

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7. 1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>Essential Components W.7.1.a-f</p> <ul style="list-style-type: none"> a. Establish a thesis statement to present an argument. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented. <p>Essential Understanding</p> <ul style="list-style-type: none"> -MLA Formatting for in-text citations and works cited pages 	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -ABTATO, PETS, TOC (or comparable organizational structures for writing arguments with developed intros, bodies, and conclusions) -accurate -analyze/analysis -argument -cite -claim/counterclaim -clarify -clauses -cohesion -credible -demonstrate -establish -inference -maintain -reasons -textual evidence -warrant -formal style -logos/pathos/ethos -phrases -relevant -thesis statement
<p>CCR Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		

<p>ULTIMATE LEARNING TARGET TYPE: PRODUCT</p>	<p><u>BROAD LEARNING TARGET:</u> The student can write arguments to support claims with clear reasons and relevant evidence.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can define, identify, and use thesis statement, argument, claim, warrant, and counterclaim. The student can recognize and use strategies and techniques for introducing, organizing, and concluding arguments. The student can recognize and use strategies and techniques for supporting claims and creating cohesion among claims, reasons, and evidence.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can evaluate information to create a thesis statement to guide the argument. The student can analyze the accurateness and credibility of sources and evaluate the clarity, logic, and relevance of reasoning and evidence. The student can distinguish between formal and informal writing styles and use formal style in argument writing. The student can distinguish between logos, pathos, and ethos; and use logical reasoning for argument writing. The student can demonstrate an understanding of a topic/text through argument writing.</p> <p><u>Underpinning Product Learning Targets:</u> The student can craft thesis statements, introductions, bodies, and conclusions for argument writing. The student can use correct MLA format for in-text citations and works cited pages.</p>
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	

Question Ideas

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

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

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

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

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

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

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

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

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

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

Ohio's Learning Standards Appendices Support

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

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Writing Workshop Use a Writing Workshop that begins with mini-lessons on purpose and audience in writing. Break students into [peer-editing](#) groups in which students read their papers to the group while group members evaluate each other using a response rubric. Students should change [peer-editing](#) groups often in order to get other perspectives, and the teacher should circulate among the groups providing assistance and guidance, as needed. Individual writer's conferences are an important time for students to get one on one feedback and instruction. Teach students to reread for errors with a specific focus each time--punctuation, spelling, grammar, or content.

Standardized Test Sample Question Stems

Does playing video games significantly affect physical health? Write a multi-paragraph response in which you make and support a claim about whether or not playing video games significantly affects physical health. Your response must be based on ideas and information that can be found in the passages. Manage your time carefully so that you can: review the passages; plan your response; write your response; and revise and edit your response. Be sure to: include a claim; address counterclaims; use evidence from multiple passages; and avoid overly relying on one passage.

W.6.1 (Prior Grade Standard)

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

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

W.8.1 (Future Grade Standard)

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

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

W. 7. 2

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

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

Essential Components W.7.2.a-g

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

Essential Understanding

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

Academic

Vocabulary/Language

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

ULTIMATE LEARNING TARGET TYPE: PRODUCT

BROAD LEARNING TARGET:

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

Underpinning Knowledge Learning Targets:

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

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

Underpinning Reasoning Learning Targets:

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

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

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

Underpinning Product Learning Targets:

The student can craft thesis statements, introductions, bodies, and conclusions for informative/explanatory writing.

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

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

CCS ELA 6-12 PAGE:
<https://tinyurl.com/CSEnglish6-12>
(CAREER CONNECTIONS)

Question Ideas

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

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

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

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

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

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

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

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

Ohio's Learning Standards Appendices Support

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

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

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

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

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

Standardized Test Sample Question Stems

Write a multi-paragraph response in which you analyze why the Philae mission was important for scientific research. Your response must be based on ideas and information that can be found in the passages.

W.6.2 (Prior Grade Standard)

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

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

W.8.2 (Future Grade Standard)

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

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Essential Components W.7.3.a-e</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> <p>*Extended Understanding</p> <p>-Extend a short narrative into a novella or novel</p>	<p>Academic Vocabulary/Language</p> <p>-action -analyze -capture</p> <p>-characters/characterization</p> <p>-clauses -context</p> <p>-convey -detail</p> <p>-develop -elaborate</p> <p>-elements of plot (exposition, rising action, climax, falling action, denouement, resolution, conflict, protagonist/antagonist)</p> <p>-elements of prose (diction, syntax, imagery, figurative language, style, theme, tone, etc.)</p> <p>-engage -establish -event</p> <p>-illustrate -interact -narrative</p> <p>-narrative techniques (dialogue, pacing, description, flashback, foreshadow, framing device, shift, time frame, point of view)</p> <p>-narrator -orient</p> <p>-phrases -point of view</p> <p>-precise -provide</p> <p>-relevant -sensory language</p> <p>-sequence -setting</p> <p>-signal -transitions -unfold</p>
<p>CCR Anchor:Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: PRODUCT</p>	<p><u>BROAD LEARNING TARGET:</u> The student can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can define, identify, and use elements of prose (style, theme, tone . . .), elements of plot (conflict, climax, protagonist . . .), and narrative techniques (dialogue, flashback, pacing . . .).</p> <p>The student can define, identify, and use transitional words, phrases, and clauses to connect sequences of events, shifts in time, and changes in settings.</p> <p>The student can define, identify, and use grade-level appropriate vocabulary and figurative language to capture action and convey experiences and/or events.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can engage and orient the reader by establishing a context, providing a point of view, and introducing a narrator and/or characters.</p> <p>The student can organize an event sequence that unfolds naturally and logically.</p> <p>The student can provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>		

Question Ideas

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

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

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

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

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

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

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

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

Ohio's Learning Standards Appendices Support

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

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Storyboard After reading a novel or short story, have students create a class storyboard of the important events on a white board. They can then break into three groups, one for the beginning, one for the middle and one for the end of the story, in order to write dialogue and stage directions for each cell in the storyboard. The teacher will lead the students into revising their segments so that there is a clear connection among the events, and so that the dialogue and stage directions are true to the original characters and plot.

Standardized Test Sample Question Stems

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

W.6.3 (Prior Grade Standard)

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

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.

W.8.3 (Future Grade Standard)

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

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

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

<p>ULTIMATE LEARNING TARGET TYPE: PRODUCT</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify and understand varied writing tasks, purposes, and audiences.</p> <p>The student can identify and understand varied methods of writing development, organization, and style.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can determine the writing task, purpose, and audience.</p> <p>The student can match varied methods of development, organization, and style of writing to varied tasks, purposes, and audiences.</p>
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	

Question Ideas

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

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

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

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

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

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

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

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

Ohio's Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Board Games In order to promote clear and coherent writing, have students create board games based on a novel or short story with directions that use signal words and precise instructions as to how to play the game. Teachers can check the clarity of writing by having students play each other's games and point out things that are unclear or inconsistent. You can find an online game maker [HERE](#).

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

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

W.6.4 (Prior Grade Standard)

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

W.8.4 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7. 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Essential Component -Demonstrate command of grade-level language standards (L.7.1-3)</p> <p>Essential Understanding -Use planning templates to develop and strengthen writing -Use revising and editing techniques to develop and strengthen writing -Rewrite or try a new approach to develop and strengthen writing -Understand and analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing -Identify and understand writing task, purpose, and audience -Plan, revise, edit, rewrite, or try a new approach to strengthen focus on purpose and audience</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze -audience -diction -editing -guidance -organizational structure (chronological, comparison, cause/effect, problem/solution, etc.) -peers -planning -purpose -revising -rewriting -sentence (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic, etc.) -strengthen -syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.) -style -approach -develop
<p>CCR Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach. The student can strengthen how well purpose and audience have been addressed in his/her writing.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Knowledge Learning Targets:</u> The student can understand how to use planning templates, revising & editing techniques, and rewrites & new approaches to develop and strengthen writing.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing. The student can determine the writing purpose and audience.</p> <p><u>Underpinning Skill Targets:</u> The student can demonstrate command of grade-level language standards (L.7.1-3).</p>	

Question Ideas

Use the editing sheet to help you edit for grammar, mechanics, usage, and spelling. When you can put a check beside all 15 items, you are ready to rewrite your draft into a final copy. Practice any areas where you made several errors on [Quill](#) or [No Red Ink](#).

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

Edit/revise by using the [STAR](#) or [CUPS & ARMS](#) technique.

Use the graphic organizer to outline your essay. Begin writing your essay when your plan is complete.

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

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

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

How does the sentence, paragraph, chapter, or section fit into the overall structure of _____? If it doesn't follow, consider revising it?

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

How would leaving out this sentence, paragraph, chapter, or section change the development of ideas in the text?

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

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

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

Highlight your paper using color coding, e.g. yellow for claims, pink for supports, etc. Note any missing elements and add them. Note any extra sentences and delete them.

Common Core Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Online Peer Conferencing Community To support revising and editing, students are able to post their work in an online setting and offer feedback to one another.

Teachers may choose to use a variety of formats such as a chat room, classroom blog, classroom social media page, etc. A site like NowComment allows for a transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue.

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

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

www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html.

W.6.5 (Prior Grade Standard)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.8.5 (Future Grade Standard)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7. 6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Essential Understanding</p> <ul style="list-style-type: none"> -Understand how to access and use technology, including the Internet, Google suite, e-mail, and social & academic media sites for research, communication, and collaboration -Understand how to access and use word processing, communication, collaboration, and presentation software/online sites for formatting, producing, and publishing writing -Know how to link, download, save, upload, share, and attach varied formats of files and sources -Demonstrate keyboarding skills -Cite sources in-text and on works cited pages using MLA formatting 	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -academic media -access -cite -collaborate -communication -demonstrate -download/upload/attach/share -e-mail -formatting -Google (docs/forms/sheets/slides/classroom) -interact -Internet -link/hyperlink -MLA Format -produce -publish -research -social media -sources -technology -word processing
<p>CCR Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: SKILL</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can use technology, including the Internet, to produce and publish writing and link to and cite sources.</p> <p>The student can use technology, including the Internet, to interact and collaborate with others.</p> <p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can understand how to access and use the Internet, varied word processing, presentation, and communication software, & social/academic media sites for interacting/collaborating with others and formatting/producing/publishing writing.</p> <p>The student can understand and use MLA formatting for page set-up, in-text citations, and works cited pages.</p> <p><u>Underpinning Skill Learning Targets:</u></p> <p>The student can download, save, upload, attach, share, and link varied formats of files and sources.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>		

Question Ideas

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

Your group will produce a three- to five-page research paper using at least four sources. Each source needs to have an in-text citation.

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

After choosing your living hero, send him/her a Google Form with questions that you need answered to produce a quality essay.

Create a HyperDoc that has links to both videos and articles explaining content for your topic.

Use the class [Facebook page/Google Classroom](#) to give two thoughts concerning today's learning target. Then, add a link to a source that can be used to address the question of the day.

With your partner, produce a three-page paper on the topic, updating your draft using research from the Internet on a shared Google doc.

Work with a partner to edit the Works Cited page on the shared Google doc. Feel free to use an online tool for MLA citation.

Ohio's Learning Standards Appendices Support

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

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

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

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

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

W.6.6 (Prior Grade Standard)

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

W.8.6 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7. 7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>Essential Understanding -Identify, research, and integrate information from several sources to answer a research question -Conduct research -Generate additional, related questions/inquiry based upon analysis of research findings</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze -appropriate -conduct -compare/contrast -draw -generate -inquiry -integrate -investigate -issue -media -pertinent -research question -several -summarize -synthesize -refocus -sources -topic
<p>CCR Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>*Extended Understanding -Use findings from short research projects to participate in Socratic seminars -Conduct your own research project for self-generated questions</p>	
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can conduct short research projects to answer a question, drawing on several sources. The student can generate additional, related questions for further research and investigation while conducting short research projects.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Knowledge Learning Targets:</u> The student can identify information pertinent to an inquiry gained through researching several sources.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can integrate information pertinent to an inquiry gained through researching several sources.</p> <p><u>Underpinning Skill Learning Targets:</u> The student can demonstrate proficient use of research skills.</p> <p><u>Underpinning Product Learning Targets:</u> The student can craft inquiry questions.</p>	

Question Ideas

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

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

Summarize each of the sources of information on the question.

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

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

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

Using several sources, answer this question: What connections can be made between *The Crossover* and rules? If you have difficulty finding enough resources when you research, narrow the question and try again.

Ohio's Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

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

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

W.6.7 (Prior Grade Standard)

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

W.8.7 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7. 8</p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</p>	<p>Essential Understanding -Identify and gather relevant information from print and digital sources -Use search terms effectively -Assess the credibility and accuracy of sources -Quote and paraphrase data and conclusions from others without plagiarizing -Use MLA formatting for page set-up, in-text citations, and works cited pages *Extended Understanding -Use meta search engines effectively</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -accuracy -assess -avoid -bibliographic information -cite -conclusion -credibility -data -digital sources -gather -MLA formatting -paraphrase -plagiarism -print sources -quote -relevant
<p>CCR Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can gather relevant, accurate, and credible information from print and digital sources by determining effective search terms. The student can avoid plagiarism when quoting and paraphrasing the data and conclusions of others.</p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p>The student can cite bibliographic source information for in-text citations and on works cited pages using MLA format. <u>Underpinning Knowledge Learning Targets:</u> The student can define and identify plagiarism. <u>Underpinning Reasoning Learning Targets:</u> The student can assess the accuracy and credibility of sources. The student can assess the relevance of information from print and digital sources.</p>		

Question Ideas

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

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

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

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

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

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

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

Is the American Dream still alive? Write a persuasive piece that addresses the question and supports your position with evidence. You have reviewed three sources regarding the American Dream; there are an additional four listed below. Be sure to acknowledge competing views. You may give examples from past and current events or issues to illustrate and clarify your position. Poem, "Chicago," by Carl Sandburg; Video, "The Great Depression" <http://vimeo.com/63867463>; Excerpt, "How We Made the First Flight," by Orville Wright

Ohio's Learning Standards Appendices Support

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

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

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

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

W.6.8 (Prior Grade Standard)

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

W.8.8 (Future Grade Standard)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Essential Components W.7.9 a-b a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>Essential Understanding -Analyze literary and informational texts -Draw evidence from literary and informational texts for analysis, reflection, and research *Extended Understanding -Close reading</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze/analysis -draw -evidence -informational texts -literary texts -reflection -research
<p>CCR Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify evidence in literary and informational texts that supports analysis, reflection, and research.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can analyze literary and informational texts. The student can engage in analysis, reflection, and research.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>		

Question Ideas

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

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

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

What evidence will you use from *The Giver* to answer this analytical prompt: Write an essay in which you analyze how a character is affected by the setting.

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

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

Ohio's Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Student-generated examples Give students a topic and have them use sources of information not normally used in research (picture books, photographs, short stories, poems, etc.). By having students incorporate these sources into their papers with correct citations and then sharing these papers, students will see how evidence from multiple sources is viable and adds credibility.

RACE This mnemonic strategy is designed to help students answer open-ended questions. R- Restate: Restate the question in their response A - Answer: Students make a claim and justify it. C - Cite Evidence: Students cite at least two pieces of evidence from the text in order to support their answer. E - Expand: The student will expand or elaborate on their answer explaining how they connected the evidence with the claim made.

W.6.9 (Prior Grade Standard)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W.8.9 (Future Grade Standard)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and *The Epic of Gilgamesh*, including describing how the material is rendered new”).
- b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 7

<p>W. 7. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Essential Understanding -Produce varied writing pieces (paragraphs, essays, reports, arguments, narratives, informational/explanatory texts, etc.) for a range of discipline-specific tasks, a variety of purposes, and diverse audiences.</p> <p>*Extended Understanding -Evaluate your own writing</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -audience -discipline-specific -extended -purpose -range -reflection -research -revision -routinely -tasks -time frame -writing process
<p>CCR Anchor: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: SKILL</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can write routinely for a range of discipline-specific tasks, purposes, and audiences over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify tasks, purposes, and audience for shorter and extended time frame writings.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can reflect on and revise his/her own writing.</p> <p><u>Underpinning Skill Learning Targets:</u> The student can research proficiently.</p> <p><u>Underpinning Product Learning Targets:</u> The student can produce writings appropriate for shorter and extended time frames in a variety of text types.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>		

Question Ideas

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

Answer this prompt in ten minutes: Explain **how** each of the following pairs of characters from *The Watsons Go To Birmingham* act as foils or parallels.

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

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

What steps are involved in the writing process?

Ohio's Learning Standards Appendices Support

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

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

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

Journals Journals can be used for writing, reflecting, creative prompts, etc. These allow students to have a place where they are writing consistently and repeatedly without having to go through all five steps of the writing process. Teachers could give students 5-7 minute quick writes to begin class each day that are based on a picture, news clip, thoughtful quotes, songs, thought provoking questions, YouTube videos, ethical dilemmas, etc. The point is for continuing practice, honing of skills, and to build stamina. These journals can be done through Google Docs or slides. Allowing students access to the stimuli for their journal entry to be able to listen and watch again, as needed. Bullet-style journals would be a good alternative for students with limited English Proficiency or writing deficits. Adapt this method of staying organized to allow students to write shorter pieces of writing.

W.6.10 (Prior Grade Standard)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.8.10 (Future Grade Standard)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.