1 Quote accurately from a text when explaining text.
	RL.2 Analyze literary text development.
	a. Determine a theme of a story, drama, or poe respond to challenges or how the speaker in
	b. Summarize the text, incorporating a theme d
	RL3 Compare and contrast two or more characters, the text (e.g., how characters interact).

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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

The Instructional Supports section contains the Instructional Strategies and Instructional Tools/Resources which are designed to be fluid and improving over time, through additional research and input from the educational community. In our effort to make sure that our Instructional Supports reflect best practices, this section is under revision.
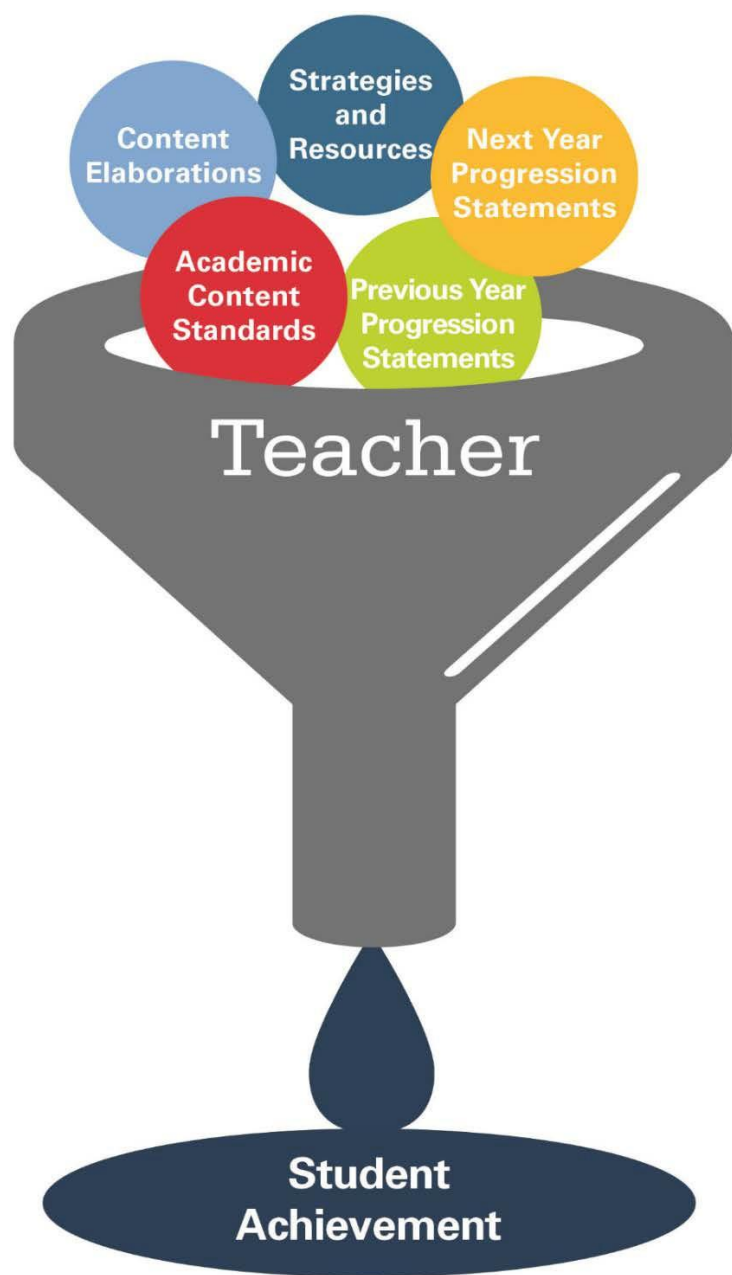
Function of the Components and Supports

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:

» 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

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.

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
» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic » best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices » a support for instructional planning using the learning standards as a foundation	⊗ lesson plans ⊗ an exhaustive list of classroom activities per standard ⊗ instructional units ⊗ a resource meant to replace your district's decisions or direction

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.

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English Language Arts Model Curriculum
WITH INSTRUCTIONAL SUPPORTS

Grade 7

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	*Key Ideas and Details*

Standards	**RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	
	RL.7.2 Analyze literary text development.
	    a. Determine a theme of a text and analyze its development over the course of the text.
	    b. Incorporate the development of a theme and other story details into an objective summary of the text.
	
	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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

Strand	Reading: Literature
Topic	*Key Ideas and Details*

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.

Next Grade Level Progression Statement
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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Literature
Topic	***Craft and Structure***
Standards	**RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of 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. **RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **RL.7.6** Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.

Previous Grade Level Progression Statement
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.

Content Elaborations
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.

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.

Next Grade Level Progression Statement
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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Reading: Literature
Topic	*Integration of Knowledge and Ideas*
Standards	**RL.7.7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). **RL.7.8** (Not applicable to literature) **RL.7.9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Previous Grade Level Progression Statement
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.

Content Elaborations
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.

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.

Next Grade Level Progression Statement
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.

Instructional Supports for the Model Curriculum

<u>Instructional Strategies</u>
This section is under revision.

<u>Instructional Tools/Resources</u>
This section is under revision.

Strand	Reading: Literature
Topic	*Range of Reading and Level of Text Complexity*
Standard	**RL.7.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.

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.

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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational Text
Topic	*Key Ideas and Details*

Standards	**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	
	RI.7.2 Analyze informational text development.
	    a. Determine two or more central ideas in a text and analyze their development over the course of the text.
	    b. Provide an objective summary of the text that includes the central ideas and their development.
	
	RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Previous Grade Level Progression Statement
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.

Content Elaborations
The focus of **Key Ideas and Details** 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.

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 Types of Summaries Standard Guidance 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.

Next Grade Level Progression Statement
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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Reading: Informational Text
Topic	*Craft and Structure*
Standards	**RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **RI.7.6** Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Previous Grade Level Progression Statement
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.

Content Elaborations
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.

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.

Next Grade Level Progression Statement
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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Reading: Informational Text
Topic	*Integration of Knowledge and Ideas*
Standards	**RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Previous Grade Level Progression Statement
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.

Content Elaborations
The focus of **Integration of Knowledge and Ideas** 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.

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.

Next Grade Level Progression Statement
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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Reading: Informational Text
Topic	*Range of Reading and Level of Text Complexity*
Standard	**RI.7.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

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.

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.

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Instructional Supports for the Model Curriculum
Instructional Strategies *This section is under revision.* **Instructional Tools/Resources** *This section is under revision.*

WRITING STRAND

Strand	Writing
Topic	***Text Types and Purposes***

Standards	**W.7.1** Write arguments to support claims with clear reasons and relevant evidence.
	    a. Establish a thesis statement to present an argument.
	    b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	    c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	    d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	    e. Establish and maintain a formal style.
	    f. Provide a concluding statement or section that follows from and supports the argument presented.
	
	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	    a. Establish a thesis statement to present information within the introduction.
	    b. 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.
	    c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	    d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	    e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	    f. Establish and maintain a formal style.
	    g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	
	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.
	    a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	    c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	    d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
	    e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Strand	Writing
Topic	***Text Types and Purposes***

Previous Grade Level Progression Statement
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.

Content Elaborations
The focus of **Text Types and Purposes** 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.

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 *analysis.* 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.

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, including introduction, evidence, and conclusion. See the Establishing a Thesis Standard Guidance for more details about the thesis-claim-evidence structure.

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.

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.

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.

Next Grade Level Progression Statement
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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Writing
Topic	*Production and Distribution of Writing*
Standards	**W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.

Previous Grade Level Progression Statement
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.

Content Elaborations
The focus of **Production and Distribution of Writing** 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.

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.

Texts should represent organizational structures that summarize, extend, or elaborate on ideas and include evidence of logic, style, voice, word choice, and writing techniques.

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.

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.

Next Grade Level Progression Statement
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.

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Instructional Supports for the Model Curriculum
Instructional Strategies *This section is under revision.* **Instructional Tools/Resources** *This section is under revision.*

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Writing
Topic	*Research to Build and Present Knowledge*

Standards	**W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
	
	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	
	W.7.9 Draw evidence from literary or informational text to support analysis, reflection, and research.
	    a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
	    b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

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.

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
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Writing
Topic	*Range of Writing*
Standard	W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Previous Grade Level Progression Statement
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.

Content Elaborations
Effective writers build their skills by practicing a **Range of Writing**. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose.

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.

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.

Next Grade Level Progression Statement
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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	*Comprehension and Collaboration*

Standards	**SL.7.1** Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.
	    a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
	    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussions back on topic as needed.
	    d. Acknowledge new information expressed by others and, when warranted modify their own views.
	
	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
	
	SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Previous Grade Level Progression Statement
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.

Content Elaborations
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.

The focus of **Comprehension and Collaboration** is the understanding that effective listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of examining issues, sharing information, and building understanding. Students act responsibly by effectively managing their time and by cooperating and contributing to the group process.

In order to be an effective listener and focus on and analyze information presented in a variety of formats, 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.

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.

Next Grade Level Progression Statement
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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Speaking and Listening
Topic	*Presentation of Knowledge and Ideas*
Standards	**SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Previous Grade Level Progression Statement
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.

Content Elaborations
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).

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 digital citizenship and digital literacy 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 plagiarism.

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?

Next Grade Level Progression Statement
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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

LANGUAGE STRAND

Strand	Language
Topic	*Conventions of Standard English*

Standards	**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	    a. Explain the function of phrases and clauses in general and their function in specific sentences.
	    b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
	    c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
	
	L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
	    b. Spell correctly.

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 *This section is under revision.* **Instructional Tools/Resources** *This section is under revision.*

Strand	Language
Topic	*Knowledge of Language*

Standard	**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	    a. Choose language that expresses ideas precisely and concisely
	    b. Recognize and eliminate wordiness and redundancy.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to vary sentence patterns and maintain consistency in style and tone.

Content Elaborations
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.

Next Grade Level Progression Statement
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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Language
Topic	*Vocabulary Acquisition and Use*
Standards	**L.7.4** Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel).* c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending).* **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Previous Grade Level Progression Statement
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.

Content Elaborations
The focus of **Vocabulary Acquisition and Use** is the understanding that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text.

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.

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.

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.

Next Grade Level Progression Statement
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. They are expected to acquire and use accurately grade appropriate and domain-specific words.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision..

English Language Arts Model Curriculum Update Writing Team

GRADE 7

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