

## Language Arts: Grade Seven

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Phonemic Awareness, Word Recognition and Fluency</b> <b>Benchmark: None</b> <b>Content Organizer:</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>Increased rate of oral reading to near conversational pace</p> <p>Use of pauses, pitch, stress and intonation appropriate</p> <p>Gain a wider, complex sight vocabulary and control over longer syntactic structures</p>	(None)		<p><u>Silent reading</u> becomes the preferred, more efficient way to process everyday texts; however, students should practice oral reading.</p> <p>Examples – Student Reading</p> <ol style="list-style-type: none"> <li>1. Test directions</li> <li>2. Writing prompts</li> <li>3. Mini lessons</li> <li>4. Poetry</li> </ol> <p>If oral reading is part of a lesson plan, assign passages the day before so students may practice recitation.</p> <p>Objective: Assignments that require practice of learning strategies will develop better readers.</p> <p>Companion to Content Standard <u>Acquisition of Vocabulary</u>, Grade Level Indicator 6. By assigning short passages, students should be expected to use resources to pronounce words correctly and to define unfamiliar words.</p>	<p>As each student reads, a teacher checklist should be used to note specific reading weaknesses.</p> <p>Monthly, assign a journal entry that asks students to analyze their reading progress and successful strategies.</p>

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<b>Content Standard: Acquisition of Vocabulary</b> <b>Grade 5-7 Benchmark: A. Use context clues and text structures to determine the meaning of new vocabulary.</b> <b>Content Organizer: Contextual Understanding</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Define the meaning of unknown words through context clues and the author's use of comparison, contrast, definition, restatement and example.	#5 Subscale: Constructs Meaning  Use context to determine the meaning of words. <ul style="list-style-type: none"> <li>• Drawn from fiction or nonfiction</li> <li>• Unfamiliar words to most tenth grade students, but,</li> <li>• Contain sufficient context to allow meaning through inference</li> <li>• May be asked to locate words in text that help determine meaning of unfamiliar words</li> <li>• May ask students to determine meaning of complete sentence in passage</li> </ul>	<b>II. Secondary Resources</b>  <i>Write Source 2000</i> (pp. 324-40)  <i>Reader's Handbook</i> (pp. .666-72)	Students should be able to recognize context clues and to create sentences that contain context clues. Seven types are listed on page 324, in <i>Write Source 2000</i> , along with examples. Students may use this resource for individual remediation.  Ask students to locate the clues in the sentences. Then ask them to construct a similar sentence, or find each type of clue in their readings. (Compile an additional list of sentence examples before teaching this lesson.) These grade-level indicators are meant to be reinforced frequently throughout the reading process. Make notations in each reading as to the location and type of context clue. This activity will be more effective than having students look for definitions in the dictionary.	Using sentences from assigned readings, ask students to underline the words or phrases in the sentence that provide the clue and list the type of context clue.

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<b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> <b>Grade 5-7 Benchmark: A Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.</b> <b>Content Organizer: Comprehension Strategies</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	# 7 Subscale: Extends Meaning Draw inferences <ul style="list-style-type: none"> <li>• Fiction or nonfiction passages</li> <li>• Identify or express in writing a logical inference from the text</li> <li>• Use information from text to support their inferences</li> </ul>	<b>I. Primary Resources</b> “To Comprehend What They Read” Proficient Readers: Harvey and Goudvis, 1999 Appendix (p. 1)  Generic questions for each strategy – Keene and Zimmerman, 1997 Appendix (p. 2)	<b>I.</b> An introductory review of reading strategies should take place in the first week of school. Both pages in the appendix could be copied to put in student notebooks, or laminated and enlarged to be placed in view of all students, as a reminder that reading is not a passive activity. After the initial review, each day for several weeks, routinely ask students to select one characteristic and mention how they used the skills of a proficient reader to make sense of their reading assignment. When students understand they are expected to know and use comprehension skills, they will begin to read with better understanding.	This activity should not be formally tested in isolation; rather, it should be reflected in the student’s ability to answer higher level questions connected to specific reading assignments.

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**Content Standard: Writing Processes**

**Grade 5-7 Benchmark: A. Generate writing topics and establish a purpose appropriate for the audience. B. Determine audience and purpose for self-selected and assigned writing tasks.**

**Content Organizer: Prewriting**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p> <p>2. Conduct background reading, interviews or surveys when appropriate.</p> <p>3. Establish a thesis statement for informational writing or a plan for narrative writing.</p> <p>4. Determine a purpose and audience.</p> <p>5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.</p>	<p>(None)</p>	<p><b>I. Primary Resource</b>            “A Metaphorical Introduction to the Writing Process” Rosemary Faucette Ideas Plus Book Fifteen (NCTE, 1997) Appendix (pp. 15-18)</p> <p><b>II. Secondary Resources</b>  <i>Write Source 2000</i>            “Prewriting: Choosing a Subject” and “Gathering Details”(pp. 45-60)</p> <p>“High School Writing Projects: Prompts and Projects for Thinking and Learning Across the Curriculum: John Collins, Ed.D. and Gary B. Chadwell, "Developing a Thesis" Focus Sheet, (p.45) and About the Procedures (p. 54)</p> <p>Inspiration (Computer Program is on district server. If you have problems, ask for help by connecting to our web site and sending a help request.)            Story Starters            Graphic Organizers            Brainstorming</p>	<p><b>I.</b> “Metaphorical Introduction...” This is a scripted lesson. The purpose is to assist students in understanding and recalling the <u>complete</u> writing process through a hands-on activity. Allow 60 minutes for this complete instructional process. From Grade 7 on, less time will be spent on the direct instruction of the writing process, so it is important that sufficient time is given to this activity. Set aside two class periods, if necessary.</p> <p><b>II.</b> Remind students <i>Write Source 2000</i> can be used as a reference, if review of the writing process is necessary.</p> <p>Teacher models creating a thesis statement and completing the focus sheet. Ask, “Is creating a thesis statement part of the metaphorical introduction?” What part of the writing process contains the preparation of a thesis statement?</p> <p>Inspiration (Computer Program) Create an organizational plan for a narrative writing. Use any additional format that will produce a document answering the appropriate grade-level indicators listed on this page.</p>	<p><b>I.</b> Students should respond to the metaphorical writing process in a brief journal entry. The following reflections are appropriate:            Personal skills gained through activity,            1. What did you learn?            2. Why do you think the lesson made the writing process clearer?            3. Questions remaining about the process,            4. Most important part of the process (opinion).            Journal entries may be collected and stored until the end of the school year. Students can then note their progress in a final entry, or as part of their portfolio reflective letter.</p> <p><b>II.</b> Students are evaluated on quality and quantity of hard copy of the Inspiration organizational plan. Prewriting should be acceptable before student begins the next phase of the writing process.</p>

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**Content Standard: Writing Conventions**

**Grade 5-7 Benchmark: A. Use correct spelling conventions. B. Use conventions of punctuation and capitalization in written work. C. Use grammatical structures to effectively communicate ideas in writing.**

**Content Organizer: Spelling, Punctuation and Capitalization, Grammar and Usage**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Spell high-frequency words correctly.</p> <p>2. Use commas, end marks, apostrophes and quotation marks correctly.</p> <p>3. Use semicolons, colons, hyphens, dashes and brackets correctly.</p> <p>4. Use correct capitalization.</p> <p>5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> <p>6. Use dependent and independent clauses.</p> <p>7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.</p> <p>8. Conjugate regular and irregular verbs in all tenses correctly.</p>	<p>#8</p> <p>Exhibit standard conventions completely (mechanics, usage, grammar, and spelling).</p> <p>Assesses student’s ability to employ mechanics, usage, grammar and spelling in a manner that doesn’t interfere with understanding.</p> <p>Exhibits sufficient control of grammar (conventional language structures, including modification and agreement), usage (conventional forms of words and phrases), diction (word choice), and syntax (word order).</p>	<p><b>Primary Resource</b> <i>Daily Oral Language</i> Grade 7 Great Source Education Group Acts as review and time management activity. 2 sentences per day for 36 weeks. Provides daily mini-lesson of writing conventions.</p> <p><b>Secondary Resources</b> <i>Write Source 2000</i> Great Source Education Group</p> <ul style="list-style-type: none"> <li>• Parts of Speech (pp. 439-457)</li> <li>• Using Commas- (pp. 389-392)</li> <li>• Clauses-dependent (pp. 436-438)</li> <li>• Clauses-independent- (pp.391-393)</li> <li>• Subject-Verb Agreement- (pp.88-89C.)</li> </ul> <p><b>100% Punctuation (Linqi Systems)</b> Practice/Resource for all types 7<sup>th</sup> grade punctuation.</p>	<p><b>Primary Resource.</b> Homework activity – all students correct daily sentences before class. Beginning activity for each class (5 minutes). Divide class into pairs of students and number each pair. Students should keep track of the schedule and come to class prepared. Students should have sentences on board and corrected within two minutes of the tardy bell. Each day one pair writes sentences (2) on board in the original form and make corrections as needed. Students must be ready to cite reasons for changes or corrections. Teacher reviews with class any weak areas.</p> <p><b>Secondary Resources</b> Class spreadsheet (graph) with skill and student number or name can be displayed in classroom. Student can review personal weak areas independently using either textbook reference guide or <i>Writers Source 2000</i>. Individualize student review by noting specific error in composition and listing a resource on the paper. The term “Focus Correction Area” can be used to pinpoint key weakness for student. Use specific errors in various student compositions with whole group instruction when appropriate</p>	<p>Weekly assessment – 85% daily notebook section. Collect at the end of the week for random grading.</p> <p>Assignment-Each grading period. Given 5 sentences which include multiple errors of varying degrees of difficulty, the student should be able to correct 85% of the errors. These sentences could be drawn from student compositions or previously emphasized mini-lessons.</p>

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<b>Content Standard: Research</b> <b>Grade 5-7 Benchmark: A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.</b> <b>Content Organizer:</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.	<p># 12 Subscale: Extends Meaning</p> <p>Evaluate the effectiveness of resource material for a specific audience or purpose.</p> <ul style="list-style-type: none"> <li>• Assessment materials include textbook excerpts, library reference materials, technological resources (web pages)</li> <li>• Students must explain why one reference source is more appropriate</li> <li>• Analyze potential uses of resources</li> <li>• Explain or identify effectiveness of resources.</li> <li>• Explain or identify effectiveness of resources.</li> </ul>	<p><i>Ella Enchanted</i> Gail Carson Levine (District Novel)</p> <p>KWL Graphic Organizer</p> <p><i>When Kids Can't Read – What Teachers Can Do</i> Kylene Beers (pp. 80-87) (Located in the teachers' reference section of each high school library.)</p>	<p>Students will select a research topic from a list of suggestions that will enhance the reading of the district novel. Some suggestions include: Medieval Period, (weapons, homes, class system, homeopathic medicines, Greek and Roman roots and prefixes).</p> <p>After the teacher approves each topic, students should complete the first three columns of the graphic organizer “What we already <u>know</u>, What we want to <u>find out</u>, <u>How</u> we will find out?.” If this is the first time students have used this process in Grade 7, the exercise should be done by whole group demonstration, followed by small group work.</p> <p>Students should understand that the purpose of this chart is to link the known to the unknown. They must constantly tie questions to the known information.</p> <p>This is an appropriate time to enlarge students' list of source materials. Brainstorm possibilities using chart paper. Label one chart “Print” and the other chart “Non-print.” Two students should be recorders. Allow small student groups three minutes to brainstorm. After all sources have been listed, the teacher may mention a couple of additional ideas. Remind students they must complete the “What I learned “ column as a final step. Allow two homework days for completion of final column.</p> <p>*Students should use this process at least 3 times during the year.</p>	<p>The chart can be evaluated or it can be part of a completed writing or oral presentation. The chart should have at least three sources in column 3 and sufficient information in column 4 to assist students in understanding the novel.</p>

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<b>Content Standard: Communication: Oral and Visual</b> <b>Grade 5-7 Benchmark: A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.</b> <b>Content Organizer: Listening and Viewing</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).		<p><b>I. Primary Resource</b> Peer Response Process Appendix (p. 26) Peer Response Considerations Appendix (p. 27)</p> <p><b>II. Secondary Resources</b> <i>High School Writing Projects: Prompts for Thinking and Learning Across the Curriculum</i> by John Collins, Ed.D. and Gary B. Chadwell Focus Sheet “Interviewer’s Notebook” Writing a “Who am I?” Autobiographical Sketch About a Classmate (p. 31)</p> <p>Rubric “Interviewing to Gain Information” Appendix (p. 28)</p>	<p><b>I.</b> The Peer Response Process provides feedback in the writing process, but it also aids students in listening for a purpose. Both the reader and the writer have defined listening obligations. A comment sheet should be used during the process.</p> <p><b>II.</b> Students may pair off to interview each other using the Interviewer’s Notebook focus sheet. The interview process could also be tied to a reading assignment, a “hot topic” or just a method of obtaining personal insight about a peer. It could be used as a practice before a student goes out to conduct an actual interview. The day before the interviews, students are given a set of instructions needed to conduct a successful interview and the rubric used to evaluate their skills. The teacher may want to model the process by conducting a mock session using a student, colleague or building administrator. Ask students to complete the evaluation of the teacher’s interviewing skills using the rubric.</p>	<p><b>I.</b> When a student has participated in at least two peer response sessions, the teacher may evaluate the comment sheet on a 3-point scale: 3 – Listener was able to write a sentence articulating the main idea and included two positive and two Delta comments. 2 – Listener had insufficient information for main idea but included sufficient positive and Delta comments. 1 – Listener had no main idea and included only general positive remarks.</p> <p><b>II.</b> If the interview is key to a writing assignment, the assessment of the interview process could be part of the total rubric. If the purpose is to practice interviewing skills, the evaluation of the “Interviewer’s Notebook focus sheet could be the assessment.</p>

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<p><b>Content Standard:</b> Acquisition of Vocabulary  <b>Grade 5-7 Benchmark:</b> C. Apply knowledge of connotation and denotation to learn the meanings of words.  <b>Content Organizer:</b> Conceptual Understanding</p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Apply knowledge of connotation and denotation to determine the meaning of words.		<p><b>II.</b> <i>Reader's Handbook</i> Great Source Education Group (p. 279)</p>	<p><b>I.</b> Ask students to keep word lists with three columns: denotations, positive connotations and negative connotations. Only words that are new or unique to the student should make the list. Have students share connotations and denotations with the class when it is their turn to prepare the lesson on Daily Oral Language. As the lists grow, assign a journal entry with a specific number of words taken from the list. Limit the student to all positive or all negative connotations. This exercise might work well with a unit on humor.</p> <p>Each time a journal entry is assigned, remind students to incorporate the use of connotations. This should increase their vocabulary and improve the quality of their writing.</p>	

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<b>Content Standard: Acquisition of Vocabulary</b> <b>Grade 5-7 Benchmark: B. Infer word meaning through identification and analysis of analogies and other word relationships</b> <b>Content Organizer: Conceptual Understanding</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.		<i>Reader's Handbook</i> Great Source Education Group "Improving Vocabulary" (pp. 634-639)	<p>Vocabulary is learned through repetition. Either the reader sees the word often in context, or he/she practices saying the word with a definition until it is stored in long-term memory. (15 times) The goal should be for each student to learn five new words per week. If students are having difficulty understanding parts of speech, have them color-code the cards. Each card would have a specific color for verbs, etc. The student may write a new word on the front of the card and the definition on the back. Some students may want to add a symbol opposite the word to give them a mental hint. The final item on the card is the source of the word. Did the student hear it or read it? While some students are writing Daily Oral Language sentences on the board, pairs of students can be reviewing individual vocabulary words. Sometimes students will select their own words and often the teacher will provide them. When students select their own words, they have an opportunity to work at their ability level.</p> <p>Repetition is also important for learning how to complete analogies. During DOL, another person can be completing an analogy the teacher has on the board. First, review the pages in <i>Reader's Handbook</i> about analogies.</p> <p>Daily Oral Language, vocabulary and analogies should not take up more than 5-7 minutes a day. Time is a premium and students should be at their desks and working by the time the bell rings.</p>	<p>Students must bring cards to class everyday. Randomly select five cards from a student's pack, say the definition and ask the student for the word. It must be pronounced correctly. Optional: Ask the student to use the word in a sentence. (All students don't have to be evaluated in one day. Three or four students per day should give you an idea of the status of the class.</p>

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Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Interpret metaphors and similes to understand new uses of words and phrases in text.		<p><i>Reader's Handbook</i> Great Source Education Book (p. 455 and 464)</p> <p>"I Am a Rock," by Simon and Garfunkel</p> <p>"The Famous Final Scene" Bob Seager &amp; Silver Bullet Band</p>	<p>Identification of metaphors and similes is first mentioned in Grade 4. By Grade 7, students are asked to "interpret" similes and metaphors.</p> <p>Provide students with a copy of the song, "I Am a Rock," and play it while they listen. Discuss the metaphors of the rock and island. What are the physical characteristics of the metaphors? Ask about the line, "shielded in my armor." Do the metaphors work? Are they appropriate? What do they add to the song/poem? How can poetry protect?</p> <p>"The Famous Final Scene" is an extended metaphor comparing the end of love with a stage play. Ask students to discuss the similarities between the two things.</p>	<p>Using the song, "I Am A Rock," students should select an appropriate object that best illustrates their personality and extend the metaphor, similar to the metaphor in the song.</p> <p>Students may select a metaphor for life similar to the Seager song. Example: Life is a roller coaster. It begins climbing at a slow rate, then as it reaches the top it plunges down hill rapidly before you are prepared for the journey. The students should write a one-page response and be able to match the metaphor with the idea with at least four examples. Students should add sufficient details to make the metaphor effective.</p> <p>Students can select five similes that are cliches and change them to fresh ways of examining the original concept. Examples: Playful as a puppy Strong as an ox Cute as a button Pretty as a picture</p>

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**Content Standard: Acquisition of Vocabulary**

**Grade 5-7 Benchmark: D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.**

**Content Organizer: Conceptual Understanding**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Recognize and use words from other languages that have been adopted into the English language.		<i>Write Source</i> Great Source Educational Group (pp. 460-01)	Most students are unaware that they are using foreign vocabulary. Remind students that there are two types of words that have been adopted into the English language. Those on page 461, and other words taken straight from a foreign country. French words like naïve, rendezvous, menu, a la carte, and au gratin potatoes are a few words. Ethnic restaurants bring in many foreign foods that we have no equivalent for in English. Examples include Spanish food words like taco, salsa, and tortillas.	

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**Content Standard: Acquisition of Vocabulary**

**Grade 5-7 Benchmark: E. Use knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.**

**Content Organizer: Structural Understanding**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>6. Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.</p>	<p>Note: While this indicator is not specifically tested on the OGT, it is important in determining the meaning of unfamiliar vocabulary, and by extension, is connected to reading comprehension</p>	<p>Beginning with grade 7 and continuing through grade 12, students will learn and periodically review Latin and Greek bases adding new material each year using the resource: “Everyday Words from Classic Origins” (Perfection Learning Company)</p> <p>A. Lessons 25-28 pp. 72-81</p> <p>B. “100 Latin and Greek Words and Expressions Every Student Should Know” pp. 88-89</p>	<p>Begin with Latin pronunciation on page 7. Oral recitation until most students master the common sounds.</p> <p>“The Hook”-Skip to pages 88-89 and have students skim through list to locate phrases they have heard before, or phrases that they could insert in their casual conversations. Practice pronunciation and understanding by encouraging students to use words and phrases on pages 88-89 whenever possible either talking in class or with friends outside of class. Tell them it is the “secret code” of language arts. Remind students they will be exposed to Latin in everyday situations. (<i>Dead Poet’s Society - carpe diem - Seize the day!</i>)</p> <p>Pass out reference worksheets. As students study each base, have them contribute words already in their vocabulary using the base. Student should add words to list periodically.</p> <p>Quick reviews: 1. Begin class with 2-3 minute vocabulary review. Take attendance by students responding with a base and a new word, or sentence using a phrase or word from pages 88-89. 2. Question students about any Latin or Greek bases when introducing specific vocabulary from assigned readings.</p>	<p>Written Tests “Everyday Words” Lessons 25-28 pp. 51-58</p> <p>Continue assessing total group recall by oral recitation.</p> <p>Periodically add one or two questions to a specific reading assessment, especially if the reading vocabulary lends itself to this.</p>

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<b>Content Standard: Acquisition of Vocabulary</b> <b>Grade 5-7 Benchmark: D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.</b> <b>Content Organizer: Structural Understanding</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/ Strategies	Assessment
7. Use knowledge of symbols and acronyms to identify whole words.		<i>The Reading Teacher's Book of Lists 3<sup>rd</sup> edition</i> Prentice Hall (ISBN 0130348937) Appendix (pp. 29-31)	<p>Acronyms are introduced in Grade 6. By Grade 7, students should have an understanding of the definition of an acronym. Handout the three-page list of acronyms. Give students a few minutes to read the list, then ask volunteers for additions. Remind students that they probably use acronyms everyday and aren't aware of it. Divide students into groups of four and allow ten minutes to create new acronyms. Tell them the acronym can be humorous, informational or occupational.</p> <p>Sample: <u>C</u>omputer <u>h</u>eadache <u>i</u>n <u>p</u>rogress = CHIP                      "Don't bother me now, I have a CHIP."</p> <p>Symbols associated with specific core disciplines can be taught in the appropriate course. For example, in math and science there are many measuring symbols.</p>	<p>Insert acronym material in tests periodically. For example, in a multiple choice test, insert a sentence with an acronym underlined. Given a choice of four different vocabulary terms, the student should select the correct term.</p> <p>Core discipline teachers are responsible for teaching the symbolism within each course taught.</p>

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<b>Content Standard: Acquisition of Vocabulary</b> <b>Grade 5-7 Benchmark: F. Use multiple resources to enhance comprehension of vocabulary.</b> <b>Content Organizer: Tools and Resources</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>		<p>Personal student dictionaries should be required. It is essential that each student have daily access to a dictionary. Teachers should have a desktop dictionary (college-level).</p> <p>Each language arts department should select one appropriate dictionary serviceable for several grade levels. This will lessen the cost to parents.</p> <p><i>Reader's Handbook</i> Great Source Education Group            "Dictionary Dipping" (pp. 626-29)            "Reading a Thesaurus" (p. 630)</p>	<p>Students begin dictionary skills in the second grade. In Grade 5, thesauruses are introduced. By Grade 7, students should be concentrating on a higher level of sophistication, rather than just being able to find a definition or a synonym.</p> <p>Review the two sections in the <i>Reader's Handbook</i>. Emphasize the parts of speech since this is what gives students the most trouble.</p> <p>Review the punctuation examples at the bottom of the page in the student dictionary.</p> <p>Assign each student one word to look up in the dictionary with the following tasks:            Pronounce the word correctly.            Use it in a sentence.            Locate an antonym or synonym.</p> <p>Ask several students to read their work and have the rest place their work in the language arts vocabulary notebook section.</p>	<p>Students should be able to select a generic verb (run) and narrow the selection of a verb to the type of running the student wishes to express. The same is true for the other basic parts of speech.</p> <p>The appropriate selection of vocabulary will be part of each writing assignment and will be assessed using the OGT writing response criteria.</p>

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<b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> <b>Grade 5-7 Benchmark: B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.</b> <b>Content Organizer: Comprehension Strategies</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.</p> <p>3. Make critical comparisons across text, noting author's style as well as literal and implied content of text.</p>	<p># 8 Subscale: Extends Meaning Make predictions.</p> <ul style="list-style-type: none"> <li>• Fiction/non-fiction passages</li> <li>• Sufficient information for logical predictions/outcomes</li> <li>• Predict author's probable viewpoint</li> <li>• Modify improbable predictions</li> </ul>	<p><b>I. Primary Resources</b>  <u>Explicit Instruction in Reading Comprehension Strategies</u> – Stephanie Harvey, adapted from Fielding and Pearson, 1995 Appendix (p.3)</p> <p><u>Monitoring Comprehension</u>            Harvey and Goudvis, 1999 Appendix (p.4)</p>	<p>The listed resources are more for teacher reflection than student use. Students reading below grade-level need a refresher course on reading mechanics. Both these documents will provide insight as to how students can be assisted over major hurdles. The page on monitoring comprehension provides a list of explicit strategies teachers can use to pinpoint students' difficulties.</p>	<p>This activity should not be formally tested in isolation; rather, it should be reflected in the student's ability to answer higher level questions connected to specific reading assignments.</p>

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<b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> <b>Grade 5-7 Benchmark: B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.</b> <b>Content Organizer: Comprehension Strategies</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.	# 8 Subscale: Extends Meaning Make predictions. <ul style="list-style-type: none"> <li>• Fiction/non-fiction passages</li> <li>• Sufficient information for logical predictions/outcomes</li> <li>• Predict author’s probable viewpoint</li> <li>• Modify improbable predictions</li> </ul>	<b>I. Primary Resources</b> “Very Important Points (V.I.P.)” Appendix (p. 5)  “Thinkmarks” Appendix (p. 6)	<b>I. Explain the process for the “VIP” and model the process either using a paragraph or longer text, depending on the age and skill of the group. Next, assign a passage to the students to work independently. Remember to limit the post-its given to students. Have students “show and tell” by showing their marked pages to a peer group or to the class as a whole. Students should begin to use some or all of these strategies on all assignments. Pair an advanced student with a struggling student. One student will learn by articulating how he/she uses the strategy; the other student will have valuable assistance from a peer.</b>  “Thinkmarks” – Using card stock paper and the template (Appendix p. ), make a supply of Thinkmarks to have on hand for student use. The object is to reinforce the SQ3R method by pausing and reflecting and writing about the assigned text. Encourage students to personalize the reading process by writing notes that may only be helpful to them.  Directed Reading – <ol style="list-style-type: none"> <li>1. Ask specific questions to guide reader’s understanding of text.</li> <li>2. Ask open-ended questions.</li> </ol>	<b>I. Individualize the processes. Monitor students’ silent reading to be certain they are using one of the reading process methods listed. If a student is having difficulty, work with him/her individually, or in small groups. A brief re-teaching session, followed by an assessment of the student’s ability to comprehend the text, will provide the teacher and student with quality feedback.</b>

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<p><b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>  <b>Grade 5-7 Benchmark: A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.</b>  <b>Content Organizer: Comprehension Strategies</b></p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>5. Select, create and use graphic organizers to interpret textual information.</p>		<p><b>I. Primary Resource</b>                      Graphic Organizers                      Continental Press, 1996</p> <p>Sequence/Narration Map                      Description/Theme Map                      KWL Chart                      Venn Diagram                      Compare/Contrast Map                      Concept/Attribute Web                      Time/Continuum Scale                      Rising Action Map</p> <p>(not included in packet)                      Plot/Sub-plot Organizer</p>	<p>The key is to have students practice selecting an organizer to use as a tool during the reading process. Initially, you may want to teach a mini-lesson on graphic organizers and display blank copies on display in the classroom. Students may select one or more of the specific graphic organizers to use, depending on the literature assignment. The KWL chart works well with non-fiction. The Compare/Contrast Map helps understand and evaluate persuasive writings, as well as with understanding characters in literature. Sequence/Narration and Description/Theme Maps work well with novels and short stories.</p> <p>Remind students that the graphic organizer is used before, during and after reading. The process helps students remember and reflect about the reading piece. Display excellent organizers in the classroom for student reference.</p>	<p>Students will complete various organizers as part of the assessment process. The organizer can be used as part of a formal assessment. For example, one of the test questions might include having the student complete a Venn Diagram illustrating the similarities and differences between two characters in a novel or short story. Students might be asked to discuss the multiple themes in a novel using a Description/Theme Map. Assessment would be based on correct information and sufficient details.</p>

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<b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> <b>Grade 5-7 Benchmark: C. Make meaning through asking and responding to a variety of questions related to text.</b> <b>Content Organizer: Comprehension Strategies</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	<p># 7 Subscale: Extends Meaning Draw inferences</p> <ul style="list-style-type: none"> <li>• Fiction or nonfiction passages</li> <li>• Identify or express in writing a logical inference from the text</li> <li>• Use information from text to support their inferences</li> </ul> <p># 8 Subscale: Extends Meaning Make predictions.</p> <ul style="list-style-type: none"> <li>• Fiction/non-fiction passages</li> <li>• Sufficient information for logical predictions/outcomes</li> <li>• Predict author's probable viewpoint</li> <li>• May have to modify improbable predictions</li> </ul>	<p><b>I. Primary Resource</b> "Comprehension Strategies" Harvey and Goudvis, <i>Strategies That Work</i> Appendix (pp. 7-8)</p> <p><b>II. Reader's Handbook</b> – Great Source Education Group (pp. 40, 52, 653, 672) Appendix (pp. 9-13)</p>	<p><b>I.</b> Be certain students understand the definitions of four terms in the grade-level indicator. Constant referral to these definitions is necessary. Students should be able to select a reading strategy appropriate to an assigned text. When readings are assigned, select one of six sections to use in strengthening comprehension. This process gives students a method to frame instruction. Students need practice in associating a reading strategy with their purpose in reading.</p> <p><b>II.</b> Give students the collated handout in the appendix. Instruct them to put it in a page protector, so they can use it frequently. As assignments are made, remind them to refer to it if they are having difficulty understanding inferences.</p>	<p><b>I.</b> Students write an informal one-paragraph response to text, explaining the process they used to strengthen their comprehension. Example: Making Connections (text-to-self)</p>

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<p><b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>  <b>Grade 5-7 Benchmark: D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.</b>  <b>Content Organizer: Self-Monitoring Strategies</b></p>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
<p>7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>(None)</p>	<p><b>Primary Resource</b>  Appendix “Outline of the SQ3R Method” (p. 14)</p>	<p>Talk students through a review of SQ3R using a social studies or science textbook. Give students a copy of the SQ3R Method to keep in their notebooks to use for non-fiction reading. Ask students if they have other methods of strengthening their comprehension to share with the class.</p>	<p>Survey students occasionally to determine if they are using this method.</p>

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<b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> <b>Grade 5-7 Benchmark:</b> <b>Content Organizer: Independent Reading</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>9. Independently read books for various purposes (e.g., enjoyment, for literary experience, to gain information or to perform task).</p>	(none)	Accelerated Reader Libraries	<p>After testing students for appropriate reading levels, teachers should monitor progress using the comprehension tests as the first level.</p> <p>The second level of monitoring should include structured student journal responses. “Real-world” questions, general inferential questions, and personal responses are appropriate. Journal responses should not be limited to paragraph structure, but can include Venn diagrams, webbing, listing, creating plot-subplot illustrations and charting the growth of a character or theme.</p> <p>Students need to understand that reading is not a passive activity. If time is built into the class schedule for independent reading, 25% of that time should include journal responses monitored by the teacher. Journals should include a log of time spent reading in class and independently. Suggestion: Set aside 1-2 times per week as part of the journal time. Writing for five minutes each day is not as productive or thought-provoking.</p> <p>Students who concentrate on “what is happening,” or recapping what they have read, need explicit instruction in higher-level reading skills or questions tailored to elicit specific responses. Students can keep an Action-Reaction journal section. Divide journal vertically into two halves, first half for recapping what was read and the second half for student response to reading.</p>	<p>Collect journals periodically while students are reading and write brief comments to each student. Check amount of time spent reading outside of class time. Informally monitor by writing comments in journals. Superficial responses should be noted and guided-questions should be added. Journals should be evaluated on the basis of quality, not quantity. Additional Accelerated reader points could be awarded based on the journal responses, but these points should be awarded sparingly.</p>

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**Content Standard: Writing Processes**  
**Grade 5-7 Benchmark: D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.**  
**Content Organizer: Drafting, Revising and Editing**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.</p>	<p>#4 – Subscale: Organization            Follow purposeful organization.</p> <ul style="list-style-type: none"> <li>• Organizes and structures a writing piece.</li> <li>• Maintains natural flow of ideas.</li> <li>• Demonstrates control over presentation and development of topics.</li> <li>• Writing starts and ends in clear, satisfying way.</li> </ul>	<p><b>I. Primary Resource</b>  <i>Write Source 2000</i>, Great Source Education Group Houghton Mifflin Company, 1999            “Writing the First Draft” (pp. 61-66)</p>	<p><b>I.</b> When the first formal writing composition of the course is assigned, students should work through the complete writing process as a class. The assumption at this point in the teaching process is that each student has completed the pre-writing process and has a workable thesis statement. Assume that all students need process skills, even though the elementary curriculum includes using the same writing process. Also remind students of the metaphorical writing process. At this point students are in the discovery process. The final composition may look nothing like the first draft.</p> <p>Tip – Writing each paragraph on a separate sheet of paper allows the writer to change the sequence of the paragraphs easily. The opening paragraph can be written using the same process.</p> <p>After completion of the first draft, students may wish to receive feedback; however, this should be accomplished in pairs and quickly. The most important feedback of the process follows the revision step.</p>	<p>Although the teacher may wish to determine the progress of the group and individual students, it is important that students at this level be responsible for their own writing skills. When teachers read and critique writing at this level, the student becomes used to using the teacher as a crutch. Peer assistance is appropriate.</p>

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**Content Organizer: Drafting, Revising and Editing**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>7. Vary simple, compound and complex sentence structures.</p>	<p>#7 – Subscale: Language Use a variety of sentence structures and/or phrases appropriate to the audience, purpose, and topic.</p> <ul style="list-style-type: none"> <li>Contains fluent sentence structures (subordination and coordination, parallel structures, suitable modifiers, purposeful fragments) in effective ways to maintain lively, interesting prose.</li> </ul>	<p><b>I. Primary Resource</b> “High School Writing Projects: Prompts and Projects for Thinking and Learning Across the Curriculum” John J. Collins, Ed.D. and Gary B. Chadwell Focus Sheet – “Sentence Variety Worksheet”(p. 36)</p>	<p><b>I.</b> As part of the revision process, students are given a graph worksheet to record sentence length in each paragraph. The first graph should be completed in class with a six-sentence paragraph written by the teacher. The paragraph should contain sentences with repetitive first words and some problems with sentence length. Take time to be certain the students are familiar with the definitions of compound and complex sentence structures.</p> <p>Students complete the graph orally or on the board and list the beginning of each first word of each sentence. After graphing the first paragraph, the students will discuss necessary changes for improving the paragraph.</p> <p>This exercise should be repeated automatically during every revision stage of the writing process. Students should not hand in any composition until this stage has been completed.</p> <p>Note – At the teacher’s discretion, the correct way to begin a sentence with “Because” or “Since” can be added.</p>	<p><b>I.</b> Students should select a recent multi-paragraph composition they have written and complete the Sentence Variety Worksheet.</p> <p>Appendix (p. ) After graphing the sentence lengths, students should revise the paragraphs to improve the variety of the sentence beginnings and sentence lengths.</p> <p>Students may be graded for this activity alone, or it may be part of a comprehensive composition rubric that includes a section for evaluating sentence structure.</p>

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Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.</p>	<p>#5 – Subscale: Organization            Make connections among ideas, paragraphs, and sentences.</p> <ul style="list-style-type: none"> <li>• Connect ideas through logical sequencing and use of transitions.</li> <li>• Respond to prompt with cohesive and coherent progression of ideas.</li> <li>• Demonstrate effective use of transitions among sentences and paragraphs, leading from one idea to the next.</li> </ul>	<p><b>I. Primary Resource</b>  <i>Write Source 2000</i>, Great Source Education Group, Houghton Mifflin Company, 1999            “Building Paragraphs” (pp. 97-106)</p>	<p>At this grade level, students will need practice in writing various types of paragraphs before beginning the first multi-paragraph composition assignment. Take the time to examine each of the four types of paragraphs. Follow up by assigning a one-paragraph writing for each of the examples.</p> <p>Students first read the elements of a generic paragraph in order to understand the three parts. Beginning with the descriptive paragraph, read and discuss the example. Assign an in-class descriptive paragraph using the classroom environment. Remind students to use directional words like “behind, next to, to the left, etc.” If time allows, after students write about the classroom, ask them to draw a picture of the room, using only the information in their paragraphs. Have peer groups compare drawing.</p> <p>Repeat the process for the three remaining paragraphs. After students have written the four types of paragraphs, explain that a multi-paragraph composition is just like the paragraphs they have written.</p>	<p>Option – Either select one of the paragraphs for a grade, or allow students to select the paragraph they wish to have assessed.</p> <p>The rubric for all paragraphs should assess the quality of the topic sentence, body and closing sentence.            Avoid assessing elements beyond these three items until further instruction in the writing process.</p>

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Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.</p>	<p>#6 – Subscale: Language Use a variety of words appropriate to the audience, purpose, and topic.</p> <ul style="list-style-type: none"> <li>• Uses language in natural, fresh, and vivid ways.</li> <li>• Contains precise and varied words that lend clarity and interest and help establish an appropriate tone.</li> <li>• Demonstrates effective use of language giving paper an identifiable personal style and voice.</li> </ul>	<p><b>I. Primary Resource</b> <i>Write Source 2000</i> Great Source Educational Group “Writing With Style” (pp. 129-136) “Writing Techniques and Terms” (pp. 137-140)</p>	<p><b>I.</b> Using the OGT writing rubric, ask students to determine writing skills that illustrate a personal style. They should see the connection between vocabulary and sentence structure and individual style. Tell students it takes time to personalize writing. A metaphor might be trying on clothes all the same size, but in different colors and styles. All writing has similar, broad characteristics, but style individualizes according to purpose. Tips on developing style on page 130 will start the process. One key is to write in active voice. Modeling a favorite author helps develop style.</p> <p>Each time the teacher assigns a specific type of writing, student groups might create “word walls” similar to those seen in elementary schools. The process on page 135 is an example of moving from general (generic) words to clear, colorful specific ones. Peer groups can use chart paper to list words suitable for the assignment. Remind students the objective is not to search for archaic words, but to locate the “aha” word; the word that says, “I belong here.” Leave charts on the walls and encourage students to add suggestions.</p> <p>Continuously ask students to examine reading passages for examples of strong, effective vocabulary. Peer writing should be examined for style and voice. Each student should read a journal response to the entire class at least once during the course. Advance scheduling allows the student to prepare. One student reads and one student critiques.</p>	<p>Students should be able to both recognize effective style and voice, as well as create their own personal style. Individual peer response can be assessed twice, once by the student assuming the role of writer and again by acting as the evaluator.</p>

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**Content Organizer: Drafting, Revising and Editing**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>10. Use available technology to compose text.</p>		<p>Microsoft Works Computers Power Point instructions/teacher skills</p>	<p>Introduce the programs Basic knowledge Fonts Alignment Printing Spell Check Retrieving information</p> <p>Classroom teachers should have completed sufficient workshops to assist students in creating power point presentations.</p>	<p>Students must type at least one portfolio assignment in Microsoft Works, save work on a floppy disk, or on the home drive, and use the thesaurus and dictionary on the computer program.</p> <p>Students will create a short power point presentation of no more than 3-4 minutes. It can be part of a previous written assignment that can be adapted to an oral and visual presentation.</p>

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**Content Organizer: Drafting, Revising and Editing**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>11. Reread and analyze clarity of writing.</p> <p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p>	<p>#4 – Subscale: Organization Follow purposeful organization.</p> <ul style="list-style-type: none"> <li>• Organizes and structures a writing piece.</li> <li>• Maintains natural flow of ideas.</li> <li>• Demonstrates control over presentation and development of topics.</li> <li>• Writing starts and ends in clear, satisfying way.</li> </ul> <p>#2 – Subscale: Content Demonstrate completeness.</p> <ul style="list-style-type: none"> <li>• Develops a writing piece with enough elaboration to give impression of completeness.</li> <li>• Information gives a sense that topic has been fully explored and developed.</li> <li>• Essential aspects of subject included</li> </ul>	<p><b>I. Primary Resource</b>  <i>Write Source 2000</i>            Great Source Educational Group            “Revising Your Writing”            (pp. 67-74)</p>	<p><b>I.</b> Refer students to the checklist on page 74, after they have completed their first draft of a composition. For the initial instruction of the writing process, the teacher may want to assign just one paragraph as an in-class writing assignment. After students finish the first draft, the teacher should collect it and return it within two days. Students should realize that the teacher has not read their writings because it is a student’s responsibility to revise before the teacher grades the assignment. This is important for two reasons. Students must learn to independently improve their writing. In addition, teachers do not have the time to provide meaningful feedback at this stage in the writing process.</p> <p>Students should independently revise their composition by using the purple-colored subtitles as guiding suggestions. All revisions should be made on the original paper, similar to the format on page 73. If students have trouble with paragraph structure, use sentence strips to illustrate various ways of organizing ideas. Each student should highlight the main idea or thesis.</p>	<p>The revising checklist on page 74 is a self-evaluation assessment. Formal evaluation of writing revision is included in the total rubric.</p> <p>A hard copy of the grading rubric should accompany all assignments.</p> <p>Suggestion – Students should become comfortable using the OGT rubric.</p>

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<p><b>Content Standard: Writing Processes</b>  <b>Grade 5-7 Benchmark: E. Select more effective vocabulary when editing by using a variety of resources and reference materials.</b>  <b>Content Organizer: Drafting, Revising and Editing</b></p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	(None)	<p><b>I. Primary Resource</b>  <i>Write Source 2000</i>                      Great Source Education Group                      “Referring to a Thesaurus” (p. 325)                      “Checking a Dictionary” (pp. 326-28)                      “Using Prefixes, Suffixes, and Roots” (pp. 329-340)</p> <p><b>II. Secondary Resource</b>                      “Ohio Graduation Test Resource Manual” (pp. 10-12)                      Student Writing Samples (pp. 14-102)</p>	<p><b>I.</b> Students should be aware of these pages as a resource early in the school year. The common problem in student use of a thesaurus is in choosing an incorrect form of the word. This is a foundational tool, so add practice exercises until most students are aware of the pitfalls. Mini-lessons can be added after individual student weaknesses become apparent.</p> <p><b>II.</b> The first week of class, give students a copy of the OGT Writing Rubric for their notebooks. Read through each score, carefully explaining the terminology. Remind them that their goal is to pass the writing test, even though it seems far in the future. Periodically, give students one of the sample student writings to critique and score. The object is to have students recognize good writing so they can emulate it.</p> <p>Using the OGT writing rubric, assign a separate vocabulary score to the individual student’s first writing assignment. Return the writing to the student for revision. Reassess those below a score of 5 because all students need to be challenged. Apply stringent standards. Recycle the same composition as you guide students through the writing process.</p>	The final assessment of the grade level indicator will be incorporated into the finished writing assignment. If you use a checklist rubric, it should have a category for vocabulary. If you use the OGT rubric, note the vocabulary progress, and re-teach and reassess as necessary.

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<b>Content Standard: Writing Processes</b> <b>Grade 5-7 Benchmark: F. Edit to improve fluency, grammar and usage.</b> <b>Content Organizer: Drafting, Revising and Editing</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p>	<p>(Note #8 matches the Writing Conventions standard) Subscale: Writing Conventions</p> <p>Exhibit standard conventions completely (mechanics, usage, grammar and spelling).</p> <ul style="list-style-type: none"> <li>Assesses student's ability to employ mechanics, usage, grammar and spelling in a manner that doesn't interfere with understanding.</li> <li>Exhibits sufficient control of grammar (conventional language structures, including modification and agreement, usage (conventional forms of words and phrases), diction (word choice), and syntax (word order).</li> </ul>	<p><b>I. Primary Resource</b> <i>Write Source 2000</i> Great Source Education Group (pp. 387-457)</p> <p><b>II. Secondary Resources</b> "High School Writing Projects: Prompts and Projects for Thinking and Learning Across the curriculum,"" John Collins, Ed.D, Collins Education Associates 'Twenty Common Error Patterns,' (p. 15)</p> <p>Grade-level Daily Oral Language Activities Houghton Mifflin/McDougal Littel</p>	<p><b>I.</b> This resource can be used to individualize instruction. Specific pages can be listed on student compositions, either on the first or final draft. Mini-lessons can be developed for whole class instruction or for small groups.</p> <p><b>II.</b> Using the list of 20 common error patterns, have students log their individual writing errors. Students should review each previous composition while editing the current composition.</p> <p>Students should also review any section they had difficulty with during the DOL exercises.</p> <p>Additional tips for proofreading – 1. Have students partner with another student to read aloud each other's composition. 2. Students read aloud their own writing, but backwards, one sentence at a time. This will help students catch mistakes they otherwise might miss.</p>	<p>Formal assessment is part of the rubric for each composition.</p> <p>Periodic pencil and paper assessments on specific DOL activities</p>

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<b>Content Standard: Writing Processes</b> <b>Grade 5-7 Benchmark: G. Apply tools to judge the quality of writing.</b> <b>Content Organizer: Drafting, Revising and Editing</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.		Student Composition Checklist Appendix (p. 19)  Seventh Grade Writing Rubric Appendix (p.20)  OGT Writing Rubric	This is a summative activity designed to judge the writing as a whole. Students will use the identical rubric to conduct a self-evaluation before the teacher assesses the composition. The students should be prepared to discuss their revisions based on the self-evaluation.	Determine the one weakness each student should concentrate on and return the writing for one more revision. After the process is completed, no student should receive less than a score of 3 on a 5 point rubric, or a C+.

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<b>Content Standard: Writing Processes</b> <b>Grade 5-7 Benchmark: H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.</b> <b>Content Organizer: Publishing</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	#9 – Subscale: Writing Conventions. Write or print legibly enough so other competencies can be evaluated.	<i>Write Source 2000</i> Great Source Education Group (pp. 37-43)  Microsoft Works	Remind students this is the final stage of writing and is the responsibility of the student, not the teacher. If students have been using the strategies during each phase of the writing, this activity will not take much time or energy. The role of the teacher at this point is to evaluate, not instruct. Previously the goal of the teacher was to monitor the writing in progress and to suggest appropriate strategies for each skill.	The student will create a piece of writing worthy to be included in the final portfolio.

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**Content Standard: Research**  
**Grade 5-7 Benchmark: B. Locate and summarize important information from multiple sources.**  
**Content Organizer:**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment

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<b>Content Standard: Research</b> <b>Grade 5-7 Benchmark: B. Locate and summarize important information from multiple sources.</b> <b>Content Organizer:</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, on-line data bases, electronic resources and Internet-based resources).</p> <p>3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.</p>	<p># 12 Subscale: Extends Meaning Evaluate the effectiveness of resource material for a specific audience or purpose.</p> <ul style="list-style-type: none"> <li>Assessment materials include textbook excerpts, library reference materials, technological resources (web pages)</li> <li>Students must explain why one reference source is more appropriate</li> <li>Analyze potential uses of resources</li> <li>Explain or identify effectiveness of resources.</li> </ul>	<p><b>I.</b> <i>Write Source 2000</i> Great Source Education Group (pp. 261-281)</p> <p><b>II.</b> <i>Write Source 2000</i> (p. 264) Assessment</p> <p><b>III.</b> <i>Write Source 2000</i> (p. 272) Internet Assessment</p> <p><b>IV.</b> <i>Write Source 2000</i> (p. 280) <i>Readers' Guide</i></p> <p><b>V.</b> Research (Source Evaluation) Appendix (pp. 21-22) This may be used as an alternative method.</p>	<p>Prior questioning will give the teacher an indication of the class skill level for these indicators. Write or display the two grade-level indicators on the board. Consider color-coding different sections of each indicator and use same color when listing relevant information. Determine the order you wish to use in presenting each segment. Research is critical in today's society. Decisions must be based on knowledge. Help students understand how valuable this skill can be. Inform them the assessment will be thorough because of the importance to life in general.</p> <p>*Because students need practice in oral reading and these segments are short, it is a good opportunity to have students read and then paraphrase the information. Since much of the information is straightforward, it is also a good opportunity for students to take notes.</p> <p>This can be tied to the district novel research or to any non-fiction assignment. Remind students that the easiest method of completing the assessment is to take a question and turn it into a statement.</p> <p><b>V.</b> Students should follow the directions for the Research (Source Evaluation) form. The goal is to create student awareness of appropriate sources for a strong research paper.</p>	<p><b>II.</b> Six questions are in bold letters in page 264. Students will select one source for their research topic and answer each of the six questions in 1-2 paragraphs. The writing does not have to be lengthy, but it must answer the specific questions.</p> <p>Example – This is a secondary source because it is a quote taken from a magazine article. This is a primary source because I interviewed the source.</p> <p>Create a rubric with the following check list:</p> <ol style="list-style-type: none"> <li>Source</li> <li>Expert</li> <li>Accurate information</li> <li>Complete information</li> <li>Current information</li> <li>Biased/Unbiased</li> </ol> <p>IEP Modification – Students may complete a checklist and report orally, rather than write in paragraph form. The ability to evaluate is the primary outcome.</p> <p><b>V.</b> Students weigh the value of each source using a multi-point checklist. The completed checklist with justifications for using each source must be satisfactory before the student moves to the next phase of the project.</p>

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<b>Content Standard: Research</b> <b>Grade 5-7 Benchmark: C. Organize information in a systematic way.</b> <b>Content Organizer:</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).</p> <p>5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.</p>		<p><b>I.</b> <i>Write Source 2000</i> Great Source Education Group “Writing Research Papers” Pre-writing – Organizing Your Information (p. 226)</p> <p><b>II.</b> Review of writing process (pp. 224-5)</p>	<p><b>I.</b> Beginning in Grade 4, rough outlines are mentioned in the content standards. At Grade 5, outlines are mentioned in the research section. By Grade 7, students should be able to create a rough outline in the final organizational stage. Page 226 includes a sample outline. Regardless of the type of research, the students should be able to accomplish this skill. The key to this indicator is “organization.” The skill becomes important in improving reading comprehension as well.</p> <p><b>II.</b> The use of note cards will help students organize information. Students should put only one source on each note card. The rough outline can be used to create subtopics. These subtopics can be the questions the student formulated at the pre-writing stage. Once all research is completed, students can divide note cards into piles by the subtopics. This keeps students from just rambling as they write.</p>	<p><b>I.</b> The completed outline should reflect the following understanding:</p> <ol style="list-style-type: none"> <li>1. Correct Roman Numerals</li> <li>2. Proper placement of subheadings (capital letters)</li> <li>3. Correct punctuation</li> <li>4. Title</li> <li>5. If complete sentences are used, a period follows; otherwise, no end punctuation is needed.</li> <li>6. Necessary balance; example, no I without a II and no A without a B.</li> </ol> <p><b>II.</b> Use suggested format on page 225 in grading note cards.</p>

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<b>Content Standard: Research</b> <b>Grade 5-7 Benchmark: C. Organize information in a systematic way.</b> <b>Content Organizer:</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>6. Integrate quotations and citations into written text to maintain a flow of ideas.</p> <p>7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).</p>		<p><b>I. Write Source 2000</b> Great Source Education Group “Marking Punctuation” (# 399.1-400.3)</p> <p>“Writing Research Papers” (pp. 229-235)</p>	<p>“Giving Credit in the Body” is an easy method of showing when the writer uses others’ ideas. The phrase, “parenthetical documentation,” should be introduced. Students need to know the source includes the first word of the work cited, (usually the author’s last name) the page or pages in the source the writer used, and finally, the student needs to know when the use of the source ends in the research paper.</p> <p>Indicator # 7 includes the words, “with teacher assistance.” Interpret this as the initial stage of students learning to cite more complicated sources. Page 230 introduces two works students should be familiar with, book and magazine. After reviewing this information, begin discussing pages 231-2. Tell students they will discuss the internet entries in a separate lesson. Ask what many sources have in common. The answer the teacher wants is that most entries begin with the author’s last name. The sample entries should be divided into like categories. (Example: First three-books) Since students should always have access to a reference for research papers, they do not have to memorize how to cite specific works, they only need to be able to recognize which source matches which format.</p>	<p>Formative Assessment - Teacher-created exercises of examples of works cited to be unscrambled and punctuated correctly. Students may use <i>Write Source 2000</i> as a reference.</p> <p>Summative Assessment – Works cited correctly within a research paper and in the “Works Cited” section of the paper. The final section should contain no errors.</p>

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<b>Content Standard: Research</b>				
<b>Grade 5-7 Benchmark: D. Acknowledge quoted and paraphrased information and document sources used.</b>				
<b>Content Organizer:</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
6. Integrate quotations and citations into written text to maintain a flow of ideas.				

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<b>Content Standard: Research</b>				
<b>Grade 5-7 Benchmark: D. Acknowledge quoted and paraphrased information and document sources used.</b>				
<b>Content Organizer:</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).				

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<b>Content Standard: Research</b> <b>Grade 5-7 Benchmark: E. Communicate findings orally, visually and in writing or through multimedia.</b> <b>Content Organizer:</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.		<p><b>I.</b> Technology capabilities (varies from building to building) Minimum – overhead projector, transparencies and TV/VCR In-services for teachers on the use of power-point technology are available during the summer months.</p> <p><b>II.</b> Graphic Organizers – Continuum Scales Rising Action Narrative Map (additional graphic organizers)</p> <p><b>III.</b> <i>Best Practice New Standard for Teaching and Learning in America's Schools</i> Zemelman, Daniels, &amp; Hyde "Recommendations on Teaching Writing" Appendix (p. 23)</p>	<p><b>I.</b> Note the difference between Grade 5 indicator # 6, and the Grade 6-7 indicator # 8. Assume students have some limited experience with oral presentations. The indicator's emphasis at this level is on reporting in a clear, organized manner. A brief power-point presentation would be ideal.</p> <p><b>II.</b> The use of graphic organizers is recommended, depending on the topic. Example: Using Continuum Scales for tracing the history of the American short story or the Rising Action Narrative Map for the district novel. The student could make a transparency of the graphic organizer to act as a visual aid for both the speaker and the audience.</p> <p><b>III.</b> Use brief student-teacher conferences or a walk-through to check progress and note any difficulties. Allow students time to peer critique. The most valuable experience might be to change a previously written report into an oral presentation.</p>	Determine the emphasis for the rubric. If this is a research project that has been evaluated as a writing assignment previously, place the emphasis on the use of technology, organization and oral presentation.

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<b>Content Standard: Communication: Oral and Visual</b>				
<b>Grade 5-7 Benchmark: A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.</b>				
<b>Content Organizer: Listening and Viewing</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
2. Draw logical inferences from presentations and visual media.				

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<b>Content Standard: Communication: Oral and Visual</b>				
<b>Grade 5-7 Benchmark: B. Explain a speaker's point of view and use of persuasive techniques in presentations and visual media.</b>				
<b>Content Organizer: Listening and Viewing</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).				

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<b>Content Standard: Communication: Oral and Visual</b>				
<b>Grade 5-7 Benchmark: B. Explain a speaker’s point of view and use of persuasive techniques in presentations and visual media.</b>				
<b>Content Organizer: Listening and Viewing</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
4. Identify and explain the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.				

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**Content Standard: Communication: Oral and Visual**  
**Grade 5-7 Benchmark: C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation.**  
**Content Organizer: Speaking Skills and Strategies**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.				

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### Adams County/Ohio Valley Course of Study

<b>Content Standard: Communication: Oral and Visual</b>				
<b>Grade 5-7 Benchmark: C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation.</b>				
<b>Content Organizer: Speaking Skills and Strategies</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.				

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<b>Content Standard: Communication: Oral and Visual</b>				
<b>Grade 5-7 Benchmark: C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation.</b>				
<b>Content Organizer: Speaking Skills and Strategies</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
7. Vary language choices as appropriate to the context of the speech.				

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**Content Standard: Communication: Oral and Visual**  
**Grade 5-7 Benchmark: D. Select an organizational structure appropriate to the topic, audience, setting and purpose. E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener’s understanding of key ideas.**  
**Content Organizer: Speaking Applications**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>8. Deliver informational presentations (e.g., expository, research ) that:</p> <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organization structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources and identify sources used.</li> </ul>				

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<b>Content Standard: Communication: Oral and Visual</b>				
<b>Grade 5-7 Benchmark: F. Give presentations using a variety of delivery methods, visual materials and technology</b>				
<b>Content Organizer: Speaking Applications</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.				

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### Adams County/Ohio Valley Course of Study

<b>Content Standard: Communication: Oral and Visual</b>				
<b>Grade 5-7 Benchmark: F. Give presentations using a variety of delivery methods, visual materials and technology</b>				
<b>Content Organizer: Speaking Applications</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
10 Deliver persuasive presentations that: a. establish a clear position; b. include relevant evidence to support position and to address counter-arguments; and c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast).				