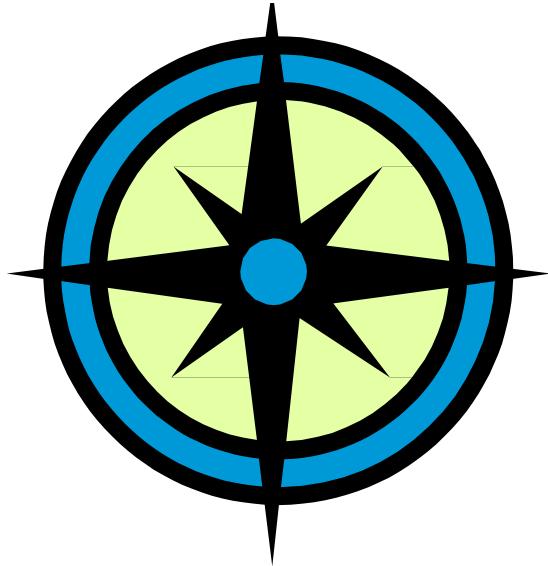


TEACHER GUIDANCE

*For teaching the Georgia Standards
of Excellence (GSE)*



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



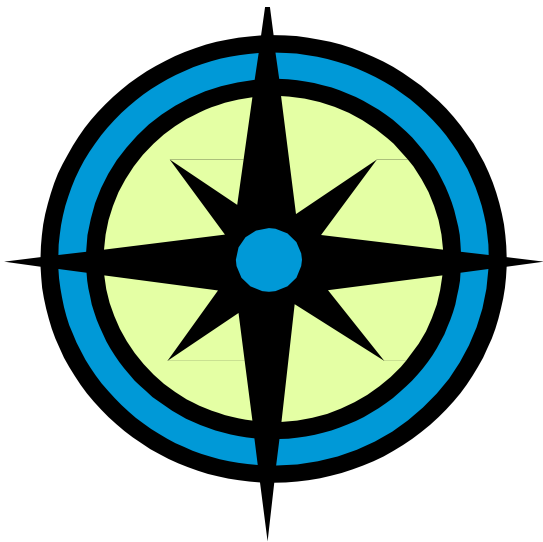
Grade Seven

Introduction

The purpose of this document is to provide strategies and understanding for the Georgia Standards of Excellence (GSE).

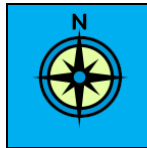
About Grades Six through Eight

The grades six through eight standards define what students should understand and be able to do by the end of each grade. Instruction in grades 6-8 addresses students' increasing maturity and the growing sophistication of their abilities, culminating in the development by the end of grade 8 of students who are ready to succeed in high school. Students should be able to comprehend more challenging books and articles, basing all of their analyses, inferences, and claims on explicit and relevant evidence from the texts. Students will expand on their ability to identify central ideas by identifying how those themes are shaped and conveyed by particular details. Their analysis of basic literary elements will extend to identifying connections and complexities within narratives and how individual elements weave together to advance plot and reveal character. The evaluation of the impact of language on tone and meaning will begin to include more sophisticated concepts such as analogy and allusion, subtleties in point of view such as dramatic irony, and a more sophisticated appreciation for connotative diction. These skills will be incorporated into the students' own narrative and expository writing. Students will become increasingly adept at understanding an author's biases, the use of complex rhetorical devices including logical fallacies, and tailoring their own prose for maximum influence. While continuing with a variety of literary non-fiction, students in grades 6-8 will begin to tackle more technical informational texts as well. Literary selections will include foundational materials from mythology, cultural histories, and religious traditions.



GSE TEACHER GUIDANCE:

*Skills, concepts, strategies, tasks, and
suggested key terms*



Seventh Grade GSE

Reading Literary (RL)

ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Distinguish facts that support a specific claim from facts that are irrelevant
- Annotate texts in order to gather text evidence for claims (i.e., “reading for a purpose”)
- Practice reading texts within the prescribed time limit for grade-level expectations (e.g., completing a 300 page book within the number of days outlined by the assignment)

Instructional Strategies for Teachers

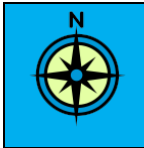
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1
- Provide frequent opportunities to examine individual literary and rhetorical terms to uncover the author’s meaning
- Require students to take effective notes and allow them to use these notes in assessments on occasion in order to support their engagement in the process
- Assign reading at a level of rigor (including complexity and length) so that students continue to develop text endurance
- Provide students with opportunities to find evidence for claims that are explicit, inferred, content-related, and literary concept-related (e.g., find evidence that Robert is not an honest person [inferred/content-related], find evidence that Ann is class president [explicit/content-related], find evidence that the author is intentionally creating a suspenseful mood [inferred/literary concept-related], find evidence of the author’s use of sensory detail [explicit/literary concept-related], etc.)
- Use strategies such as RACE (Restate, Answer, Cite, Explain) to help students organize their writings
- Examine genre characteristics

Sample Performance-based/Standards-based Task(s):

Because standard RL1 is concerned with identifying multiple pieces of evidence to support a claim or inference about the text, tasks supporting this standard should require students to understand the relationship between a claim and effective support for that claim, and to then identify several pieces of evidence. Using a literary text, provide students with a claim to be supported (e.g., “Cite 3 pieces of evidence from the text that prove that Anne is not romantically interested in Robert”). Using the definitions in Bullet 6 above under “Strategies for Teachers,” provide students with several types of evidence to find. Allow students to try this activity alone, in pairs, and in groups. Students should create well-organized notes detailing their findings.

(Tier II) Vocabulary for Teaching and Learning:

Diction	Syntax	Tone	Mood	Figurative Language	Imagery	Sensory Details
Genre	Characterization	Setting	Plot	Explicit	Implicit	Inferred
Relevant	Irrelevant	Evidence	Claim	Extraneous		



Seventh Grade GSE

Reading Literary (RL)

ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Skills/Concepts for Students:

- Understand the difference between theme and central idea; some texts are concrete in nature and deal literally with a topic, such as World War II, while other texts tell a story in order to connect with or make a point about a larger, more universal human experience such as “friendship” or “betrayal”
- Make predictions about developing themes within your class notes, citing evidence that influences an evolving opinion
- Incorporate multiple literary elements into your determination of theme (tone, mood, imagery, organizational structure, narrative voice, etc.)
- Practice summarizing a text using facts only, without relating your opinion about the text (this is harder than you might think!)
- Understand theme is an author’s universal statement on a topic (message, moral, lesson)

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Discuss the development of theme at consistent intervals throughout the exploration of a text; question students about themes that they see developing and what evidence they can provide to support their claim
- Compare and contrast themes from various literary eras, historical periods, and genres; observe how themes occur within various time periods and locations (e.g. Compare themes from folktales from Africa to those from the Middle East.)
- Allow students to examine individual elements as they contribute to theme as well as how the theme is developed as a whole (e.g., characterization)
- Require students to summarize without bias frequently; note when opinion begins to creep into the summary and use student models to discuss

Sample Performance-based/Standards-based Task(s):

Using visual texts such as movies, commercials, or photographs can be a constructive way to begin a discussion of theme and central idea. Using movies with which most students are familiar, have students attempt to identify the theme and central idea of the film (e.g., the theme of The Wizard of Oz may be identified as “People should appreciate what they have,” or “Be careful what you wish for.”). Using chart paper or a Smart Board, list evidence the students are able to provide to support their claims about the nature of the theme. Allow students to discuss and debate as they shape their best possible answer as a class. Provide students with a biased source and have them create an unbiased summary. Use this opportunity to point out instances when a biased summary appears. This activity can be extended by determining the theme or central idea of a photograph or painting (students will be surprised to find how many literary elements are present in visual text: tone, mood, sensory details, connotative images or colors, characters, setting, etc.). An example of this is Pixar’s short animated film “For the Birds,” which can be found on YouTube.

(Tier II) Vocabulary for Teaching and Learning:

Theme	Biased/Unbiased	Objective	Subjective	Diction	Tone	Mood	Characterization
Organizational	Structure	Plot Structure	Setting	Exposition	Rising Action	Climax	Falling Action



Seventh Grade GSE

Reading Literary (RL)

ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

Skills/Concepts for Students:

- Identify and analyze elements of plot: exposition, rising action, climax, falling action, resolution
- Examine plot structure, understanding the way in which conflict drives the action in a story and how the chapters or sections of a text are organized and compiled
- Identify and analyze the elements of characterization (a character’s thoughts, words, actions, appearance, experiences, etc.)
- Understand the concept of narrative voice (point of view, first, second, or third person/omniscience, subjectivity, reliable/unreliable narrator, etc.)
- Recognize the importance of setting, seeking to understand how the setting can dynamically affect the action or the characters in a story
- Be able to identify subplots and parallel plots, understanding their relationship to the central plot and theme

Instructional Strategies for Teachers:

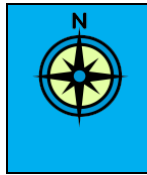
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3, specifically, including plot, character, setting, and language
- Provide texts illustrating a number of narrative structures (a variety of plot strategies such as frame narrative, flashback, foreshadowing) and voices (e.g. first, second, or third person, omniscience, subjectivity, etc.)
- Allow students to explore the ways in which we are “characterized” in life – by our actions, appearance, habits, etc. – and then compare this to the ways in which characters are developed by authors
- Provide graphic illustrations of the plot structure within texts under consideration in the classroom (e.g. comic strip)
- Point out the ways in which conflict drives plot action, addressing the “turning point” or “shift” in many narrative structures (it is often the resolution of the primary conflict which is identified as the climax that begins the falling action)

Sample Performance-based/Standards-based Task(s):

Using a text under consideration by the class, have students examine the ways in which elements within a story interact with and depend upon one another by having them make hypothetical substitutions within the text (e.g., considering the character of Dallas in *The Outsiders*, have students discuss the ways in which his experiences would be different if he had been raised in Tulsa, Oklahoma instead of New York City, or consider whether Ponyboy is a reliable narrator or not). By considering questions such as these, students can discern the importance of various elements of the text, including their impact on other elements (how setting affects characters, the characters affect each other, the time period affects the nature of the action, etc.) Have students write a response to the activity, perhaps making a claim about which element they think was primary in a given text. Other sources might include videos from FloCabulary: <https://www.flocabulary.com/point-of-view> or <https://www.flocabulary.com/fivethings> .

(Tier II) Vocabulary for Teaching and Learning:

Point of View	Perspective	First Person	Second Person	Third Person	Omniscient	Limited
Reliable Narrator	Unreliable Narrator	Plot Structure	Subplot	Parallel	Exposition	Rising Action
Climax	Falling Action	Resolution	Dialogue	Characterization	Static Character	Dynamic
Character	Protagonist	Antagonist				



Seventh Grade GSE
Reading Literary (RL)
ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Skills/Concepts for Students:

- Evaluate and analyze the effect of sound in poetry and in narrative, especially with regard to how sound itself can contribute to meaning, tone, or mood (e.g., the assonance in “the silken sad uncertain rustling of each purple curtain” from Poe, evoking the sound of the curtains and the gloomy mood, as well)
- Identify and understand the major types of figurative language as they are used in the text (for Seventh Grade: metaphor, simile, hyperbole, personification, idioms)
- Identify and understand the major sound devices (for Seventh Grade: alliteration, assonance, consonance, onomatopoeia)
- Review and understand the basics of poetic structure and language appropriate to Seventh Grade (lyric and narrative forms, including ballad, sonnet, ode, free-verse, etc.)
- Understand words may have different connotations

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Use poetry in addition to extended and shorter texts to provide instruction on nuanced language figurative or connotative language and sound devices
- In instruction, differentiate between figurative language such as simile and metaphor, and sound devices such as alliteration or onomatopoeia (figurative language is not literal, while sound devices such as onomatopoeia can be literal; the bee actually does buzz but the tree doesn’t actually wave hello)
- Take advantage of teachable moments to include concepts such as rhythm, rhyme, rhyme scheme, and meter

Sample Performance-based/Standards-based Task(s):


As an introduction to the study of figurative language in poetry, choose a painting that is thematically connected to a poem you intend to study (visit <http://artsmarts4kids.blogspot.com/2010/02/pairing-paintings-with-poems.html> for some great pairings). Have students write a concrete description of what they see in the painting, then attempt a second description of the painting using figurative and connotative language, imagery, and sensory details. Students can compare their own rich descriptions of the painting with a classic poem describing the same subject matter. Students should share and discuss their findings and analyze the poem under consideration for literary elements, such as rhyme scheme, meter, audience, purpose, diction, etc.

(Tier II) Vocabulary for Teaching and Learning:

Figurative language	Metaphor	Simile	Personification	Idiom	Hyperbole	Imagery	Diction
Alliteration	Onomatopoeia	Assonance	Consonance	Rhythm	Rhyme	Rhyme Scheme	Meter
Analogy	Symbolism	Literal	Concrete	Lyric Poem*	Narrative Poem*		

* Lyric poetry expresses feelings and emotions.

* Narrative poetry tells a story. Forms include the ballad and the epic.

	Seventh Grade GSE
	Reading Literary (RL)
	ELAGSE7RL5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Skills/Concepts for Students:

- Acquire or review knowledge of dramatic forms and structures (aside, stage direction, act, scene, etc.)
- Acquire or review knowledge of poetic structures (lyric and narrative poetry, including ballads, odes, sonnets, villanelles, etc.)
- Identify and evaluate common organizational structures in plays and poetry
- Understand and apply knowledge of voice/point of view, author’s purpose, genre expectations, audience, length, and format requirements
- Read and write poetry in a variety of forms to better understand how a poem’s format contributes to its meaning (reference Nikki Giovanni, Walt Whitman, Gary Snyder, Langston Hughes)
- Analyze and evaluate the impact of poetic forms on the impact and meaning of a poem, including end and internal rhymes, rhyme scheme, and meter

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5
- Expose students to a wide variety of dramatic literature, both in text and in live performance (whether through filmed stage productions or visits to local theaters)
- Have students examine the format of a dramatic piece including understanding the format for writing dialogue, the average length of an act or scene, and what is comprised within the stage directions
- Model reading interesting, relevant, or surprising poetry aloud, with appropriate pacing, tone, and inflection to engage the audience; have students practice reading poetry aloud
- Use Poets.Org (<http://www.poets.org/>) to allow students to explore multiple genres, literary periods, and subject matter in poetry, including hearing audio recordings of poets reading their own work
- Provide explicit instruction on the forms of lyric and narrative poetry appropriate to Seventh Grade, as well as basic elements of meter, rhythm, rhyme (both internal and end), and rhyme scheme

Sample Performance-based/Standards-based Task(s):

Take an excerpt from a short story, novel or poem and develop a scene in play form. Perform in small peer groups to a class. Examples might include reading the teleplay “The Monsters are Due on Maple Street”, written for *The Twilight Zone*. Students could perform the climactic scene in front of the class and watch the episode, as well. After production, students will analyze how changes to the structure contributed to the meaning.

(Tier II) Vocabulary for Teaching and Learning:

Drama	Soliloquy	Monologue	Dialogue	Act	Scene	Aside	Stage Directions	Comedy
Tragedy	Lyric	Narrative	Ballad	Free Verse	Rhyme Scheme	Internal Rhyme	End Rhyme	Rhythm

	Seventh Grade GSE
	Reading Literary (RL)
	ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Skills/Concepts for Students:

- Acquire or review foundational knowledge of characterization and character traits, including the literary terms regarding character development (major, minor, static, dynamic, flat, round, protagonist, antagonist, tragic hero, foil, etc.)
- Acquire or review knowledge of narrative voice and structure (first person, third person, omniscience, etc.), and be able to distinguish what is meant by “point of view” as it relates to narrative voice and as it relates to an opinion or bias (perspective)
- Understand that conflict is a driver of plot action; characters (along with events, settings, and other elements) experience conflicts that propel a story (e.g., characters love or hate one another, experience an obstacle or hindrance, are torn apart by circumstance, etc.)

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Provide example texts that have strong examples of characterization and different narrative styles (See Appendix).
- Have students explore characterization by identifying the character traits they perceive in themselves and in their friends; ask them to provide evidence of these traits to support their claims (e.g., “Donald is kind” may be supported by the fact that he helps his friends, shares his resources, volunteers at the animal shelter, etc.)

Sample Performance-based/Standards-based Task(s):

This standard requires students not only to identify character traits but to identify how characters and narrators may have differing points of view and to understand how these differences are developed by the author. Using an appropriate text, have students make a list of all the major characters in the narrative. Students should then assign a numerical value to each character according to his or her perceived importance to the text (i.e., is this a central and important character, or a minor character?). Taking the top 3-4 characters, have students discuss the relationship between them, noting that “it is fine” will not be and cannot be the answer. What a boring book that would be! Have students identify points of agreement and points of conflict between and among the characters, discussing whether or not the book began with these conflicts or coalitions existed at the outside or whether they were developed over time. After this discussion, students should write a brief response analyzing how the relationships among characters have propelled the action in the story. Trace the development of plot and character, using visual timelines with evidence cited (e.g., use butcher paper to construct a plot line that runs across a wall or around the room, placing important events along the line and noting relationships among people and events, including cause and effect structures, if/then events, telling character developments, etc.).

(Tier II) Vocabulary for Teaching and Learning:

Protagonist	Antagonist	Major Character	Minor Character	Static	Dynamic
Flat Character	Round Character	Narrator	Plot	Action	Conflict
Foil	Perspective				

	Seventh Grade GSE
	Reading Literary (RL)
	ELAGSE7RL7: 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).

Skills/Concepts for Students:

- Perceive the similarities and differences between original text and audio, visual, or live version of the text and defend preferences
- Analyze how various effects of techniques alter perception of each version
- Identify different techniques and explain the impact on each medium
- Examine the kinds of choices that go into bringing a story from a textual format to a visual format

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL
- Facilitate opportunities for students to create live or filmed versions of a text, utilizing multiple techniques; examine how elements are translated into the new medium (e.g., how can you convey a hot summer day on stage? How could lights, costumes, props, etc. create the effect?)
- Engage students in a discussion about the artistic merit of changes made within various versions of a text; what are some of the assumptions inherent in the changes (e.g., if a subplot or character or scene has been left out of a stage or film version of a story)?
- Provide a text of a movie script for visual and point-by-point comparison between texts, if possible
- Spend some instructional time on elements of visual texts and visual rhetoric (such as the use of color, light, angles)

Sample Performance-based/Standards-based Task(s):

Show clips from YouTube of films highlighting each effect (lighting, sound, color, camera focus and angles, etc.), and explore the impact these have on the elements of the text (e.g., the audio in Jaws contributes to the mood). Show students a particularly suspenseful scene from Jaws without any sound. Have students read an excerpt from the same scene from the book Jaws. Then, show students the original movie clip with sound. Ask students to compare and contrast their experience with each medium and defend which version created the most suspense.

(Tier II) Vocabulary for Teaching and Learning:

Script	Abridge	Cinema	Drama
Stage Direction	Dialogue	Pace	Multimedia

	Seventh Grade GSE
	Reading Literary (RL)
	<p>ELAGSE7RL8: (Not applicable to literature)</p> <p>ELAGSE7RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.</p>

Skills/Concepts for Students:

- Work to construct background knowledge of historical and literary eras
- Apply knowledge of literary strategies and bias in evaluating fictional and historical documents from the same period
- Understand and apply the concepts of allusion and allegory
- Generalize concepts of setting, plot, characterization, and other narrative elements and relate these elements to their real-world counterparts
- Purposefully choose texts from a variety of authors, geographical and cultural contexts, genres, and literary periods

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9
- Expose students to literary works, especially historical fiction, that use realistic historical context as a setting
- Place a world map and world timeline on the walls of the classroom for reference
- Compare and contrast works from different authors and/or different viewpoints within a common historical context, especially narratives from radically different viewpoints
- Engage students in writing individual accounts of a common event and discuss the differences in those accounts

Sample Performance-based/Standards-based Task(s):

Provide students with a short non-fiction text and a short fictional text addressing the same time period (e.g., Vietnam War, civil rights movement – see 7th grade Social Studies standards for possible time periods and geographical areas). Ask students to compare how the two texts approach the historical period in similar and different ways.

(Tier II) Vocabulary for Teaching and Learning:

Historical Fiction	Primary Source	Secondary Source	Allusion	Allegory
Compare/Contrast	Annotation	Citation		

	Seventh Grade GSE
	Reading Literary (RL)
	ELAGSE7RL10: 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.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Read within appropriate time frame for extended text
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced
- Use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting)
- Read with a rhythm, flow, and meter that sounds like everyday speech

Instructional Strategies for Teachers:


- Choose texts of appropriate complexity
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations, as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

Sample Performance-based/Standards-based Task(s):

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list. Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts. An extension of this activity can include students creating “book cards” that give plot, setting, characters, author, publication details, personal review, and summary of a text. These cards may be reproduced to provide each student with an extensive set of cards that include summaries of all books read by all classmates.

(Tier II) Vocabulary for Teaching and Learning:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Plot	Setting	Character	Analysis
Annotation	Evidence	Inference	Summary	

	Seventh Grade GSE
	Reading Informational (RI)
	ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:

- Practice close reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, historical periods, authors, perspectives, and subjects
- Exhibit knowledge of what “analysis” means as compared to “summary,” “paraphrase,” or “argument from opinion”
- Produce evidence from the text for all claims and inferences
- Annotate texts as you read
- Distinguish between evidence that strongly supports a claim and details that may be irrelevant
- Discuss how a claim is developed over the course of a text

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
- Require textual evidence for all claims and inferences
- Model providing evidence for claims other than textual analysis (for example, in making decisions about a class party or field trip)
- Require annotation of texts both formally and informally
- Teach and require students not only to identify evidence to support a claim, but to identify which evidence is the strongest among a variety of choices

Sample Performance-based/Standards-based Task(s):

Use texts that are difficult to interpret: legal contracts, historical documents, scientific procedures, and other technical documents such as graphs, charts, brochures, etc. Have students rewrite the texts in student-friendly language. Students then write constructive responses explaining their interpretations, citing several pieces of textual evidence to support their analyses of the original texts.

Suggested Key Terms:

Informative/Expository	Fact	Non-Fiction	Strategy
Annotation	Analysis	Summary	Explicit
Inference	Implicit	Primary Source	Secondary Source

	Seventh Grade GSE
	Reading Informational (RI)
	ELAGSE7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Skills/Concepts for Students:

- Understand a central idea
- Practice constructing objective summaries that are free of editorial bias (opinion) using notes and annotations

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Examine various organizational structures of academic and technical writing to identify central idea (e.g., in a scientific article, the central idea will be in the introduction)
- Have students construct “reverse graphic organizers” from technical texts, such as creating an outline from the final text, which will force them to identify topics, claims, and supporting evidence
- Purposefully choose a variety of informational texts that introduce and develop their central ideas in different ways; have students identify the organizational structures used and discuss which structure is most effective

Sample Performance-based/Standards-based Task(s):

In pairs, have students examine an informational text in order to identify the structure used to convey ideas. Students will the topic of each paragraph, as well as the ideas, evidence and diction in the text. When students have completed their analyses, place the central ideas identified on chart paper, then narrow the list to the central ideas that can be identified within the text. Students then construct a brief written analysis of how the author develops a central idea.

Suggested Key Terms:

Summary	Paraphrase	Bias	Supporting
Objective	Central idea	Evidence	Introduction
	Objective	Subjective	



Seventh Grade GSE

Reading Informational (RI)

ELAGSE7RI3: 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).

Skills/Concepts for Students:

- Read closely to understand how individuals' events and ideas are connected in a text
- Use organizers (charts, text maps, outlines, etc.) to show the importance of and relationships between people, events, and ideas in the informational text read

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for R13
- Have students use multiple communications strategies for an informational process (e.g., anecdote, analogy, categorization)
- Use graphic organizers to illustrate interactions between individuals, events, and ideas.
- Provide explicit instruction for this standard on various text structures, such as formal manuscript styles, glossaries, indexes, footnotes, etc.

Sample Performance-based/Standards-based Task(s):

Have students map the various people, events and ideas in information text. Students annotate the map showing connections and interactions among people, events, and ideas (possible source: newsela.com)

Suggested Key Terms:

Comparison	Analogy	Index	Conclusion	Categories
Body	Similarity/Difference	Glossary	Footnote	

	Seventh Grade GSE
	Reading Informational (RI)
	ELAGSE7RI4: 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.

Skills/Concepts for Students

- Analyze and evaluate how language is used to aid in comprehension of complex informational text
- Analyze and evaluate how an author’s use of words creates tone, mood, or focus in informational text
- Understand and apply knowledge of how diction changes for varying audiences and purposes
- Acquire and apply knowledge of domain-specific terms for certain kinds of informational texts
- Determine pronunciations, meanings, alternate word choices, parts of speech and etymologies of words as needed, using context to aid in identifying the meaning of unfamiliar words

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire
- Reinforce the effective and efficient use of various strategies for determining meaning of unknown words, especially academic and domain-specific vocabulary (e.g., context, roots and suffixes, and reference materials)
- Provide opportunities for focused study of vocabulary from informational text that students will encounter in academic and career situations, such as legal, scientific, or computer terminology
- Model and explore techniques for chunking difficult technical text, annotating, outlining, or other strategies to make texts manageable
- Provide explicit instruction on how word choice influences meaning and tone

Sample Performance-based/Standards-based Task(s):

Have students watch a series of television advertisements and/or examine a variety of print advertisements (e.g., students could watch the ads for the Super Bowl and share techniques that are used for influencing the viewer). Teacher may discuss various types of propaganda such as bandwagon, loaded words, repetition, testimonials, etc.

Suggested Key Terms:

Domain-Specific	Analogy	Connotation/Connotative	Denotation
Simile	Idiom	Allusion	
Diction	Tone	Root	
Metaphor	Personification	Hyperbole	

	Seventh Grade GSE
	Reading Informational (RI)
	ELAGSE7RI5: 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.

Skills/Concepts for Students:

- Analyze and evaluate common textual features (e.g., paragraphs, topic sentences, introduction, conclusion, footnotes, index, bibliography)
- Analyze and evaluate common organizational structures (e.g. chronological/logical order, cause and effect relationships, comparison and contrast) and how authors select them to set the purpose of the text
- Recognize the effective placement of topic sentences in informational documents
- Note the differences in structure for paragraphs that present evidence, provide a quote, share an anecdote, or include other types of support

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for R15
- Provide students with opportunities to “reverse engineer” informational and technical documents – creating outlines from finished texts – in order to make the underlying structure and strategies visible
- Identify well-constructed paragraphs that effectively support a claim, examine a counter-claim, or address other informational purposes
- Share effective examples of the integration of quotes and in-text citations within texts, the placement of anecdotal evidence, etc.
- Provide opportunities for students to transfer information from one text structure to another text structure (e.g., receipt to newspaper article)

Sample Performance-based/Standards-based Task(s):

Students will examine the structure and organization of two informational texts (e.g., a scientific report and a computer gaming manual, or a newspaper article and a complex recipe). Focusing on structural elements only, students will compare the structures of the two texts, including organization, sentence constructions, paragraph constructions, length, narrative voice, etc. Students will produce an analysis citing specific textual evidence from both texts, examining the differences in their structures and offering possible reasons for these differences (e.g., a recipe needs to appear in logical or chronological order, while a newspaper article might begin in medias res or use cause/effect or some other strategy to engage readers).

Suggested Key Terms:

Topic sentence	Evidence	Support	Transition
Anecdote	Introduction	Conclusion	Body Paragraph
Order of Importance	Cause/Effect	Fluency	Quote
Logical Order	Chronological Order	Compare/Contrast	

	Seventh Grade GSE
	Reading Informational (RI)
	ELAGSE7RI6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Skills/Concepts for Students:

- Recognize and trace the development of an author’s argument, point of view, or perspective in text
- Identify and explain author bias both when it is overt and when it subtle; subtle bias is often expressed through diction (“she left the party” compared to “she fled the party”)
- Understand and apply knowledge of exploration of counter-claims within an argument or opinion piece
- Practice summarizing works without editorial bias and recognize unintended bias in personal work

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for R16
- Explore foundational background knowledge about topics in local, national, and world events to provide students with an understanding of some of the major debates and issues in current news
- Use advertisements, both print and televised, to identify and deconstruct author’s point of view, bias, and treatment of counterclaims, if any
- Engage students in finding a bias or point of view when it is not explicitly stated but only inferred
- Analyze how images might display bias and show differing points of view

Sample Performance-based/Standards-based Task(s):

Provide students with 2 Op/Ed essays, cartoons, or pictures with opposing views of the same topic. Students annotate each text to determine the author’s point of view as well as the diction and language that makes the author’s bias clear. Students also identify the presence of any counterarguments. Finally, students compose a constructed response which explains how the two authors present their views and distinguish their claims.

Suggested Key Terms:

Bias	Audience	Point of View	Spin
Spin	Editorial	Journalism	Counter-claim
Propaganda			

	Seventh Grade GSE
	Reading Informational (RI)
	ELAGSE7RI7: 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).

Skills/Concepts for Students:

- Maintain and continue to build upon knowledge of and expertise in media applications
- Acquire or review basic knowledge of elements of various media
- Evaluate the ways in which elements of text translate to other media (e.g., the tone of voice a speaker uses to read various news stories depending on their seriousness, or the different clothing worn by news journalists as opposed to entertainment journalists)

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire
- Provide frequent opportunities for students to consume texts in various formats
- Encourage students to think analytically about the impact of various mediums on the messages they receive; how, for instance, teenagers are impacted by the visual images of perfect hair/teeth/bodies on movie and film stars and whether they are more likely to be impacted by a visual advertisement than a print advertisement

Sample Performance-based/Standards-based Task(s):

Have students read the text of a famous speech from history that is also available in a quality film version (e.g., many of Abraham Lincoln’s speeches have been depicted in film, some of Martin Luther King, Jr.’s speeches are available on film). After a close reading of the text, have students listen to the text. Ask students to write a constructed response evaluating the differences between the text and the media version, paying attention to how the delivery enhances or detracts from the message.

Suggested Key Terms:

Media/Medium Digital Film Print Multimedia

	Seventh Grade GSE
	Reading Informational (RI)
	ELAGSE7RI8: 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.

Skills/Concepts for Students:

- Apply knowledge of common organizational structures for arguments (cause and effect, for example)
- Acquire or review knowledge of the types of logical fallacies commonly used in argument (see vocabulary below)
- Acquire or review knowledge inductive and deductive reasoning
- Provide valid and logical evidence and support for all claims

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire
- Provide opportunities for students to examine sound logic as opposed to logical fallacies employed in texts and visual texts, such as commercials or debates
- Require students to explore and understand the basic and most frequently used types of fallacy, identifying them in debates, ads, and other texts as well as practicing constructing them
- Require students to produce valid evidence for claims about all texts and in all discussions, both formal and informal

Sample Performance-based/Standards-based Task(s):

Given 2-3 argumentative texts on the same topic, ask students to outline the argument in each text (a graphic organizer may be used) identifying the evidence and reasons for each. Students annotate the evidence and reasoning in terms of relevance, soundness, and sufficiency. Finally, students construct a response evaluating the overall strength of each argument. Possible source would be *Scope*, a magazine where students can read opposing arguments on the same issue; the magazine has high interest articles for middle school.

Suggested Key Terms:

Claim	Reasoning	Evidence	Support	Valid
Logic	Logical Fallacy	Deduction	Induction	Hasty Generalization
Bandwagon				

	Seventh Grade GSE
	Reading Informational (RI)
	ELAGSE7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.

Skills/Concepts for Students:

- Employ knowledge of organizational structures relevant to multiple or competing information or points of view (such as similarities and differences, compare and contrast, and cause and effect)
- Read a wide variety of texts across genres, historical periods, styles, and points of view, but also ready a wide of variety of texts on single topics or current topics of debate in our country and in the world in order to make a considered assessment of alternative points of view

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for R19
- Make it a practice to provide texts supporting varying points of view on any given subject under consideration in the classroom
- Share newspapers and magazine articles within the classroom regularly to foster discussions on current events and national and international affairs, bringing students’ knowledge of bias to bear in examining these documents
- Examine historical documents that provide conflicting information on the same topic or event (such as primary source documents depicting unrest among colonists in America from the colonists’ point of view and from newspapers in England) to gain historical perspective on the concept

Sample Performance-based/Standards-based Task(s):

Choose a topic from the history or current events of a country under consideration in the 7th grade social studies curriculum (e.g., the partitioning of Africa in the late 1800’s and early 1900’s). Have students conduct an analysis of comparable excerpts from various texts, including primary and secondary source documents, expressing differing points of view. Try to include a broad variety of view points, including gender, social class, country of origin, etc. It might also be instructive to use modern texts that provide a more enlightened perspective on what was previously taken as historical “fact” or accepted wisdom. Students should write a response that includes not only the facts as seen through different eyes, but also the reasons why the student believes those facts were perceived differently or purposefully misconstrued.

Suggested Key Terms:

Compare/contrast Interpretation Bias Validity Point of view
 Conflict

	Seventh Grade GSE
	Reading Informational (RI)
	ELAGSE7RI10: 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.

Skills/Concepts for Students:

- Practice close reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Use annotation and note-taking
- Choose works from multiple genres, cultures, and historical periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced

Instructional Strategies for Teachers:


- Choose texts of appropriate complexity
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate

Sample Performance-based/Standards-based Task(s):

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list should include varieties of engaging informational text to encourage the student to make choices from informational as well as literary genres). Encourage students to brainstorm about types of informational text they might enjoy, such as magazines, various high-interest documentary films, relevant memoirs, multi-media sources such as blogs, wiki, etc. Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts.

Suggested Key Terms:

Memoir	Fiction	Informational	Non-Fiction
Periodical	Biography	Autobiography	

	Seventh Grade GSE
	Writing (W)
	<p>ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.</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>

Skills/Concepts for Students:

- Employ knowledge of appropriate organizational structures for argument writing that include a focus on audience and purpose
- Use appropriate transitions for clarity and coherence
- Exclude extraneous, irrelevant, or overly trivial information
- Employ knowledge of literary strategies and structural strategies such as purposeful repetition
- Use sophisticated strategies for closure (such as a call to action) and avoid reiterating the points of the argument
- Use engaging strategies for introduction, such as a powerful anecdotal story, and avoid listing the points to be made in the argument
- Employ the exploration of counterclaims and knowledge of audience bias in your arguments

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Include topics from current national and international issues of debate as well as historical issues in order to build general background knowledge
- Provide students with relevant topics and texts from which to construct arguments
- Share great student and real world examples
- Practice co-writing with students

Sample Performance-based/Standards-based Task(s):

Writing impassioned arguments on issues of emotional weight is usually easier for students than constructing valid arguments on academic points. Allow students to strengthen their argument writing skills by providing prompts from the former category when possible. Students in Seventh Grade may be interested in topics such as the effect of media and gaming on young people, rights and responsibilities in the academic environment, or animal rights, to name just a few. Students have often been given opportunities to write extemporaneous arguments on these sorts of topics, but in this instance, every point in the argument must be tied to a cited piece of textual evidence. Use this opportunity to explore the differences between writing an impromptu, improvised argument and preparing a researched argument with purposefully constructed verbal strategies. An extension to this activity could include assigning teams of students to write arguments on the same topic with opposing points of view and then present the papers, having the class determine which argument was strongest.

Suggested Key Terms:

Argument	Claim	Evidence	Credible	Valid
Fallacy	Counterclaim	Phrase	Conclusion	Transition
Formal Style	Introduction	Body		

	Seventh Grade GSE
	Writing (W)
	<p>ELAGSE7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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 for aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

Skills/Concepts for Students:

- Acquire knowledge of appropriate organizational structures for informative writing that include a focus for audience and purpose
- Use appropriate transitions for clarity and coherence, especially transitional sentences beginning with subordinate clauses
- Exclude irrelevant or overly trivial information
- Cite appropriately and avoid plagiarism
- Effectively employ your knowledge of technology to enhance your presentation of information, charts, graphs, maps, or other aids
- Learn interesting strategies for closure (such as a call to action), and avoid restating what was already said in the essay
- Learn interesting strategies for introduction, such as a story illustrating a point, and avoid listing the facts that will be covered in the essay
- Exclude personal opinions and biases from informative/explanatory writing

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Expose students to a variety of informational writing, including quality journalism, contracts, and instructions
- Require all steps of the writing process, when appropriate
- Require integration of graphic representations, quotations, definitions, and details to make informative writing as engaging and comprehensible as possible
- Share great student and real-world examples
- Practice co-writing with students

Sample Performance-based/Standards-based Task(s):

To practice producing informational writing that is completely free of their personal opinions, have students practice informative and explanatory writing on a polarized subject (such as the best presidential candidate, unemployment benefits, etc.) Reporting the elements of an emotionally-charged topic in a non-biased manner is a skill that requires practice and support. Students can engage in a peer review process that focuses on the search for bias within papers.

Suggested Key Terms:

Informative	Expository	Explanatory	Topic	Connotation	Graphics	Multimedia	Citation	Format	Formal Style
Denotation	Relevant	Literal	Concrete						

	Seventh Grade GSE
	Writing (W)
	<p>ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques – such as dialogue, pacing, and description – to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>

Skills/Concepts for Students:

- Develop a clear, coherent text that tells a story or develops an idea
- Show awareness of audience and purpose
- Understand the elements of plot and the ways in which conflict drives plot action
- Establish and develop a plot, setting, point of view, narrative voice, and style
- Choose details carefully, employing knowledge of literary elements, such as diction, syntax, and figurative language
- Develop characters effectively, exhibiting knowledge of characterization, traits, and types (such as static and dynamic)

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)
- Encourage students to imitate the style and voice of their favorite writers, on occasion, to scaffold their developing abilities and try on various personas in their writing
- Explore ways to tie narrative writing to class texts (such as extending a story past its end point, creating an alternate ending or character, etc.)
- Include narrative writing in routine writing whenever possible

Sample Performance-based/Standards-based Task(s):

Ask students to write a real narrative about an experience in their life that was important or memorable (e.g., scar story). As they write the narrative, encourage students to experiment with using a variety of sensory language to capture the action in the story. Guide students toward ending their piece with a reflection – reflecting back on the experiences and how they’ve impacted their life to this day.

Suggested Key Terms:

Plot	Setting	Characterization	Static	Dynamic
Plot Structure	Sensory Detail	Diction	Syntax	Imagery
Figurative Language	Foreshadowing	Dialogue	Flashback	

	Seventh Grade GSE
	Writing (W)
	ELAGSE7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Skills/Concepts for Students:

- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader
- Maintain a focus on audience and purpose throughout
- Use a formal academic style as recommended
- Cite appropriately and avoid plagiarism
- Use traditional structures for conveying information
- Use appropriate vocabulary, whether that is domain-specific, academic, colloquial, or informal
- Exhibit knowledge of literary elements as appropriate in your writing

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W4 (see above)
- Have students write routinely in a variety of genres, formats, settings, and time frames
- Expose students to exemplary models of writing, and co-write with them in real time, when possible
- Ensure that students complete all steps of the writing process, when possible; however, students must be able to produce a clean draft under timed conditions in all genres

Sample Performance-based/Standards-based Task(s):

To ensure that students write routinely for a variety of purposes, including multiple steps within the writing process, an on-going class writing structure is beneficial. In each unit, students should be presented with a variety of writing tasks, both short and long. The writing process and timed writings should be practiced regularly. Such ongoing structure could include a blog, wiki, student newspaper, YouTube news channel, movie review site, etc. Students should be able to complete all steps in conceptualizing, planning, creating teams, and setting goals for the project.

Suggested Key Terms:

Organizational Structure	Transition	Context	Audience	Purpose	Focus	Format	Domain-Specific
Genre	Format						

	Seventh Grade GSE
	Writing (W)
	ELAGSE7W5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade7.)

Skills/Concepts for Students:

- Practice using multiple steps in writing as often as possible, with special focus on the development of the piece between the first and second drafts
- Imitate the styles of admired writers in order to broaden both scope and skill set
- Practice new approaches to broaden all types of writing
- Review and maintain knowledge of the basic grammatical, spelling, capitalization, and punctuation rules of standard English

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5 (see above)
- Consider implementing a “most improved” designation on occasion, awarding a paper that shows the most improvement between drafts
- In a collaborative discussion and using rubrics for reference, engage students in co-creating a peer review or editing worksheet, allowing students to attempt to define which elements they should check in when editing (e.g., checking sentences for varied fluency)
- Occasionally require students to turn in both drafts of an essay, and/or include their pre-writing and brainstorming notes, making these integral parts of the total grade
- Use multiple strategies to engage students in revising and perfecting their writing, including individual conferencing, peer editing, virtual editing, etc.

Sample Performance-based/Standards-based Task(s):

Using rubrics for the assigned genre (expository, argumentative, and narrative) assign colors to the essential elements. In small groups of 2-3, students peer review and color-code the writings (e.g., in an argument, claims and reasons might be yellow, evidence green explanation blue, etc.). This activity allows students to visually see the strengths or weaknesses in their own writings as well as those of their peers, and it helps them with revision.

Suggested Key Terms:


Writing Process
Organization

Development
Planning

Conventions
Revising

Fluency
Editing

Diction
Drafting

	Seventh Grade GSE
	Writing (W)
	ELAGSE7W6: 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.

Skills/Concepts for Students:

- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Cite appropriately and avoid plagiarism
- Publish work both to classmates and, digitally, to the general public on a variety of platforms
- Peruse the sites for other classes and students across the country to see the writing of others

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6 (see above)
- Incorporate digital media into the classroom at every opportunity, including maintaining a class website, if possible
- Partner with the media specialists in your school whenever possible
- Be proactive in learning about new technologies
- Share student work beyond the borders of the classroom whenever possible and appropriate

Sample Performance-based/Standards-based Task(s):

Technology can be used in a variety of ways for the production of writing. Considering the availability of technology at your school, explore ways to allow students to collaborate and respond to writing electronically. Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of arguments in video and digital formats.

Suggested Key Terms:

Multimedia	Digital	Multimodal	Internet	Podcast
Website	Wiki	Blog	Publish	Platform

	Seventh Grade GSE
	Writing (W)
	ELAGSE7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Skills/Concepts for Students:

- Apply knowledge of which resources are most appropriate for a given search
- Use background knowledge and considered judgment when evaluating sources for research
- Cite appropriately and avoid plagiarism
- Apply knowledge of informational texts and other content areas (such as how to generate an arguable thesis or scientific hypothesis) when constructing self-generated topics for inquiry
- Learn how to focus a search so it's not too broad or too narrow

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)
- Provide a balanced mix of assigned and self-generated avenues for research inquiry
- Require formal manuscript style in construction and citation of research, as appropriate
- Include a wide variety of very brief, limited inquiries
- Model and encourage students to make connections between seemingly unrelated topics and to generate ideas for extensions
- Guide students toward taking a general research question and narrowing it to something more specific

Sample Performance-based/Standards-based Task(s):

In the context of a study of texts on the topic or theme of life experience or coming of age, allow students to brainstorm a list of Big Questions from Little Children (e.g., Why is the sky blue? Where did Santa Claus come from? What are dreams?). Allow students to have fun thinking of these kinds of inquiries we all come up with when we are little, or that we hear from our young relatives. An extension of this activity could be to actually interview kindergarteners from a neighboring school to acquire a list of questions. Students will then create a non-fiction story book for youngsters, answering some of these questions in a factual but fun and audience-appropriate way. Students will conduct the necessary research (with appropriate citations, avoiding plagiarism) to write engaging text which answers the children's questions. The final product may be compiled through a photocopied "book" or on a digital platform for children to enjoy.

Suggested Key Terms:

Research	Inquiry	Focused question	Source	Citation
Reliable	Investigation	Thesis	Valid	Manuscript style
Hypothesis				

	Seventh Grade GSE
	Writing (W)
	ELAGSE7W8: 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.

Skills/Concepts for Students:

- Apply knowledge of which resources are most appropriate for a given topic
- Use background knowledge and considered judgment when evaluating sources for research
- Cite appropriately and avoid plagiarism
- Accurately summarize without bias
- Annotate formally and informally
- Learn about and use the latest digital trends for gathering and sharing information

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8 (see above)
- Incorporate technology into the classroom whenever possible, keeping up with trends in gathering and sharing information
- Partner with media center faculty to scaffold and reinforce fundamental citation skills, the seriousness of plagiarism, and the accepted rules for gathering and sharing academic information in the public domain
- Require formal annotations when appropriate
- Provide explicit instruction to introduce the purpose and use of in-text citations
- Provide opportunities for students to practice the basics of writing citations in an accepted manuscript style without the aid of a citation generator
- Review the basics of writing and integrating quotations effectively

Sample Performance-based/Standards-based Task(s):

Provide a list of several websites/digital resources for students to evaluate. Plant several sources on the list that are known to be unreliable. Before exploring the sites, have students brainstorm to create a rubric to evaluate a website, coming up with their own ideas about what constitutes a reliable and valid source before you provide them with conventional wisdom and academic rules on the subject. Allow them to examine how closely their own ideas about reliability match the “accepted rules.” When evaluating the sources, students should assign a grade for reliability between 1 and 10, supporting their assessment with evidence. In pairs or small groups, have students create public service announcements or brochures that concisely advise other students on the effective use of internet resources.

Recommended Vocabulary for Teaching and Learning

Print Source	Digital Source	Summarize	Paraphrase
Citation	Annotation	Synthesis	Website
Integration	Plagiarism		

	Seventh Grade GSE
	Writing (W)
	<p>ELAGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Seventh Grade 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”).</p> <p>b. Apply Seventh Grade 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>

Skills/Concepts for Students:

- Use evidence gained from reading literary or informational texts to support ideas and thinking in writing
- Incorporate commentary on how and why the author employs specific strategies (e.g., literary elements, rhetorical strategies, organizational ploys) to achieve desired effects
- Organize notes and evidence from reading to help with effective analysis, reflection, and research papers

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W9 (see above)
- Teach students note-taking strategies for the production of text-based analysis essays with both an argumentative and an informational focus
- Require students to create formal annotations and citations, occasionally
- Require all claims made about a text, even trivial or seemingly self-evident claims, to be supported by cited evidence (e.g., “Jane Eyre was a brave and headstrong girl” cannot stand without specific evidence to prove both points)

Sample Performance-based/Standards-based Task(s):

Throughout the study of an anchor text, provide students with a variety of short constructed response questions. Require students to address questions using properly cited text evidence to back up their answers.

Suggested Key Terms:


Literary
Delineate

Informational
Evaluate

Summary
Claim

Paraphrase

Analysis

	Seventh Grade GSE
	Writing (W)
	ELAGSE7W10: 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.

Skills/Concepts for Students:

- Maintain a routine writing practice, both within the classroom and independently
- Read and study writers whose styles you enjoy and admire
- Acquire and maintain adequate keyboarding skills to write effectively within given time frames
- Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time
- Maintain a portfolio of written work, not only for reflection but as a resource for ideas, work samples, college applications, etc.

Instructional Strategies for Teachers:


- Provide frequent writing opportunities, both formal and routine, brief and extended
- Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both
- Require students to maintain a record of their writing throughout the year
- Create opportunities throughout the year for retrospective review of writing to facilitate the recognition of progress and habits
- Vary the requirements for tasks to include type-written and hand-written pieces, long and short pieces, research

Sample Performance-based/Standards-based Task(s):

Provide students with writing prompts, formally and informally, to ensure that they are writing routinely in a variety of settings, on a variety of topics, in a variety of formats (e.g., journal prompts, timed essays, group writing, reflections, etc.).

Suggested Key Terms:

Diction	Syntax	Style	Voice	Figurative language
Denotation	Connotation	Organization	Structure	Topic
Introduction	Fluency	Imagery	Sensory detail	Fact
Opinion	Evidence	Detail	Extraneous	Conventions

	Seventh Grade GSE
	Speaking and Listening (SL)
	<p>ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Seventh Grade topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration, and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p>

Skills/Concepts for Students:

- Actively engage in collaborative discussions within your classroom
- Firmly shake hands, make appropriate eye contact, speak loudly enough to be heard, and observe other common courtesies in your discourse with others
- Take notes, if necessary, to scaffold attentive listening and to jot down comments you may want to link, synthesize, or build upon
- Apply knowledge of bias and unsupported arguments or claims when evaluating information from others
- Be proactive in taking a leadership role when necessary, setting goals and helping to discern roles for team members

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Incorporate frequent opportunities for collaborative discussion and team work within classroom and extended assignments
- Invite non-peers to participate in discussions with the class, both formally and informally, so that students become comfortable participating in discussions with adults, children, peers, and experts
- Occasionally require formal preparation for a collaborative discussion, ensuring that students meet element *a* of the standard
- Allow students to brainstorm about what they believe the rules for collegial discussion should be and set up a “rituals and routines” for brainstorming and discussion
- Specific focus on tolerance and respectful consideration of alternative points of view may be beneficial

Sample Performance-based/Standards-based Task(s):

Have students collaborate to create and pitch an idea or solution. Create opportunities for students to get guidance on the idea from volunteers in the community, requiring students to create questions for these adults. Encourage students to work together to set goals, divide responsibilities, produce and edit content, and prepare materials necessary to pitch the idea. Create a competition in your classroom, and incorporate outside adults as judges.

Suggested Key Terms:

Brainstorm	Discussion	Presentation	Collegial	Relevant
Observation	Evidence	Explicit	Implicit	Collaborate
Diverse	Express	Articulate	Tolerance	Alternative

	Seventh Grade GSE
	Speaking and Listening (SL)
	ELAGSE7SL2: 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.

Skills/Concepts for Students:

- Maintain and continue to build upon knowledge of media applications
- Acquire or review basic knowledge of aesthetic elements of various media (color, lighting, and camera angle in visual media, for example)
- Be a careful consumer of many kinds of media so that you can begin to be an effective critic and user of all types of platforms for communication
- Listen to audio versions of the text
- Employ knowledge of appropriate organizational structures for argument writing which include a focus for audience and purpose

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2 (see above)
- Provide frequent opportunities for students to consume texts in various formats, guiding collaborative discussions on the merits of each medium
- Encourage students to think analytically about the impact of various mediums on the messages they receive; how, for instance, teenagers are impacted by the visual images of perfect hair/teeth/bodies on movie and film stars, and whether they are more likely to be impacted by a visual advertisement than a print advertisement
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often consumed media outlets

Sample Performance-based/Standards-based Task(s):

Provide a station activity where multiple representations of a single text are available (choose the same significant passage for each station so that students can make an effective comparison). Hundreds of significant literary text choices appropriate for 7th grade are available in written text, audio book, and film. Many others would be available in these three modes as well as in a stage adaptation (of which a film may be available), an abridged and illustrated children’s storybook version, a cartoon version, etc. Brainstorm beforehand to identify some of the elements they will examine in comparing the versions of the text. Students will discuss the differences in the versions of the text.

Suggested Key Terms:

Media	Format	Analysis	Evidence	Platform
Diverse	Digital	Film	Print	Aesthetic

	Seventh Grade GSE
	Speaking and Listening (SL)
	ELAGSE7SL3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Skills/Concepts for Students:

- Apply knowledge about logic and evidence when evaluating a speaker’s claims
- Address speaker bias and counter-claims when evaluating a speaker’s argument
- Understand and effectively analyze a speaker’s use of verbal strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Consider the impact of visual rhetoric and the use of lighting, camera angles, make up, clothing, etc.

Instructional Strategies for Teachers:


- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify verbal strategies in action
- Consider targeted instruction in types of logical fallacies
- Consider targeted instruction in inductive and deductive reasoning
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Point out persuasive strategies in everyday discourse

Sample Performance-based/Standards-based Task(s):

In small groups, have students create a presentation or speech on an agreed-upon topic related to a class text. Confidentially, each group will be assigned a specific quality or element to include in their presentation which other students will have to recognize and identify (e.g., group one may put a completely unsupported claim in their presentation, while another may use a bandwagon appeal, or another use an extreme example of pathos or ethos). Students may gear their presentation toward the wrong audience (for example, their presentation could be geared towards small children with cartoon pictures and overly simplistic language). The students will be provided with a rubric that requires them to find the specific elements to assist them in identifying how each presentation fails to meet the standard. The rubric will have a commentary section where students will share their reflections, citing specific items from presentations.

Suggested Key Terms:

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Audience	Fallacy	Reasoning	Distortion
Spin	Point of view	Bias	Author’s purpose	

	Seventh Grade GSE
	Speaking and Listening (SL)
	ELAGSE7SL4: 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.

Skills/Concepts for Students:

- Work consistently towards becoming comfortable presenting to peers and to adults; public speaking is at least a little intimidating for almost everyone, and taking advantage of multiple opportunities to practice public presentation is the best way to become better at it
- Practice presentations in front of a friend or a mirror to get feedback on pacing, eye contact, volume, etc.
- Try recording yourself presenting orally in order to assess your own pacing, volume, and inflection
- Use academic knowledge of valid argument construction, evidence, and logic gained from reading and writing arguments in oral delivery of argument
- Adapt speech as necessary for formal and informal presentations

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Include opportunities for public speaking and presentation not only in the classroom environment, but in real-world situations, as you are able (such as presenting at an academic conference, a rally or school event, etc.)
- Encourage students to record or videotape their presentations and produce reflective feedback on their performance
- Include opportunities for students to present within a group, sharing responsibilities for different aspects of the information to enhance their ability to integrate and synthesize the information as well as to work effectively with others
- Vary presentation requirements to include a variety of circumstances (small group, large group, with podium and mic and without, in the classroom, in an auditorium, at a round table discussion, with technology, without technology, etc.)

Sample Performance-based/Standards-based Task(s):

Separate the class into two teams and allow them to research a relevant topic with opposing viewpoints. Allow students an allotted amount of time to prepare for the debate. Student arguments must be supported by citable evidence. On the day of the debate, a group of students, teachers, administrators, or guests may be invited to act as judges for the event, if desired.

Suggested Key Terms:

Pacing	Fluency	Diction	Eye Contact	Presence
Poise	Confidence	Coherence	Validity	Inflection
Evidence	Logic			

	Seventh Grade GSE
	Speaking and Listening (SL)
	ELAGSE7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Skills/Concepts for Students:

- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom, and encourage peers and instructors to explore new technologies
- Utilize knowledge acquired from other standards regarding supporting claims with evidence and integration/synthesis of evidence into a coherent claim
- Effectively communicate ideas in visual display

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL5 (see above)
- Require various kinds of multimedia and visual products within assignments to ensure that students do not become overly dependent on a single platform or medium
- Develop meaningful rubrics that include appropriate domain-specific language for technology to assess the visual portion of a presentation
- Students find it much easier to present some kind of visual than they do to make that visual meaningful - specifically to ensure that the visual display actually clarifies information or strengthens claims – therefore, it may be useful to specify in some assignments what focus the visual display should take
- Challenge students to find visual representations of information, themes, or ideas

Sample Performance-based/Standards-based Task(s):

In order to support students’ continuing development in software literacy, require charts and/or graphs to be produced by the student. After reading a class text, have students answer a focused question and include the most appropriate graphic to convey the essence of the information. Students should be aware of all aspects of the visual, including clarity, font, color, increments of measurement, etc. The visual should be assessed not only on its own quality and validity, but also on the quality of its conveyance to an audience through oral presentation.

Suggested Key Terms:

Integration Multimedia Claim Evidence Digital Multimodal Podcast Wiki Website

	Seventh Grade GSE
	Speaking and Listening (SL)
	ELAGSE7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Seventh Grade Language standards 1 and 3 for specific expectations.)

Skills/Concepts for Students:

- Acquire and review knowledge of the types of language used in informal situations, including dialectic, colloquial, or idiomatic language
- Employ a formal, academic tone when appropriate
- Exhibit knowledge of the foundations of grammar, consistently using correct noun/verb agreement, providing correct antecedents for pronouns, and placing modifiers correctly
- Seek out opportunities to speak in informal situations as well as more formal situations, including leading a class discussion or telling a story to a younger sibling

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL6 (see above)
- Expose students to a wide variety of variations on speech in context, such as stories written in dialect, or figurative or idiomatic language from various cultures
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer often to the GSE “Language Progressive Skills Chart” which defines the course of instruction for common grammar and conventions principles

Sample Performance-based/Standards-based Task(s):

Invite a storyteller to visit your class, or have the students listen to professional storytellers through any of numerous websites such as StoryTeller.Net: <http://www.storyteller.net/stories/audio> . Choose stories that are told with original culturally-relevant terms (such as Native American or African tales) and in different accents and dialects. When text is available, compare and contrast a story and its impact when it is read by a student or teacher and when it is read by the storyteller in the appropriate dialect and with the proper inflections and pronunciations. Have students engage in a collaborative discussion about the impact of the speaker’s interpretation and the author’s use of irregular diction on the enjoyment of the text.

Suggested Key Terms:

Context	Dialect	Colloquial	Idiom/idiomatic	Standard English
Grammatical	Adapt	Dialogue	Formal English	

	Seventh Grade GSE
	Language (L)
	<p>ELAGSE7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p><i>*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for GSE and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.</i></p>

Skills/Concepts for Students:

- Consistently review and maintain the knowledge of grammar and conventions you have learned up until Seventh Grade
- Demonstrate knowledge of the elements of a phrase (a collection of words that works together and does not contain both a subject and a verb) versus the elements of a clause (a construction with both a subject and a verb which may or may not be a sentence - an independent clause is a sentence, a dependent clause is not. Dependent clauses have subordinating conjunctions in them that make them incomplete; therefore, “I like hamburgers” is an independent clause, and “because I like hamburgers” is a dependent clause)
- Be aware of the need for variety in your sentence construction, employing your knowledge of phrases and clauses to use compound, complex, and compound/complex sentences regularly
- Place modifiers, such as adverbs and adjectives and phrases constructed with adverbs and adjectives, as close as possible to the word they modify in order to avoid sentences like “Abraham Lincoln wrote the Gettysburg address while traveling from Washington to Gettysburg on the back of an envelope”

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Consider diagramming, mapping, or color-coding sentences to enforce skills and concepts such as the parts of speech, phrases and clauses, etc.
- Add specific focus elements to rubrics that include grammatical elements included in your standards for this grade
- Point out examples within class texts of grammatical concepts focused on in your grade’s standards
- As necessary, provide focused instruction on concepts that may be new to students
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level
- Construct and deconstruct sentences from one sentence type to another

Sample Performance-based/Standards-based Task(s):

Create an “emergency room” in which student spend time doctoring “sick” sentences. Students can do tasks such as inserting correct conjunctions to signal differing relationships. They could fix misplaced and dangling modifiers or even combine clauses appropriately to create new sentences.

Suggested Key Terms:

Standard English	Conventions	Mechanics	Simple	Phrase
Clause	Dependent	Independent	Compound	Complex
Compound-complex	Dangling modifier	Misplaced modifier		

	Seventh Grade GSE
	Language (L) ELAGSE7L2: 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.

Skills/Concepts for Students:

- Review and maintain familiarity with rules and patterns of spelling in standard English
- Routinely consult reference materials for clarification when in doubt about a spelling
- Do not allow abbreviations common to digital media to adversely impact spelling in your formal writing
- Understand and apply the rules of spelling, capitalization, and comma usage

Instructional Strategies for Teachers:


- Consult the GSE “Language Progressive Skills Chart” to plan continued instruction on key aspects of grammar and conventions
- Include explicit and implicit instruction on grade-level concepts such as comma usage and modifier placement
- Use a familiar text or student piece of writing to identify examples of grade level concepts, such as comma usage and modifier placement
- Insist upon legibility in student work
- Provide a rubric for written work, on occasion, which focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas
- Ask students to keep a log containing the correct spelling of troublesome words from their own writing

Sample Performance-based/Standards-based Task(s):

Have students choose one piece of previously-graded writing from their portfolio. Students will exchange these papers with a partner who will grade that paper on capitalization, punctuation, and spelling ONLY. A guidance sheet listing specific items to check may be provided to scaffold this exercise. Students will check for comma usage, capitalization, and spelling. Normally, a paper with great content may have several grammar and conventions errors and still be an “A” paper. Within these parameters, we are able to examine a paper on conventions alone, allowing a student to get a snapshot of his or her performance in that category alone.

Suggested Key Terms:

Conventions	Standard	Non-standard	Capitalization	Punctuation
Legible	Comma	Grammar	Coordinate adjectives	

	Seventh Grade GSE
	Language (L)
	ELAGSE7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Skills/Concepts for Students:

- Review and maintain foundational knowledge of grammatical concepts, such as parts of speech and parts of a sentence
- Apply knowledge of literal and figurative language and the denotations and connotations of words when choosing diction in speaking and writing
- Recognize overuse of words (such as any, all, always, never, very, etc.) and revise writing to better express ideas
- Use adequate descriptions and explanations while also avoiding flowery language and wordy explanations

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L3 (see above)
- Provide examples of text with strong fluency (sentence variety)
- Provide explicit instruction with examples of essays that err on the side of too much language as well as those that err on the side of too little (students at this level tend to think that more is always better)
- Be sure to consult the Language Progressive Skills Chart within the GSE to identify grammar and mechanical skills to be continued in Seventh Grade

Sample Performance-based/Standards-based Task(s):

Have students choose one or more essays from their portfolio (essays must be available in an electronic format) for review with an eye to word choice. Students may evaluate their language choices in a number of different ways. One way is to perform a word count - allow students to compare their essays to those of their peers for average length. Have students run their text through a Lexile calculator (<http://www.lexile.com/analyzer/>) to determine the average sophistication level of their vocabulary choices. Most word processing programs will identify and count words that appear multiple times, allowing students to identify instances where they do things such as begin too many sentences with “I.” Provide a worksheet on which students can perform an analysis of their writing. Students will compile a list of targeted areas for improvement, which will be attached to the writing portfolio for reference.

Suggested Key Terms:

Language	Conventions	Diction	Concise	Precise
Redundancy	Wordiness			

	Seventh Grade GSE
	Language (L) ELAGSE7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Seventh Grade reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Skills/Concepts for Students:

- Make effective use of reference materials, including digital references
- Avoid becoming overly dependent on electronic devices in determining correct spellings or grammatical constructions; these tools will not always be at hand in testing, interviewing, or speaking situations
- Always use your own resources (text, context, roots, word patterns) to determine meaning, or at least make an educated guess, before consulting reference materials in order to keep these skills sharp
- Proactively and independently continue to build your own vocabulary

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4 (see above)
- Encourage students to use their own resources to make an attempt at guessing the meaning of a new word before accessing reference materials
- Routinely list and explore new words introduced through class texts
- Point out roots and patterns in unfamiliar words
- Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices
- Review the construction of dictionary entries to ensure that students understand each part

Sample Performance-based/Standards-based Task(s):

Give students a list of words that all contain the same root. Ask students to find commonalities between the words, ultimately guiding them to see that each word is based on the root. Challenge students to find the “Roots in Action” in their environments. Create a contest in which students take pictures or cut out examples of the words used throughout the day.

Suggested Key Terms:

Definition	Context	Thesaurus	Dictionary	Noun
Verb	Adverb	Adjective	Interjection	Conjunction
Pronoun	Article	Word Pattern	Greek root	Latin Root
Pronunciation	Etymology	Inference		

	Seventh Grade GSE
	Language (L)
	ELAGSE7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Skills/Concepts for Students:

- Identify and analyze the effects within texts of various types of figurative language (metaphor, simile, personification, hyperbole, idioms)
- Understand the impact on text of literary elements such as imagery, diction, syntax, sensory detail
- Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)
- Consider the connotations of various words when determining the author’s purpose in employing specific diction

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5 (see above)
- Guide students in identifying various types of figurative language; provide contextual examples
- Choose texts rich in figurative and connotative language
- Require students to translate figurative expressions into concrete language and vice versa
- Practice exploring connotations of common vocabulary as well as newer vocabulary

Sample Performance-based/Standards-based Task(s):

Throughout the year, have students create a language glossary in which they record and explore various common literary biblical and mythological allusions as well as examples of figurative language. You may provide students with a list to research. Students also include examples of figurative language found in class texts. Encourage students to use figures of speech from their list in their own writing.

Suggested Key Terms:

Figurative	Literal	Connotation	Denotation	Metaphor
Simile	Personification	Hyperbole	Idiom	Mythological
	Allusion	Synonym	Antonym	Analogy

	Seventh Grade GSE
	Language (L) ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Skills/Concepts for Students:

- Be independent and proactive in the acquisition of new vocabulary
- Acquire or review foundational knowledge of roots, prefixes, suffixes, and other structural tools for decoding new vocabulary
- Understand and apply knowledge of the concepts of literal and figurative meaning
- Differentiate between situations which require formal diction and those which do not
- Examine author’s purpose in word choice and be aware of your own purpose when choosing language

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6 (see above)
- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

Sample Performance-based/Standards-based Task(s):

After providing direct instruction on academic and/or domain-specific words and phrases, work with students to put visual representations of vocabulary on a class word wall. Frequently refer to the word wall for various activities (e.g., use the word wall to complete a KWL (Know, Want to Know, Learned) chart). Students can also sort these words into categories when appropriate. Ask students to continually assess and reflect on their understanding of the multiple uses of these words.

Suggested Key Terms:

Figurative	Connotative	Literal	Concrete	Technical
Academic	Diction	Author’s purpose	Domain-specific	



Revisions to GSE

A comparison of the previous standards and the revised GSE

Overview

The following pages contain a comparison of items from the previous standards and the revised Georgia Standards of Excellence (GSE). This section is not meant to serve as the definitive guide to each of the GSE standards; that is provided in the previous section, entitled “Guidance,” along with skills, concepts, tasks, and strategies. In this section, you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise altered.

Summary of Changes for English Language Arts (ELA) Standards

Grade Seven

This document identifies **grade level changes for the 2015-2016 school year and beyond.**

Current Standard 2014 - 2015	Revised Standard for 2015 – 2016 and beyond
Reading Literary (RL)	
ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
Language (L)	
ELACC7L6: 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.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

AT-A-GLANCE GUIDE FOR COMPARISON STANDARDS - GRADE SEVEN

These standards are revised for 7th grade. Several of them are aligned to GSE standards in other grades and are representative of the increased rigor of the GSE. See the strategies in the first section of this document to assist in creating strategies for delivering these skills in 7th grade.

Grade Level	Strand	Standard
Seventh Grade	Reading Literary Text	GSE7RL2
	Language	GSE7L6

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
ELAGSEK5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELACC5L5c
ELAGSE1L2c. Use commas in dates and to separate single words in a series.												Subsumed by ELACC5L2a
ELAGSE1L1i. Use frequently occurring prepositions.												Subsumed by ELACC4L1e
ELAGSE1L1g. Use frequently occurring conjunctions. ELACC3L1h. Use coordinating and subordinating conjunctions. ELACC5L1e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).												
ELAGSE3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELACC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.												
ELAGSE3L1f. Ensure subject-verb and pronoun-antecedent agreement.												
ELAGSE3L3a. Choose words and phrases for effect.												
EKAGSE4L1e. Form and use prepositional phrases.												
ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
ELAGSE4L1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).												
ELAGSE4L3a. Choose words and phrases to convey ideas precisely.												Subsumed by ELACC7L3a
ELAGSE4L3b. Choose punctuation for effect.												
ELAGSE5L1d. Recognize and correct inappropriate shifts in verb tense.												
ELAGSE5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
ELAGSE5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
ELAGSE6L1c. Recognize and correct inappropriate shifts in pronoun number and person.												
ELAGSE6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
ELAGSE6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
ELAGSE6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
ELAGSE6L3b. Maintain consistency in style and tone.												
ELAGSE7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
ELAGSE7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
ELAGSE8L1d. Recognize and correct inappropriate shifts in verb voice and mood.												
ELAGSE9–10L1a. Use parallel structure.												
ELAGSE11–12L3a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.												

* Darkened boxes indicate grades in which the standard should be taught