

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7. 1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>Essential Components W.7.1.a-e</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Essential Understanding</p> <p>-MLA Formatting for in-text citations and works cited pages</p>	<p>Academic Vocabulary/Language</p> <p>-ABTATO, PETs, TOO (or comparable organizational structures for writing arguments with developed intros, bodies, and conclusions)</p> <p>-accurate</p> <p>-analyze/analysis</p> <p>-argument</p> <p>-cite</p> <p>-claim/counterclaim</p> <p>-clarify</p> <p>-clauses</p> <p>-cohesion</p> <p>-credible</p> <p>-demonstrate</p> <p>-establish</p> <p>-formal style</p> <p>-inference</p> <p>-logos/pathos/ethos</p> <p>-maintain</p> <p>-reasons</p> <p>-textual evidence</p> <p>-phrases</p> <p>-relevant</p> <p>-warrant</p>
<p>CCR Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><u>BROAD LEARNING TARGET:</u> The student can write arguments to support claims with clear reasons and relevant evidence.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can define, identify, and use argument, claim, warrant, and counterclaim.</p> <p>The student can recognize and use strategies and techniques for introducing, organizing, and concluding arguments.</p> <p>The student can recognize and use strategies and techniques for supporting claims and creating cohesion among claims, reasons, and evidence.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can analyze the accurateness and credibility of sources and evaluate the clarity, logic, and relevance of reasons and evidence.</p> <p>The student can distinguish between formal and informal writing styles and use formal style in argument writing.</p> <p>The student can distinguish between logos, pathos, and ethos; and use logical reasoning for argument writing.</p> <p>The student can demonstrate an understanding of a topic/text through argument writing.</p> <p><u>Underpinning Product Learning Targets:</u> The student can use correct MLA format for in-text citations and works cited pages.</p>	
<p>ULTIMATE LEARNING TARGET TYPE: PRODUCT</p>	<p>Career Connections</p> <p>http://www.ccssoh.us/EL/A6-12.aspx (Click on Career Connections for English Language Arts)</p>	

Question Ideas

Argumentation/Analysis: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that argues your position on ___ (content). Support your position with evidence from your research.

[Insert question] After reading ___ (literature or informational texts) write a/an ___ (essay or substitute) that addresses the question and support your position with evidence from the text.

Argumentation/Comparison: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that compares ___ (content) and argues ___ (content). Support your position with evidence from the texts.

[Insert question] After reading ___ (literature or informational texts) write a/an ___ (essay or substitute) that compares ___ (content) and argues ___ (content). Support your position with evidence from the texts.

Argumentation/Evaluation: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that discusses ___ (content) and evaluates ___ (content). Support your position with evidence from your research.

[Insert question] After reading ___ (literature or informational texts), write a/an ___ (essay or substitute) that discusses ___ (content) and evaluates ___ (content). Be sure to support your position with evidence from the texts.

Argumentation/Problem-Solution: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that identifies a problem ___ (content) and argues for a solution. Support your position with evidence from your research.

[Insert question] After reading ___ (literature or informational texts) on ___ (content), write a/an ___ (essay or substitute) that identifies a problem ___ (content) and argues for a solution ___ (content). Support your position with evidence from the text(s).

Argumentation/Cause-Effect: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that argues the causes of ___ (content) and explains the effects ___ (content). What ___ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.

[Insert question] After reading ___ (literature or informational texts) on ___ (content), write a/an ___ (essay or substitute) that argues the causes of ___ (content) and explains the effects ___ (content). What ___ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.

Common Core Appendices Support

Appendix C Samples of Student Writing: An example of a Grade 7 Argument with annotation can be found on pages 40-41. The student is writing to the principal arguing against cameras in the classroom.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Personal Opinion Paper

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

Standardized Test Sample Question Stems

Write an essay for your school newspaper arguing whether playing video games significantly affects physical health. Your essay must be based on the ideas, concepts, and information that can be determined through analysis of the “Do Video Games Have a Major Effect on Players’ Physical Health?” passage set.

W.6.1 (Prior Grade Standard)

Write arguments to support claims with clear reasons and relevant evidence.

(Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.)

W.8.1 (Future Grade Standard)

Write arguments to support claims with clear reasons and relevant evidence.

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

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.

CCR Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Components W.7.2.a-f

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Essential Understanding

-MLA Formatting for in-text citations and works cited pages

Academic

Vocabulary/Language

- ABTATO, PETs, TOO (or comparable organizational structures for writing informative/explanatory text with developed intros, bodies, and conclusions)
- analyze/analysis
- clarify
- concepts
- convey
- demonstrate
- domain-specific/tier three vocab
- establish
- informative/explanatory text
- maintain
- organizational strategies (definition, classification, comparison/contrast, cause/effect)
- preview
- topic
- cite
- cohesion
- concrete
- credible
- develop
- examine
- multimedia
- precise
- relevant
- transitions

ULTIMATE LEARNING TARGET TYPE: PRODUCT

Career Connections

<http://www.ccsok.us/ELA6-12.aspx>

(Click on Career Connections for English Language Arts)

BROAD LEARNING TARGET:

The student can write informative/explanatory texts that examine topics and convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content.

Underpinning Knowledge Learning Targets:

The student can define, identify, and use cohesive transitions, precise language, and domain-specific vocabulary.

The student can recognize and use strategies and techniques for introducing (including previewing), organizing (definition, classification, comparison/contrast, and cause/effect), and concluding informative/explanatory texts that examine topics and convey ideas, concepts, and information on that topic.

Underpinning Reasoning Learning Targets:

The student can analyze the credibility of sources and relevant content for informative/explanatory topics.

The student can distinguish between formal & informal writing styles and use formal style in informative/explanatory writing.

The student can demonstrate an understanding of a topic through development of the topic relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory writing.

Underpinning Product Learning Targets:

The student can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension of informative/explanatory texts.

The student can use correct MLA format for in-text citations and works cited pages.

Question Ideas

Definition: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that defines ___ (term or concept) and explains ___ (content). Support your discussion with evidence from your research.

Description: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that describes ___ (content). Support your discussion with evidence from the your research.

Procedural/Sequential: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that relates how ___ (content). Support your discussion with evidence from your research.

After researching ___ (informational texts) on ___ (content), developing a hypothesis, and conducting an experiment examining ___ (content), write a laboratory report that explains your procedures and results and confirms or rejects your hypothesis. What conclusion(s) can you draw?

Synthesis: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that explains ___ (content). What conclusions or implications can you draw? Cite at least ___ (#) sources, pointing out key elements from each source.

Analysis: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that analyzes ___ (content), providing evidence to clarify your analysis. What ___ (conclusions or implications) can you draw?

Comparison: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that compares ___ (content).

Cause/Effect: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that examines causes of ___ (content) and explains effects _____. (content). What conclusions or implications can you draw? Support your discussion with evidence from your research.

Common Core Appendices Support

Appendix C Samples of Student Writing: Examples of Grade 7 Informative/Explanatory writings with annotations can be found on pages 42-46.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

-Moodle, a free, secure Web application, is a learning-management system that educators can use to create online learning sites. Students can use Moodle to submit drafts of their work. Find it at <http://moodle.org/>.

-Animoto (www.animoto.com) is a Web application site for both teachers and students to create multimedia productions. It easily turns pictures and text into video clips. Get free *All-Access Passes* for free unlimited full-length video creations at <http://education.animoto.com>.

-*Resource: Literature - Exploring Point of View* after reading/viewing this page, students respond to an informative/explanatory prompt directed to three audiences (i.e., peers, principal, grandparent). Find it at <http://www.learner.org/interactives/literature/read/pov1.html>.

Standardized Test Sample Question Stems

Your social studies class is researching both traditional and unexpected heroes. Using the information and examples found in the “Courage and Heroism” passage set, write an informative essay on what it means to be courageous.

W.6.2 (Prior Grade Standard)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include

formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.]

W.8.2 (Future Grade Standard)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.]

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

W. 7. 3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCR Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Components W.7.3.a-e

- 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.

*Extended Understanding

-Extend a short narrative into a novella or novel

Academic

Vocabulary/Language

- action
- analyze
- capture
- characters/characterization
- clauses
- context
- convey
- detail
- develop
- elaborate
- elements of plot (exposition, rising action, climax, falling action, denouement, resolution, conflict, protagonist/antagonist)
- elements of prose (diction, syntax, imagery, figurative language, style, theme, tone, etc.)
- engage
- establish
- event
- illustrate
- interact
- narrative
- narrative techniques (dialogue, pacing, description, flashback, foreshadow, framing device, shift, time frame, point of view)
- narrator
- orient
- phrases
- point of view
- precise
- provide
- relevant
- sensory language
- sequence
- setting
- signal
- unfold

ULTIMATE LEARNING TARGET TYPE: PRODUCT

Career Connections

<http://www.ccsso.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

BROAD LEARNING TARGET:

The student can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Underpinning Knowledge Learning Targets:

The student can define, identify, and use elements of prose (style, theme, tone . . .), elements of plot (conflict, climax, protagonist . . .), and narrative techniques (dialogue, flashback, pacing . . .).

The student can define, identify, and use transitional words, phrases, and clauses to connect sequences of events, shifts in time, and changes in settings.

The student can define, identify, and use grade-level appropriate vocabulary and figurative language to capture action and convey experiences and/or events.

Underpinning Reasoning Learning Targets:

The student can engage and orient the reader by establishing a context, providing a point of view, and introducing a narrator and/or characters.

The student can organize an event sequence that unfolds naturally and logically.

The student can provide a conclusion that follows from and reflects on the narrated experiences or events.

Question Ideas

How would you sequence the progression of the _____ event in your narrative?

How will your character/narrator evolve with the elaboration of the narrative?

What are the three main events that will happen in your narrative? What ideas, characters, experiences will connect them?

In your narrative, who is speaking? What point of view will you use? What is the setting?

Narrative/Description: After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that describes _____ (content). **L2** Use ____ (stylistic devices) to develop a narrative. **L3** Use ____ (techniques) to convey multiple storylines.

[Insert question] After reading _____ (literature or informational texts), write a _____ (narrative or substitute) from the perspective of _____ (content). **L2** Use _____ (stylistic devices) to develop a narrative effect in your work. **L3** Use _____ (techniques) to convey multiple storylines.

Narrative/Sequential: After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that relates _____ (content) and the events that _____ (content). **L2** Use _____ (stylistic devices) to develop your work. **L3** Use _____ (techniques) to convey multiple storylines.

[Insert question] After reading _____ (literature or informational texts) about _____ (content), write a _____ (narrative or substitute) that relates _____ (content). **L2** Use _____ (stylistic devices) to develop your work.

Common Core Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 Narrative writings with annotations can be found on pages 52-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

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.

Standardized Test Sample Question Stems

At the end of the passage, Howie tells Kevin that he is not making a good case. Write an original story that describes what Kevin does next to try to change Howie's mind about paying for Cromwell's training.

W.6.3 (Prior Grade Standard)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.)

W.8.3 (Future Grade Standard)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (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. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.)

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Essential Understanding -Identify and understand writing task, purpose, and audience -Produce clear and coherent writing through development, organization, and style -Match development, organization, and style of writing to task, purpose, and audience</p> <p>*Extended Understanding -Produce clear and coherent writing that addresses multiple tasks, purposes, and/or audiences</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze -appropriate -clear -coherent -determine -development (analysis, synthesis, summary, evaluative, etc.) -organization (causation, narration, sequential, descriptive, comparison) -purpose (to inform, argue, defend. . .) -style (formal, informal, diction, syntax, mood, tone, figurative language, patterns, repetitions, etc). -task -writing types (argument, informational/expository, narrative. . .)
<p>CCR Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		

<p>ULTIMATE LEARNING TARGET TYPE: PRODUCT</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify and understand varied writing tasks, purposes, and audiences.</p> <p>The student can identify and understand varied methods of writing development, organization, and style.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can determine the writing task, purpose, and audience.</p> <p>The student can match varied methods of development, organization, and style of writing to varied tasks, purposes, and audiences.</p>
<p>Career Connections</p> <p>http://www.ccs.oh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	

Question Ideas

Underline all of the tasks listed in the essay prompt. How many tasks are there? What is the best organizational structure to use in an essay that addresses this prompt?

Is the prompt calling for analysis, synthesis, or evaluation?

Who will be the audience for this piece of writing? How will you adjust your style to accommodate the audience?

The purpose of this writing is to defend a position. What writing type will you use: informational/explanatory, narrative, or argument?

How will you use word choice (diction) to impact the audience?

Read through your draft of the argument paper. Have you chosen the right organizational pattern to maximize the effect on an audience of eighth graders?

What would you change if you were to rewrite the narrative for an audience of third-graders?

After reading the prompt, list the purpose for the writing called for in the prompt.

Common Core Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

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.

W.6.4 (Prior Grade Standard)

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

W.8.4 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7. 5</p> <p>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><u>Essential Component</u></p> <ul style="list-style-type: none"> -Demonstrate command of grade-level language standards (L.7.1-3) <p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> -Use planning templates to develop and strengthen writing -Use revising and editing techniques to develop and strengthen writing -Rewrite or try a new approach to develop and strengthen writing -Understand and analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing 	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -analyze -audience -diction -editing -guidance -organizational structure (chronological, comparison, cause/effect, problem/solution, etc.) -peers -planning -purpose -revising -rewriting -sentence (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic, etc.) -strengthen -syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.) -style
<p>CCR Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> -Identify and understand writing task, purpose, and audience -Plan, revise, edit, rewrite, or try a new approach to strengthen focus on purpose and audience 	

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.</p> <p>The student can focus on and strengthen how well purpose and audience have been addressed in his/her writing.</p>
<p>Career Connections</p> <p>http://www.ccs.oh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can understand how to use planning templates, revising & editing techniques, and rewrites & new approaches to develop and strengthen writing.</p> <p><u>Underpinning Reasoning Learning Targets:</u></p> <p>The student can analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing.</p> <p>The student can determine the writing purpose and audience.</p> <p><u>Underpinning Skill Targets:</u></p> <p>The student can demonstrate command of grade-level language standards (L.7.1-3).</p>

Question Ideas

Use the editing sheet to help you edit for grammar, mechanics, usage, and spelling. When you can put a check beside all 15 items, you are ready to rewrite your draft into a final copy.

Use the planning sheet to outline your essay. Begin writing your essay when your plan is complete.

Analyze the introduction. Does it grab attention? Give background? Give the thesis? Give the organizational pattern for the paper? If you answered no to any of these, revise your introduction.

What is the purpose for your essay? How well does your essay convey that purpose?

Use the editing sheet to help you edit for theme, style, and organization. When you can put a check beside all 10 items, you are ready to rewrite your draft into a final copy.

Analyze the text structure and explain why you chose to write it this way.

Who is the audience for this essay? What does this audience expect? How well does your essay address that audience?

What types of sentences did you use? How do they help with idea development? If they do not help, consider revising or editing them.

Describe the syntax of the your writing. How do your syntactical choices affect the overall text structure? Does your syntax need elevated?

Use the ABTATO, PETs, TOO strategy to plan and organize your essay.

Common Core Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Writing Workshop

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

-For an editing checklist, visit www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html.

W.6.5 (Prior Grade Standard)

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.

W.8.5 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

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.

Essential Understanding

- Understand how to access and use technology, including the Internet, e-mail, and social & academic media sites for research, communication, and collaboration
- Understand how to access and use word processing, communication, collaboration, and presentation software for formatting, producing, and publishing writing
- Know how to link, download, save, upload, and attach varied formats of files and sources
- Demonstrate keyboarding skills
- Cite sources in-text and on works cited pages using MLA formatting

Academic Vocabulary/Language

- access
- collaborate
- communication
- demonstrate
- download/upload/attach/
- e-mail
- formatting
- interact
- Internet
- link/hyperlink
- MLA Format
- produce
- publish
- research
- social media
- technology
- word processing

CCR Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

ULTIMATE LEARNING TARGET TYPE: SKILL

BROAD LEARNING TARGETS:

The student can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

The student can link to and cite sources while collaborating with others or producing/publishing writing.

Underpinning Knowledge Learning Targets:

The student can understand how to access and use the Internet, varied word processing, presentation, and communication software, & social/academic media sites for interacting/collaborating with others and formatting/producing/publishing writing.

The student can understand and use MLA formatting for page set-up, in-text citations, and works cited pages.

Underpinning Skill Learning Targets:

The student can download, save, upload, attach, and link varied formats of files and sources.

Career Connections

<http://www.ccssoh.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

Question Ideas

Which of the following papers is correctly formatted using MLA style?

WRITE A FIVE TO SEVEN PAGE RESEARCH PAPER WITH AT LEAST **FOUR SOURCES AND** PRODUCE A FIVE MINUTE MULTIMEDIA PRESENTATION USING PREZI, ANIMOTO, OR POWERPOINT ON ONE OF THE FOLLOWING TOPICS (A OR B):

A. Explore the **Feminist Movement** from the 1960s to now. Include important people, organizations, and events. Include Feminist literature (Sylvia Plath, Anne Sexton, Sonia Sanchez, Adrienne Rich) and Feminist art (*Black Venus* by Niki De Saint Phalle, *The Dinner Party* by Judy Chicago, *Tree of Life* by Ana Mendieta, *Untitled #276* by Cindy Sherman, and *Your Body is a Battleground* by Barbara Kruger). Decide what is the most important event, work of literature, or piece of art in the movement's history and explain why it is the most important to humanity.

B. Explore global **Literary Movements** in the Information Age: Postmodernism (Vaclav Havel), Magic Realism (Gabriel Garcia Marquez), Social Conscience Literature (Gary Snyder, Wislawa Szymborska, Salman Rushdie), Docufiction (Winston Groom's *Forrest Gump*), Hint Fiction (Hannah Craig), and Science Fiction (Ray Bradbury). Describe each movement, its originators, and sample authors/works. Decide which is the most important literary movement of the time period (c. 1950-present) and explain why it is the most important to humanity.

Prepare an MLA-formatted annotated bibliography with the electronic sources you plan to use in your paper.

After choosing your living hero, send him/her an e-mail with questions that you need answered to produce a quality essay.

Use the class Facebook page to give two thoughts concerning today's learning target. Then, add a link to a source that can be used to address the question of the day.

Produce a three-page paper on the topic, using your draft and research from the Internet, in one class period.

Common Core Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

-A free MLA/APA Bibliography format maker can be found at www.noodletools.org.

-Students use a recursive process to gather information by using the *Big6* model of research, the most widely known and widely used approach to teaching information and technology skills in the world. Developed by educators Mike Eisenberg and Bob Berkowitz, it is a six-step approach to research differentiated by grade levels. Find it at <http://www.big6.com>.

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

W.6.6 (Prior Grade Standard)

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

W.8.6 (Future Grade Standard)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> W. 7. 7 </div>	<p>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>Essential Understanding -Identify, research, and integrate information from several sources to answer a research question -Conduct research -Generate additional, related questions/inquiry based upon analysis of research findings</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze -appropriate -conduct -compare/contrast -draw -inquiry -integrate -investigate -issue -media -pertinent -refocus -research question -several -synthesize -summarize -topic
<p>CCR Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>		<p>*Extended Understanding -Use findings from short research projects to participate in Socratic seminars -Conduct your own research project for self-generated questions</p>	
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can conduct short research projects to answer a question, drawing on several sources. The student can generate additional, related questions for short research projects.</p>		
<p>Career Connections http://www.ccsokh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Knowledge Learning Targets:</u> The student can identify information pertinent to an inquiry gained through researching several sources.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can integrate information pertinent to an inquiry gained through researching several sources.</p> <p><u>Underpinning Skill Learning Targets:</u> The student can demonstrate proficient use of research skills.</p>		

Question Ideas

What information on the question is presented in each of the sources? What additional question could be asked to take the inquiry deeper?

Experience each source of information on the topic. Explain what is added to your knowledge of the topic from each source. What do you still need to know? Write an additional question to address what you still need to know on the topic.

Summarize each of the sources of information on the question.

List three possible answers to the question and cite the sources you used to find them.

After researching _____ (informational texts and media), write a one-page report that describes _____ (topic or issue).

After reading/experiencing three digital/print sources on _____, write a three-paragraph essay that integrates your findings and is supported by textual citations.

Using several sources, answer this question: What connections can be made between *Julius Caesar* and The Enlightenment? If you have difficulty finding enough resources when you research, refocus the question in a different direction and try again.

Common Core Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Content Elaboration

Writers [should] understand the need to activate prior knowledge and then engage in the process of inquiry and research. Topics and research questions are developed and continually refined. As writers encounter and gather new and relevant information, they refocus their inquiry and research in order to create new understandings and new knowledge for specific purposes.

Standardized Test Sample Question Stems

Your social studies class is researching both traditional and unexpected heroes. Using the information and examples found in the “Courage and Heroism” passage set, write an informative essay on what it means to be courageous. Be sure to use evidence from multiple sources and avoid overly relying on one source.

W.6.7 (Prior Grade Standard)

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

W.8.7 (Future Grade Standard)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<div style="border: 2px solid #8B4513; border-radius: 15px; padding: 10px; display: inline-block;"> W. 7. 8 </div>	<p>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>Essential Understanding -Identify and gather relevant information from print and digital sources -Use search terms effectively -Assess the credibility and accuracy of sources -Quote and paraphrase data and conclusions from others without plagiarizing -Use MLA formatting for page set-up, in-text citations, and works cited pages *Extended Understanding -Use meta search engines effectively</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -accuracy -assess -avoid -bibliographic information -cite -conclusion -credibility -data -digital sources -gather -MLA formatting -paraphrase -plagiarism -quote -print sources -relevant
<p>CCR Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can gather relevant, accurate, and credible information from print and digital sources by determining effective search terms. The student can avoid plagiarism when quoting and paraphrasing the data and conclusions of others.</p>		
<p>Career Connections</p> <p>http://www.ccsoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p>The student can cite bibliographic source information for in-text citations and on works cited pages using MLA format.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can define and identify plagiarism.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can assess the accuracy and credibility of sources. The student can assess the relevance of information from print and digital sources.</p>		

Question Ideas

Read the three sources. Assess their credibility. Assess their accuracy. Decide if any of the three sources should/should not be used.

Read the three sources. Assess their relevance to the topic. Decide if any of the three sources should/should not be used.

What data or conclusions from the sources will you use in your paper? Provide a MLA-formatted in-text citation for each.

Which of the following is an example of a quotation that is plagiarized. Rewrite it to avoid plagiarism.

Read the five sources. Choose the three with the most relevance and credibility. Provide one properly cited quotation from each to answer the question.

Paraphrase the conclusion made by the author. Be sure not to plagiarize.

What are some steps to follow to assess the credibility of a source? How can you check the accuracy of a source?

Common Core Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Plagiarizing Activity

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

Standardized Test Sample Question Stems

Is the American Dream still alive? Write a persuasive piece that addresses the question and supports your position with evidence. You have reviewed three sources regarding the American Dream, there are an additional four listed below. Be sure to acknowledge competing views. You may give examples from past and current events or issues to illustrate and clarify your position.

Poem, "Chicago," by Carl Sandburg

Video, "The Great Depression" <http://vimeo.com/63867463>

Excerpt, "How We Made the First Flight," by Orville Wright

W.6.8 (Prior Grade Standard)

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.8.8 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Essential Components W.7.9.a-b 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”).</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze/analysis -draw -evidence -informational texts -literary texts -reflection -research
<p>CCR Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Essential Understanding</p> <ul style="list-style-type: none"> -Analyze literary and informational texts -Draw evidence from literary and informational texts for analysis, reflection, and research <p>*Extended Understanding</p> <ul style="list-style-type: none"> -Close reading 	
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Career Connections</p> <p>http://www.ccsbh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify evidence in literary and informational texts that supports analysis, reflection, and research.</p> <p><u>Underpinning Reasoning Learning Targets:</u></p> <p>The student can analyze literary and informational texts.</p> <p>The student can engage in analysis, reflection, and research.</p>	

Question Ideas

What evidence can you draw from the passage to support your analysis?

What evidence can you draw from the passage to support your reflection?

What evidence can you draw from the passage to support your research?

What evidence will you use from *Maus II* to answer this analytical prompt: Write an essay in which you analyze Vladek Spiegelman's complex character as it develops through such literary techniques as structure, imagery, and irony.

What evidence will you use from *Animal Farm* to answer this reflective prompt: Write an essay in which you decide and reflect upon the three most important lessons learned from *Animal Farm*.

Common Core Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

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.

Standardized Test Sample Question Stems

Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.

W.6.9 (Prior Grade Standard)

Draw evidence from literary or informational texts to support analysis, reflection, and research. [Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).]

W.8.9 (Future Grade Standard)

Draw evidence from literary or informational texts to support analysis, reflection, and research. [Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). Apply *grade 8 Reading standards* to literary nonfiction (e.g. “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).]

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7. 10</p>	<p>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>	<p>Essential Understanding -Produce varied writing pieces (paragraphs, essays, reports, arguments, narratives, informational/explanatory texts, etc.) for a range of discipline-specific tasks, a variety of purposes, and diverse audiences.</p> <p>*Extended Understanding -Evaluate your own writing</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -audience -discipline-specific -extended -purpose -range -reflection -research -revision -routinely -tasks -time frame -writing process
<p>CCR Anchor: 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>			
<p>ULTIMATE LEARNING TARGET TYPE: SKIL</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can write routinely for a range of discipline-specific tasks, purposes, and audiences over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify tasks, purposes, and audience for shorter and extended time frame writings.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can reflect on and revise his/her own writing.</p>		
<p>Career Connections http://www.ccssoh.us/EL A6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Skill Learning Targets:</u> The student can research proficiently.</p> <p><u>Underpinning Product Learning Targets:</u> The student can produce writings appropriate for shorter and extended time frames in a variety of text types.</p>		

Question Ideas

Over the next three weeks, you will compose a research paper on _____. Complete each of the following tasks: Choose topic, Conduct research and compile research notes, Produce an annotated bibliography of your accurate, credible, and relevant sources, Make an outline of your paper, Write a draft of your paper, Have a peer edit your paper, Have a conference with the teacher concerning ways to revise your paper, Compose your final draft using MLA format with sources cited in the text and on the works cited page.

Answer this prompt in ten minutes: Explain **how** each of the following pairs of characters from *Jane Eyre* acts as foils or parallels: Rochester and St. John Rivers, Blanche Ingram and Jane Eyre, Aunt Reed and Miss Temple, the Reed sisters and the Rivers sisters.

Answer this prompt in one class period: A recurring theme in literature is the classic war between a passion and responsibility. For instance, a personal cause, a love, a desire for revenge, a determination to redress a wrong, or some other emotion or drive may conflict with moral duty. In *Roll of Thunder, Hear My Cry*, show clearly the nature of the conflict, its effects upon the character, and its significance to the work. Use ABTATO, PETs, TOO to organize your paper. Prepare the essay for a college audience.

Select a line, paragraph, or a moment or scene in our novels that you find especially memorable. Identify the line or the passage, explain its relationship to the work in which it is found, and analyze the reasons for its effectiveness. You have 30 minutes to complete this assignment.

What steps are involved in the writing process?

Common Core Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Entrance/Exit Slips

Students of all levels can succeed at writing Entrance/Exit slips. These one-sentence summaries or responses to teacher questions allow students to demonstrate understanding of a topic or lesson. These also may take the form of reflective writing.

W.6.10 (Prior Grade Standard)

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.

W.8.10 (Future Grade Standard)

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.