

# Nebraska

## Alternate English Language Arts Instructional Supports for NSCAS English Language Arts Extended Indicators Grade 7

for  
Students with the Most Significant Cognitive Disabilities  
who take the  
Statewide English Language Arts Alternate Assessment



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# Overview

## **Introduction**

English language arts (ELA) standards apply to all students, regardless of age, gender, cultural or ethnic background, disabilities, aspirations, or interest and motivation in ELA (NRC, 1996).

The ELA standards, extended indicators, and instructional supports in this document were developed in collaboration with Nebraska educators and the Nebraska Department of Education to facilitate and support ELA instruction for students with the most significant intellectual disabilities. They are directly aligned with Nebraska's College and Career Ready Standards for ELA adopted by the Nebraska State Board of Education.

The instructional supports included here are sample tasks that are available to be used by educators in classrooms to help instruct students with significant intellectual disabilities.

## **The Role of Extended Indicators**

For students with the most significant intellectual disabilities, achieving grade-level standards is not the same as meeting grade-level expectations, because the instructional program for these students addresses extended indicators.

It is important for teachers of students with the most significant intellectual disabilities to recognize that extended indicators are not meant to be viewed as sufficient skills or understandings. Extended indicators must be viewed only as access or entry points to the grade-level standards. The extended indicators in this document are not intended as the end goal but as a starting place for moving students forward to conventional reading and writing. Lists following “e.g.” in the extended indicators are provided only as possible examples.

## **Students with the Most Significant Intellectual Disabilities**

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant impairments both in intellectual and adaptive functioning as expressed in conceptual, social, and practical adaptive domains” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2013). These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. Students need intensive instruction and/or supports to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, or community. In addition to significant intellectual disabilities, students may have accompanying communication, motor, sensory, or other impairments.

## **Alternate Assessment Determination Guidelines**

The student taking a Statewide Alternate Assessment is characterized by significant impairments both in intellectual and adaptive functioning which is expressed in conceptual, social, and practical adaptive domains and that originates before age 18 (American Association of Intellectual and Developmental Disabilities, 2013). It is important to recognize the huge disparity of skills possessed by students taking an alternate assessment and to consider the uniqueness of each child.

Thus, the IEP team must consider all of the following guidelines when determining the appropriateness of a curriculum based on Extended Indicators and the use of the Statewide Alternate Assessment.

- The student requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.
- The student's cognitive functioning is significantly below age expectations and has an impact on the student's ability to function in multiple environments (school, home, and community).
- The student's demonstrated cognitive ability and adaptive functioning prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.
- The student's curriculum and instruction is aligned to the Nebraska College and Career Ready ELA Standards with Extended Indicators.
- The student may have accompanying communication, motor, sensory, or other impairments.

The Nebraska Department of Education's technical assistance documents "***IEP Team Decision Making Guidelines—Statewide Assessment for Students with Disabilities***" and "***Alternate Assessment Criteria/Checklist***" provide additional information on selecting appropriate statewide assessments for students with disabilities. School Age Statewide Assessment Tests for Students with Disabilities—Nebraska Department of Education.

## **Instructional Supports Overview**

The ELA instructional supports are scaffolded activities available for use by educators who are instructing students with significant intellectual disabilities. The instructional supports are aligned to the extended indicators in grades three through eight and in high school. Each instructional support includes the following components:

- Scaffolded activities for the extended indicator
- Prerequisite extended skills
- Key terms
- Additional resources or links

The scaffolded activities provide guidance and suggestions designed to support instruction with curricular materials that are already in use. They are not complete lesson plans. The examples and activities presented are ready to be used with students. However, teachers will need to supplement these activities with additional approved curricular materials. Each scaffolded activity begins with a learning goal, followed by instructional suggestions that are indicated with the inner level, circle bullets. Visual and concrete models are incorporated whenever possible throughout all activities to demonstrate concepts and provide models that students can use to support their own explanations or demonstrations.

The prerequisite extended skills are provided to highlight how prior learning is connected to new learning. In many cases, prerequisites span multiple grade levels and are a useful resource if further scaffolding is needed.

Key terms may be selected and used by educators to guide vocabulary instruction based on what is appropriate for each individual student. The list of key terms is a suggestion and is not intended to be an all-inclusive list.

Additional links from web-based resources are provided to further support student learning. The resources were selected from organizations that are research based and do not require fees or registrations. The resources are aligned to the extended indicators, but they are written at achievement levels designed for general education students. The activities presented will need to be adapted for use with students with significant intellectual disabilities.

# English Language Arts—Grade 7

## Reading Informational Text

### LA 7.RI.1 Reading Informational Text

#### LA 7.RI.1 Central Ideas and Details

Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.

**Extended: Identify the explicit central idea and/or a detail that supports that central idea in an informational text.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify the central idea and/or a detail that supports the central idea.

- Tell the students they are going to be learning about central ideas and key details in text. Review the concepts of central idea and key details by reading a short informational text and identifying the central idea and one or two key details that support the central idea. Explain that often the central idea can be found in the first sentence or sentences of the text. Discuss the students' findings and repeat as necessary.
- Show a new informational text to the students. In this example, the article "[The Mystery of the Missing Alaska Snow Crabs](#)" is used. Read the first paragraph from the article, and ask the students to look at the pictures provided. Then, ask the students to identify what the article is about. In the first part of this lesson, do not ask for the central idea; rather, ask what or who the article is about in order to get the simple answer of "snow crabs."
- Next, reread the first paragraph and ask the students to look at the pictures. Remind the students that they will need to identify the central idea of the text. Explain that what they are looking for is what happens to the snow crabs in the article.
- Provide the students with two choices; one that is the central idea of the article and one that is not. Ask the students to identify the central idea of the article.

*This article is about snow crabs. What happens to the snow crabs?  
What is the central idea of this article?*

*Snow crab populations are declining. Snow crabs are healthy.*

- Once the students have chosen the correct central idea of the article (Snow crab populations are declining.), stand in the middle of the class with a circle or sentence strip that has the central idea on it. Then, give the students pieces of long string to hold. Tell the students that they will now be working on a human ideas web.
- Read the rest of the article to the students. Remind the students that they are looking for details that support the central idea. When a key detail is found, highlight it in the article or write it on the board for the students to see.



## LA 7.RI.1 Reading Informational Text

- After the entire article has been read, review the list of details the students found. Provide the students with sentence strips, illustrations, or other examples of each key detail. Work with the students to create a human ideas web by attaching the key detail sentence strips to the central idea circle or sentence strip that you are holding. Reread the central idea and the key details for the students.



### Prerequisite Extended Skills

Recognize an informational text.

Recognize how to locate facts within a text.

### Key Terms

central idea, identify, informational text, supporting detail

### Additional Resources or Links

Article “The Mystery of the Missing Alaska Snow Crabs”:

<https://www.dogonews.com/the-mystery-of-the-missing-alaska-snow-crabs>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

# English Language Arts—Grade 7

## Reading Informational Text

### LA 7.RI.3 Reading Informational Text

#### LA 7.RI.3 Author's Craft

Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.

**Extended: Identify an author's purpose in an informational text.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify an author's purpose in an informational text.

- Remind the students that authors have a purpose when writing. Show the students three pictures that represent the teaching resource **PIE**.

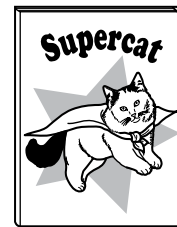
**Persuade**



**Inform**



**Entertain**



- Collect advertisements from various sources. Show the advertisements to the students, and explain that these texts have been written to persuade the reader to do or buy something. These texts go under the **P** section of the chart.
- Next, show the students pages from a familiar textbook. Explain that the pages in the textbook have been written to inform or teach the reader about something. These pages of text go under the **I** section of the chart.
- Finally, show the students some comic books, and explain that these comic books have been written to entertain the reader. These comic books go under the **E** section of the chart.
- Tell the students about a familiar topic or current event. Ask the students to tell you what they already know about the topic or event. Write that information on the board.

**Topic:** John McFall, an astronaut

**What do I already know?**

*He is an astronaut.*

*He is a man.*

## LA 7.RI.3 Reading Informational Text

- Next, give the students an informational text about the topic or event. Adapt the text as needed to ensure it is appropriate for the students. For example, you may shorten the text, use visuals, or use less complex words as needed. Read the text to the students, and discuss the information provided in the text. Write the students' thoughts on the board next to the original list of information.

*Topic: John McFall, an astronaut*

### ***What do I already know?***

- He is an astronaut.
- He is a man.

### ***What did I learn?***

- He is the first astronaut with a disability.
- He lost a leg in a motorcycle crash.
- He won a bronze medal in the 2008 Paralympics.

- Read both lists to the students. Ask the students if they learned anything new or different before or after reading the text. When finished with the discussion, summarize the information that the students provided. Then, ask the students what the author's purpose was for writing the text.
- After reviewing the PIE chart, explain that if the students changed their opinions on the subject, the author's purpose may have been to **persuade**. If they learned something about the topic, the purpose may have been to **inform**. If they think the text is funny or entertaining, the purpose may have been to **entertain**.

## **Prerequisite Extended Skills**

Connect text to an idea.

Recognize informational text.

Recognize opinions.

## **Key Terms**

author's purpose, identify, informational text

## **Additional Resources or Links**

News articles for kids:

<https://www.dogonews.com/>

Current event article about John McFall, the first astronaut with a disability:

<https://www.dogonews.com/2022/12/6/john-mcfall>

Lesson plan for identifying the author's purpose:

<https://www.n2y.com/blog/authors-purpose-is-easy-as-pie/>

# English Language Arts—Grade 7

## Reading Informational Text

### LA 7.RI.4 Reading Informational Text

#### LA 7.RI.4 Author's Craft

Analyze how the major sections of text contribute to the development of ideas in an informational text.

**Extended: Identify the structure (e.g., compare/contrast, cause/effect, sequential/chronological) of an informational text.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify the structure of an informational text.

- Give the students a text that compares or contrasts two things or ideas. Read the text to the students, and discuss what it is about. Tell the students that the main idea of the text is using computers in school.

*Many students use computers at school. Some students like to use computers because they are easy to use. Students can find a lot of information on the internet and use it to do their schoolwork fast. Other students don't like to use computers. Some students would rather use a paper and pencil to do their schoolwork. Some students don't know what to do when the computer doesn't work.*

- After reading the text, model a think aloud about the structure of the text. Then, explain to students they will be working in groups to look for evidence that supports the structure of the text.
- Split the class into two groups. Give one group a card that says, "like to use computers" and give the other group a card that says, "don't like to use computers." Read what each card says. Ask the students to locate information in the text that provides evidence for the statement on the card. Assist the students as needed and remind the students to highlight or underline important words or phrases in the text to help locate the information.
- Read the information that each group found. For example, the group with the card that says, "like to use computers" may have highlighted the first sentence in the text ("Many students use computers at school.") The group with the card that says "don't like to use computers" may have highlighted the last sentence in the text ("Some students don't know what to do when the computer doesn't work."). Continue matching the information the students found with the correct card.
- Next, tell the students that this text is comparing students who like to use computers with students who do not like to use computers. The text provides the reader with information about both kinds of students. Encourage the students to create opinions of their own about using computers at school.
- Then, give the students another text that compares or contrasts two things or ideas. Repeat the activity with the students, and ask them to identify the structure of the text. The students should identify that the text uses a compare-and-contrast structure.

## LA 7.RI.4 Reading Informational Text

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### Prerequisite Extended Skills

Understand how to compare and contrast two or more things or ideas.

Understand the concept of cause and effect.

Understand how to put things in order.

### Key Terms

cause, chronological, compare, contrast, effect, identify, informational text, sequential, structure

### Additional Resources or Links

Strategies for teaching text structure to students:

<https://education.illinoisstate.edu/downloads/TextStructureResources%201.pdf>

# English Language Arts—Grade 7

## Reading Informational Text

### LA 7.RI.5 Reading Informational Text

#### LA 7.RI.5 Knowledge and Ideas

Analyze how the major sections of text contribute to the development of ideas in an informational text.

**Extended: Identify a phrase or sentence that contributes to the development of ideas in an informational text.**

#### Scaffolding Activities for the Extended Indicator

❑ **Identify a phrase or sentence that contributes to the development of ideas in an informational text.**

- Show the students an informational text about a familiar subject. Read the text to the students, and then discuss what the text is about.

*Lizards are a type of reptile. They have scales and dry skin. Lizards also lay eggs. The largest lizard in the world is the Komodo dragon. These lizards can grow to be ten feet long and can weigh up to three hundred pounds. They are brown and green and have short legs and a long tail. Komodo dragons dig holes in the ground to sleep in at night.*

- Next, rephrase an idea found in the text. Ask the students to locate information from the text that supports or contributes to that idea. Model locating the information for the students by highlighting or underlining the correct phrases or sentences.

*Which sentence contributes to the idea that the Komodo dragon is the largest lizard in the world?*

*Lizards are a type of reptile. They have scales and dry skin. Lizards also lay eggs. The largest lizard in the world is the Komodo dragon. These lizards can grow to be ten feet long and can weigh up to three hundred pounds. They are brown and green and have short legs and a long tail. Komodo dragons dig holes in the ground to sleep in at night.*

- For additional scaffolding, give the students two answer choices, and ask them to identify which phrase or sentence contributes to the idea in the text.

*Which sentence contributes to the idea that the Komodo dragon is the largest lizard in the world?*

*These lizards can grow to be ten feet long and can weigh up to three hundred pounds.*

*They are brown and green and have short legs and a long tail.*

- Apply this scaffolded instructional support to other types of texts that increase in length.

## LA 7.RI.5 Reading Informational Text

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### Prerequisite Extended Skills

Understand the main idea of a text.

Understand how to locate information in a text.

### Key Terms

contribute, development of idea, identify, informational text, phrase, sentence

### Additional Resources or Links

Resource for a lesson on finding key details in informational text:

<https://lessons.unbounded.org/ela/grade-3/module-4/unit-1/lesson-4>

# English Language Arts—Grade 7

## Reading Informational Text

### LA 7.RI.6 Reading Informational Text

#### LA 7.RI.6 Knowledge and Ideas

Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.

**Extended: Answer literal and inferential questions about an informational text.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Answer literal and inferential questions about an informational text.

- Read the students an informational text. Discuss the text with the students, and create a short summary using the students' ideas.

*Guide dogs are trained to help people with disabilities. These dogs are sometimes called Seeing Eye dogs because they often help people who are blind or visually impaired travel safely in their environment. Guide dogs go through special training before they can work with people. They are trained to follow directions, push buttons on elevators, and get things for their owner. A person who is blind or visually impaired may need a guide dog to help them cross the street or go to school. There are many things that a guide dog can do to help a person with a visual impairment.*

- Ask the students one or two literal questions about the text. Tell the students that they can find the answers to the questions in the text. Model locating the answers in the text by underlining or highlighting the information.
- Next, ask the students an inferential question about the text. Tell the students that the answer to this question cannot be found in the text; however, there are clues in the text that can help them determine the answer. Model locating the clues by highlighting or underlining them in the text, and then answer the question for the students.

*Do guide dogs work hard? Yes, they work very hard doing a lot of different things.*

*Guide dogs are trained to help people with disabilities. These dogs are sometimes called Seeing Eye dogs because they often help people who are blind or visually impaired travel safely in their environment. Guide dogs go through special training before they can work with people. They are trained to follow directions, push buttons on elevators, and get things for their owner. A person who is blind or visually impaired may need a guide dog to help them cross the street or go to school. There are many things that a guide dog can do to help a person with a visual impairment.*

- Ask the students another inferential question about the text. Remind them to look for clues within the text to help locate the answer. For additional scaffolding, give the students two options to choose from. Repeat the activity with additional literal and inferential questions, providing assistance as needed.



## LA 7.RI.6 Reading Informational Text

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### Prerequisite Extended Skills

Understand how to answer questions.

Recognize how to find important information in a text.

Recognize how to use information from a text to answer questions.

### Key Terms

answer, inferential question, informational text, literal question

### Additional Resources or Links

Lesson plan on using details to ask and answer questions:

<https://tiescenter.org/topics/inclusive-instruction/ibi/ri-4-1>

Professional development resource for teaching reading comprehension:

<https://study.com/academy/lesson/reading-comprehension>

# English Language Arts—Grade 7

## Reading Prose and Poetry

### LA 7.RP.1 Reading Prose and Poetry

#### LA 7.RP.1 Central Ideas and Details

Determine two or more implied or explicit themes in a literary text and how they are supported with key details.

**Extended: Identify the explicit main idea or theme and/or a detail that supports that main idea or theme in a literary text.**

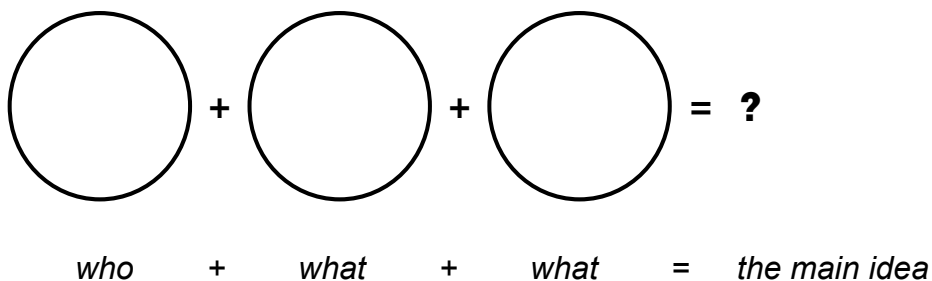
#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify the main idea or theme and/or a detail that supports it.

- Tell the students they will be looking for the main idea or theme of a text and a detail that supports the main idea or theme in the text. Show the students the text that you provide, and read it aloud to them.

*Cara is skateboarding at the park with her friends. She likes to skateboard. Cara and her friends skateboard every day after school. Cara is a very good skateboarder. She can do a lot of tricks. Cara always wears a helmet when she skateboards.*

- Give the students a “Who or What” template or another familiar [graphic organizer](#) to aid in identifying the main idea or theme and a key detail. Ask the students questions about the text, and add their answers to the template.



*Who is the text about?*

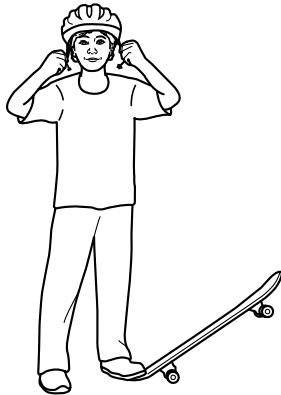


Cara



a dog

*What is happening in the text?*



She is skateboarding.



She is sleeping.

*What is another thing that is happening in the text?*



She is hanging out with her friends.



She is reading a book.

*What is the main idea of the text?*

*Cara is skateboarding with her friends.*

*Cara is going to the park.*

## LA 7.RP.1 Reading Prose and Poetry

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### Prerequisite Extended Skills

Understand how to sequence events.

Understand story elements.

### Key Terms

detail, explicit, identify, literary text, main idea, theme

### Additional Resources or Links

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

Main idea, theme, and details lesson plan:

[https://wiki.ncscpartners.org/index.php/Main\\_Idea\\_Theme\\_and\\_Details\\_Module](https://wiki.ncscpartners.org/index.php/Main_Idea_Theme_and_Details_Module)

# English Language Arts—Grade 7

## Reading Prose and Poetry

### LA 7.RP.2 Reading Prose and Poetry

#### LA 7.RP.2 Central Ideas and Details

Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.

**Extended: Identify a key detail that develops the plot of a literary text.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify a key detail that develops the plot of a literary text.

- Create a chart or graphic organizer on the board or another surface in the classroom that is easily accessible to the students. Read a short story to the students. Review the definition of plot by explaining to the students that the word plot means “the events in a story that create a beginning, middle, and end to the story.” Each event in the story causes a new event to occur. With the students, add the events in the story to the [graphic organizer](#).

Jamal and Kira want to go shopping. They go to the mall by their house.

Jamal wants to buy some new shoes. Kira wants to buy a new hat.

They find what they want to buy and pay for it.

Then, Kira says she is hungry. Jamal and Kira go eat lunch.

After lunch, Jamal and Kira go back home.

*Jamal and Kira go shopping. They buy some things. They eat lunch. They go home.*

- Explain to the students that details in the story help develop the plot and make the story more interesting for the reader. Model locating key details in the story and adding them to the graphic organizer.

*Jamal and Kira want to go shopping. They go to the mall by their house.*

*Jamal wants to buy some new shoes. Kira wants to buy a new hat.*

*They find what they want to buy and pay for it. Then, Kira says she is hungry.*

*Jamal and Kira go eat lunch. After lunch, Jamal and Kira go back home*

*Jamal and Kira go shopping at the mall by their house. They buy some shoes and a hat.*

*Kira is hungry. They go eat lunch. After lunch, they go home.*

- Next, read another literary text, such as an adapted version of [Hatchet](#), with the students. Use the same graphic organizer to identify the events in the plot of the story.
- Add the plot events to the graphic organizer. Then, ask the students to give or identify a key detail to add to the graphic organizer.

## LA 7.RP.2 Reading Prose and Poetry

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### Prerequisite Extended Skills

Recognize important information in a text.

Understand the concept of main character.

Recognize the difference between a key event and a detail.

Recognize key details in a text.

### Key Terms

develop, identify, key detail, literary text, plot

### Additional Resources or Links

Link to adapted chapters of *Hatchet*:

<https://tarheelreader.org/find/?search=hatchet>

Lesson plans about teaching plot structure:

<https://magicorelearning.com/2021/09/how-to-teach-plot-structure.html>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

# English Language Arts—Grade 7

## Reading Prose and Poetry

### LA 7.RP.3 Reading Prose and Poetry

#### LA 7.RP.3 Author's Craft

Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.

**Extended: Compare two characters' points of view in a literary text.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Compare two characters' points of view in a literary text.

- Choose a literary text with at least two characters in it. Read the text to the students, and help them identify two characters in the story. In this example, the students will be reading an adapted version of [Anne of Green Gables](#).
- Ask the students to summarize the story. Choose one main event or idea in the text to focus on. Tell the students they will be comparing the characters' points of view in the text. Explain that point of view means "how a character thinks or feels about something."
- Use a T-chart or another familiar [graphic organizer](#) to compare the characters' points of view in the text. Write the main event or idea that you chose at the top of the T-chart. Ask the students to describe how the characters think or feel about the main event or idea. The students should not be describing the characters themselves, so remind them throughout the lesson that they should be comparing the characters' points of view.

*main idea: Anne living with the Cuthbert family*

Anne	Marilla
wants a home and family	wants a boy to help with the farm
wants to stay with the Cuthberts	says maybe to Anne staying

## LA 7.RP.3 Reading Prose and Poetry

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### Prerequisite Extended Skills

Understand how to compare and contrast characters.

Recognize different characteristics of characters.

### Key Terms

character, compare, literary text, point of view

### Additional Resources or Links

Resource for a T-chart graphic organizer:

<https://www.readwritethink.org/classroom-resources/printouts/chart>

Adapted version of chapters 1—5 of *Anne of Green Gables* by L. M. Montgomery:

<https://tarheelreader.org/2020/08/23/ann-of-green-gables-by-l-m-montgomery>



# English Language Arts—Grade 7

## Reading Prose and Poetry

### LA 7.RP.4 Reading Prose and Poetry

#### LA 7.RP.4 Author's Craft

Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.

**Extended: Identify the structure (e.g., narrative, compare/contrast, cause/effect, sequential/chronological) of a literary text.**

#### Scaffolding Activities for the Extended Indicator

##### ❑ Identify the structure of a literary text.

- Create a literary structure visual using a familiar [graphic organizer](#). Define various literary structures (e.g., compare/contrast, cause/effect, sequential/chronological) for the students using the graphic organizer.

Literary Structure		
compare/contrast	cause/effect	sequential/chronological
has two or more things that are similar or different	an event happens <b>because of</b> something else	events happen in an order (first, then, next, finally)

- Next, give the students a literary text with a cause-and-effect structure. In this example, the book *Charlotte's Web* by E. B. White is used. Read the text to the students and then ask them to summarize it. Use guided questions with the students if they are having difficulties with the summary task.
- After reviewing the literary structure visual, summarize the text for the students again. Explain that Charlotte spun her web so Wilbur can be saved. When Wilbur became famous for the webs, he was able to go to the fair and wasn't killed.
- Go through the literary structure visual with the students. Model doing a "walk-through" of the visual by asking questions about the summary.

*Is the author comparing Charlotte and Wilbur? No, so it isn't compare/contrast.*

*Is Wilbur saved because of something Charlotte did?  
Yes, Charlotte spun her webs and Wilbur was saved.*

*Does the author put the events in a list or use words like first, then, next, finally?  
No, the events aren't in a list.*

## LA 7.RP.4 Reading Prose and Poetry

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- After the walk-through of the visual, explain to the students that the structure of *Charlotte's Web* is cause and effect because the story is about Wilbur being saved because Charlotte spun her webs. Emphasize the word because and explain that that word can be a clue in cause-and-effect text.

### Prerequisite Extended Skills

Understand literary text.

Understand how to summarize events in a text.

Understand important events in a text.

Recognize the terms *compare and contrast*, *cause and effect*, and *sequential or chronological*.

### Key Terms

cause, chronological, compare, contrast, effect, identify, literary structure, literary text, narrative, sequential

### Additional Resources or Links

Adapted version of *Charlotte's Web* by E. B. White:

<https://tarheelreader.org/2020/09/02/charlottes-web-by-e-b-white-chapters-11-15/>

Online resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

Resources for inclusive English language arts education for students with significant cognitive disabilities:

<https://tiescenter.org/>

# English Language Arts—Grade 7

## Reading Prose and Poetry

### LA 7.RP.5 Reading Prose and Poetry

#### LA 7.RP.5 Knowledge and Ideas

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.

**Extended: Determine whether a literary text is fiction or nonfiction, using details from the text.**

#### Scaffolding Activities for the Extended Indicator

- ❑ **Determine whether a text is fiction or nonfiction, using details from the text.**
  - Discuss with the students the key elements that make a text fiction or nonfiction. Use a T-chart or other familiar [graphic organizer](#) to compare key elements of fiction and nonfiction. The list may be paired with familiar short fiction or nonfiction texts in order for the students to better identify the key elements of each genre.

#### Fiction vs. Nonfiction

<ul style="list-style-type: none"><li>• from the writer's imagination</li><li>• tells a story</li><li>• entertains the reader</li></ul>	<ul style="list-style-type: none"><li>• real</li><li>• contains facts</li><li>• teaches the reader</li></ul>
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- Explain to the students that you are going to read a story and then they will decide whether it is fiction or nonfiction. Tell the students they will listen to the short story [About Tuck Everlasting](#) by N. Babbitt Chpts. 1-5. Ask the students to listen for details about the story that can help them decide whether the story is fiction or nonfiction. Remind the students that fiction comes from the author's imagination, while nonfiction is real.
- After reading the story, ask the students the following questions: *Is this story fiction or nonfiction? What details did you hear that make you think this?* Capture the students' responses in whatever manner best fits the needs of the student group.

Text Details

Detail #1	Detail #2
They do not grow old.	They look the same every year.

## LA 7.RP.5 Reading Prose and Poetry

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- Read the details about the story that the students found. Referring to the “Fiction vs. Nonfiction” chart, think aloud as you compare the characteristics of fiction and nonfiction texts with the details the students found. Ask the students guided questions such as *Does it make sense that the characters don’t grow old?* or *Is it a fact that people don’t change as they get older?* to help the students decide if the story is a fiction or nonfiction story.
- Review with the students the key elements that make a text fiction or nonfiction. Then, repeat the activity with a nonfiction text, providing assistance as needed.

### Prerequisite Extended Skills

Understand what a text detail is.

Understand the difference between real and imaginary.

### Key Terms

details, determine, fiction, literary text, nonfiction

### Additional Resources or Links

Link to adapted chapters of *Tuck Everlasting*:

<https://tarheelreader.org/2020/09/08/tuck-everlasting-by-natalie-babbitt-chpts-1-5/>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

# English Language Arts—Grade 7

## Reading Prose and Poetry

### LA 7.RP.6 Reading Prose and Poetry

#### LA 7.RP.6 Knowledge and Ideas

Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.

**Extended: Answer literal and inferential questions about a literary text.**

#### Scaffolding Activities for the Extended Indicator

##### □ Answer literal and inferential questions about a literary text.

- Give the students a literary text. Tell the students what the text is about, and answer any questions they may have about the text. After the discussion, read the text to the students.

*Joe wants to get a new cellphone. His old one broke and he needs a new one. Joe asks his mom and dad to help him get a new cellphone. His mom tells Joe that he needs to do some chores before he can get a new cellphone. His parents will pay him for doing the chores. Joe helps his dad mow the lawn. Joe helps his mom clean the kitchen. Then, Joe cleans his room. Joe asks his parents again. His parents say it is okay to get a cellphone now. Joe and his parents go to the store. Joe uses his money from doing chores to buy the new cellphone.*

- Write questions about the text on the board. Choose one or two literal questions from the list, and model finding the answers in the text by highlighting or underlining the words or sentences.

*What does Joe want? He wants to get a new cellphone.*

*What does Joe help his dad with? He helps his dad mow the lawn.*

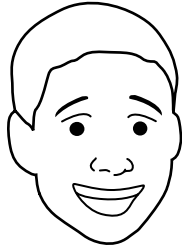
Joe wants to get a new cellphone. His old one broke and he needs a new one. Joe asks his mom and dad to help him get a new cellphone. His mom tells Joe that he needs to do some chores before he can get a new cellphone. His parents will pay him for doing the chores. Joe helps his dad mow the lawn. Joe helps his mom clean the kitchen. Then, Joe cleans his room. Joe asks his parents again. His parents say it is okay to get a cellphone now. Joe and his parents go to the store. Joe uses his money from doing chores to buy the new cellphone.

- Next, ask the students to answer any other literal questions left on the board. Assist the students in answering any questions if necessary. Remind the students to refer to the text to find the answers.
- After the students have answered all the literal questions correctly, move on to any inferential questions on the board.

## LA 7.RP.6 Reading Prose and Poetry

- Ask the students the inferential questions. Tell them that the answers to these next questions are not found in the text. The students need to make guesses or give their own opinions when answering these questions. Do not define *inferential* questions for the students at this time.
- Assist the students in answering the inferential questions. Point out any information in the text that can help answer the inferential questions. Restate the questions if the students are not able to answer the inferential questions.

*Joe really wanted a new cellphone.  
How does Joe feel when he gets his new cellphone?*

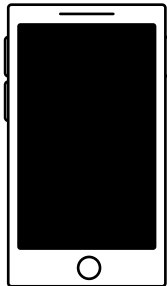


happy

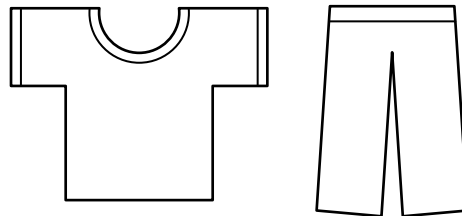


angry

*What store do Joe and his parents go to?*



the cellphone store



the clothing store

## LA 7.RP.6 Reading Prose and Poetry

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### Prerequisite Extended Indicators

Understand key details in a text.

Understand how to ask questions.

Understand how to answer questions.

### Key Terms

answer, inferential question, literal question, literary text

### Additional Resources or Links

Resource for teaching literal comprehension questions in upper elementary grades:

<https://thereflectiveeducator.com/answering-literal-comprehension-questions/>

Lessons on using details to ask and answer literal and inferential questions:

<https://tiescenter.org/topics/inclusive-instruction/ibi/rl-4-1>

# English Language Arts—Grade 7

## Vocabulary

### LA 7.V.1 Vocabulary

#### LA 7.V.1.a Acquisition and Use

Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.

**Extended: Use context clues (e.g., definitions, examples, restatements, comparisons in text, the overall meaning of a sentence, a word's position in a sentence, cause/effect) to determine the meanings of words and phrases.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Use context clues to determine the meanings of words and phrases.

- Choose or create a flyer advertising something. The advertisement or flyer should include an unfamiliar vocabulary word. In this example, the unfamiliar vocabulary word is referee.

We're looking for more referees!

Do you like to watch football?

We are looking for people who want to watch the games and make sure the players are following the rules. Referees are in charge of telling the players when they score points and when they are not following the rules. If this sounds like a good job for you, please come to practice on Wednesday.

- Show the advertisement to the students. Read the advertisement to the students, and point to the vocabulary word.
- Model locating keywords or details within the advertisement that give clues about what the vocabulary word might mean. Highlight or underline the keywords and details for the students.
- Read the keywords and phrases that were underlined, and reread the vocabulary word. Model thinking aloud about what the vocabulary word might mean. Ask the students if they agree with the definition of the vocabulary word, and discuss any disagreements among the students.

*It is about football. The advertisement is looking for people to watch football and tell people to follow the rules. The word referee must mean "a person whose job is to make sure a football game is being played correctly."*



## LA 7.V.1 Vocabulary

- Illustrations or choices also may be used for additional scaffolding. Give the students two pictures or two written choices—one that states the correct meaning of the vocabulary word and one that does not—and ask the students to choose the correct meaning.



A person who makes sure the game is played correctly.



A person who makes sure there are snacks at the game.

### Prerequisite Extended Skills

Understand that sentences have meaning.

Understand how to make connections in a sentence.

### Key Terms

cause/effect, comparison, context clues, definition, determine, example, phrase meaning, restatement, sentence meaning, word meaning, word position

### Additional Resources or Links

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

Teaching vocabulary through context clues:

<https://www.readwritethink.org/classroomresources/lessonplans/acquiringvocabulary>

# English Language Arts—Grade 7

## Vocabulary

### LA 7.V.1 Vocabulary

#### LA 7.V.1.b Acquisition and Use

Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).

**Extended: Use commonly occurring affixes and roots to determine the meanings of words.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Use affixes and roots to determine the meanings of words.

- Prior to the beginning of the lesson, create lists of common suffixes and prefixes. Point to and read each affix from the lists to the students.

Prefix	Suffix
mis-	-less
pre-	-able
anti-	-ful

- Tell the students they will be learning about *prefixes* and *suffixes* in this lesson. Briefly review the terms for the students.
- Begin the lesson with the prefixes on the list. Read each one again, and give the students examples of familiar words using those prefixes. Write the root words in a different color or font so the students are able to easily see both the prefix and the root word separately. Explain the meaning of each prefix and then read the full word. Ask the students if they can identify the meaning of any of the words on the list.

#### Prefix

**mis-** match

**pre-** made

**anti-** freeze

## LA 7.V.1 Vocabulary

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- Give the students examples of the keywords in sentences. Write the sentences on the board or on individual sentence strips. Then, read the sentences to the students. Identify the keywords by either underlining or highlighting them.

*The two puzzle pieces don't fit together. They are a mismatch.*

*I wanted to be ready for lunch this afternoon, so I premade my sandwiches before I left.*

*The temperature is going to be so cold today, and it is going to snow outside. My mom is checking to make sure we have antifreeze in the car so it will work properly.*

- Model using the information the students know about the meaning of the prefixes as well as the information presented in the sentences to figure out the meaning of the keyword.

*I know that mis- means "wrong." The puzzle pieces don't fit together, so mismatch means that they are the wrong fit.*

- After working with the students to identify the meaning of each keyword, provide them with other words that have the same prefixes, and work with them to identify the meanings of the new keywords.
- Use a similar lesson for teaching the students about suffixes. Begin by briefly defining what a suffix is, and then, using the list of suffixes that was previously created, provide the students with keywords that use those suffixes.

### **Suffix**

effort **-less**

cap **-able**

thank **-ful**

*That test was so easy, it was almost too effortless.*

*Jackson knows a lot about fixing bikes. He is more than capable of fixing yours.*

*Mr. Martin needed help carrying his groceries in. He was so thankful that Cyrus could help.*

*I know that -less means "without." The test was so easy that the narrator could finish it without any effort.*

## LA 7.V.1 Vocabulary

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### Prerequisite Extended Skills

Demonstrate understanding of sentence structure.

Understand that words can be separated into sections.

Understand how to use context clues to help determine the meanings of words.

### Key Terms

affix, determine, root, word meaning

### Additional Resources or Links

List of common affixes and their meanings:

[https://www.scholastic.com/content/dam/teachers/lesson-plans/prefixes\\_suffixes.pdf](https://www.scholastic.com/content/dam/teachers/lesson-plans/prefixes_suffixes.pdf)

# English Language Arts—Grade 7

## Vocabulary

### LA 7.V.2 Vocabulary

#### LA 7.V.2.a Context and Connotation

Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.

**Extended: Use context clues to determine the meaning of figurative language (e.g., alliteration, onomatopoeia, similes, metaphors, personification).**

#### Scaffolding Activities for the Extended Indicator

##### ❑ Use context clues to determine the meaning of onomatopoeia.

- Prior to beginning the lesson, find popular music lyrics that include the use of figurative language. The songs should be familiar to most of the students and appropriate for classroom use. Choose two or more songs to use during this lesson. In this example, the songs chosen are “Happy” by Pharrell Williams and “Let It Be” by the Beatles.
- Tell the students they will be learning about two types of figurative language—onomatopoeia and alliteration—using song lyrics.
- Define the word *onomatopoeia* for the students. Tell the students that *onomatopoeia* is “the use of words that make a particular sound.” Give the students examples such as *boom*, *zip*, and *click*. Explain to the students that they will be listening for examples of onomatopoeia in a [song](#).
- Present the lyrics to the song “Happy” and read the lyrics to the students. If possible, play the song or show the video to the students before or after reading the lyrics.
- Highlight the chorus of the song and ask the students to identify a word that is an example of onomatopoeia. In this example, the word is *clap*. Ask the students to *clap* whenever they hear the word.

Huh (Because I’m happy)  
Clap along if you feel like a room without a roof  
(Because I’m happy)  
Clap along if you feel like happiness is the truth  
(Because I’m happy)  
Clap along if you know what happiness is to you  
(Because I’m happy)  
Clap along if you feel like that’s what you wanna do

- This song also uses the sound of clapping in the music. Ask the students if they can identify the sound and the word that goes along with it. Review with the students that the word *clap* is a form of onomatopoeia.

- Give the students another section of the song and ask them if there is an example of onomatopoeia within those lyrics. Choose a section of the song where there is no onomatopoeia present.

It might seem crazy what I am 'bout to say  
Sunshine, she's here, you can take a break  
I'm a hot air balloon that could go to space  
With the air, like I don't care, baby by the way

### ❑ Use context clues to determine the meaning of alliteration.

- Next, explain to the students that they will be listening to [songs](#) that use alliteration in them. Define the word *alliteration* for the students. Explain that *alliteration* is “the use of the same letter or sound within the same sentence or sentences.” Give the students examples like “Peter Piper picked a peck of pickled peppers.”, and ask them to identify the same letter or sound within the sentence.
- Then, present the lyrics to the song “Let It Be” by the Beatles, and read the lyrics to the students. If possible, play the song or show the video to the students before or after reading the lyrics.
- Highlight or underline the sections of the song with the sentences that show alliteration, and tell the students that the underlined sections are examples of alliteration. Ask the students to identify why those sections were underlined and what makes them examples of alliteration. In this song, there is more than one example of alliteration.

Let it be, let it be, let it be, let it be  
Whisper words of wisdom, let it be

- Next, give the students lyrics from the song that would not be an example of alliteration, and ask the students to identify what the difference is.

For though they may be parted, there is still a chance that they will see  
There will be an answer, let it be

- Continue the activity with other songs that show various types of figurative language, and ask the students to identify what they are.

### Prerequisite Extended Skills

Recognize figurative language.

Recognize sounds that are the same.

### Key Terms

alliteration, context clue, determine, figurative language, meaning, metaphor, onomatopoeia, personification, simile

### Additional Resources or Links

List of songs using onomatopoeia:

<https://www.howtowritebetersongs.com/onomatopoeia-in-songs/>

List of songs using alliteration:

<https://www.proofreadingservices.com/pages/alliterations-in-songs>

Activities for teaching about onomatopoeia in text:

<https://theproblemsolvingteacher.com/easy-and-brilliant-ways-to-teach-what-is-an-onomatopoeia/>

Lesson plans for teaching alliteration in text:

<https://classroom.synonym.com/teach-alliteration-lesson-plan-4772492.html>

# English Language Arts—Grade 7

## Vocabulary

### LA 7.V.2 Vocabulary

#### LA 7.V.2.c Context and Connotation

Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).

**Extended: Identify commonly occurring synonyms, antonyms, homographs, and homophones.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify commonly occurring synonyms.

- Give the students paired sentences that include common synonyms. Read each pair of sentences to the students, and highlight or underline the two synonyms in the sentences. Explain that the underlined words are synonyms and that they mean the same thing or similar things.

*The rabbit jumps over the fence.*

*The rabbit leaps over the fence.*

*Rosie is afraid of heights.*

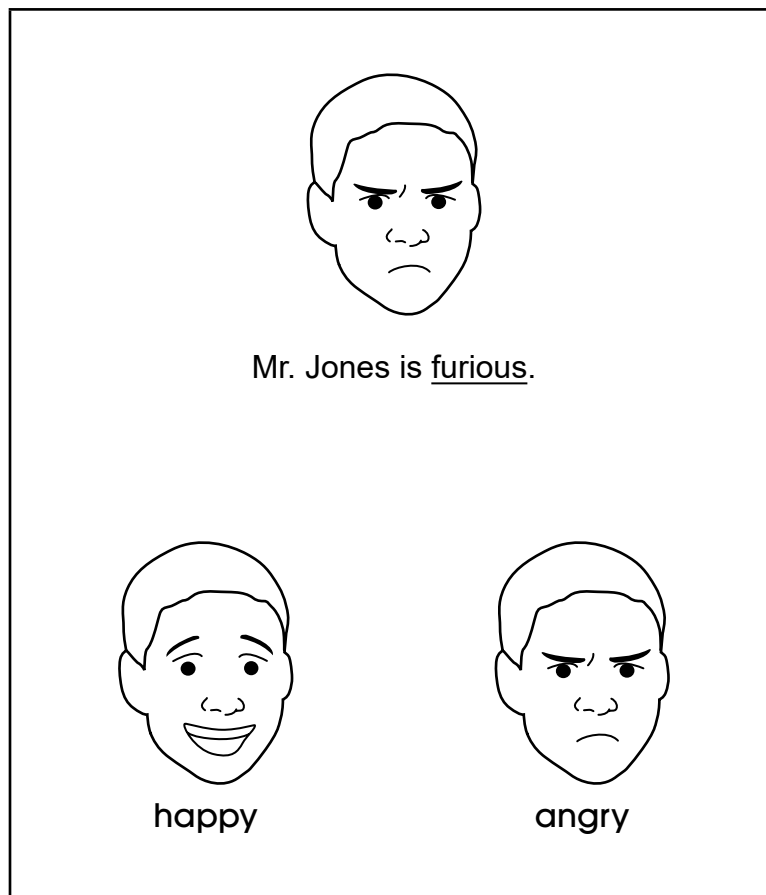
*Rosie is scared of heights.*

- Next, create task cards for the students. Each task card should have a sentence with an underlined vocabulary word and a picture on it that describes the sentence. Underneath, there should be two choices—one choice that is a synonym of the word in the sentence and one choice that is not a synonym.



## LA 7.V.2 Vocabulary

- Present a task card to the students. Read the sentence on the card, and point to the picture. Then, point to the underlined vocabulary word. Read the two choices to the students, and ask them to identify which choice is a synonym of the vocabulary word.



- Repeat the activity with a new pair of words that are synonyms and use visuals.

### Prerequisite Extended Skills

Understand that words have meaning.

Understand how to use context clues to identify the meanings of words.

### Key Terms

antonym, homograph, homophone, identify, synonym

### Additional Resources or Links

Information on using task cards in special education:

<https://www.noodlenook.net/task-cards-for-special-education/>

Activities for teaching about antonyms:

<https://busyteacher.org/8044-opposites-attract-having-fun-with-antonyms.html>

# English Language Arts—Grade 7

## Writing

### LA 7.W.1 Writing

#### LA 7.W.1.a Production of Writing

Apply knowledge of rules for capitalization.

**Extended: Capitalize proper nouns in complex sentences.**

#### Scaffolding Activities for the Extended Indicator

##### ❑ Capitalize proper nouns in sentences.

- Review what proper nouns are in sentences. Explain that *proper nouns* are “nouns that are the name or title of something.” Give examples to the students using the students’ names, days of the week, months of the year, familiar places, and titles of familiar books and movies. Point to the capital letter in each word.
- Create complex sentences that each have at least one proper noun. Vary the sentences in length and number of proper nouns. Also, vary the placement of the proper nouns in the sentences so that they do not all begin with a proper noun. This will avoid confusion about capitalization rules. Highlight or underline the capital letters in the proper nouns to help the students identify the letters.

*Brian misses his pet cat, Tara, that he used to have in South Korea.*

- Give the students other examples of sentences with proper nouns. Some sentences should use correct capitalization of the proper nouns, and other sentences should not. Using capital letter tiles or stamps, have the students identify and correct the sentences with incorrect capitalization of proper nouns.

#### Prerequisite Extended Skills

Identify nouns within sentences.

Recognize sentence structure.

#### Key Terms

capitalize, complex sentence, proper noun

#### Additional Resources or Links

Common and proper noun worksheets:

<https://www.rcboe.org/cms/lib/ELA-Common-and-Propor-Nouns.pdf>

# English Language Arts—Grade 7

## Writing

### LA 7.W.1 Writing

#### LA 7.W.1.b Production of Writing

Use a comma to separate coordinate adjectives.

**Extended: Use ending punctuation (limited to a period, question mark, and exclamation point) and commas in a series (limited to three items).**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Use ending punctuation and commas in a series.

- Explain that punctuation marks help readers understand the meaning of sentences and text.
- Create a list of punctuation marks, including ending punctuation marks (period, question mark, and exclamation point only) and a comma. If you are focusing on only ending punctuation, you do not need to teach commas during this lesson. Write example sentences to show the students the proper use and placement of each ending punctuation mark.
- Then, have the students make individual sets of punctuation sticks by coloring and cutting out the punctuation marks and gluing them onto craft sticks. Have the students hold up or point to the correct punctuation stick as you read various sentences.
- After identifying the correct punctuation, model writing and sending text messages to friends. Use a medium that is easily accessible to the students and resembles real text messages. Either by creating your own text message thread or using ideas from the students, create a text message thread without punctuation. First, read the text message without any punctuation or inflection. Explain again to the students that punctuation marks help readers understand the meaning of sentences and texts. Using punctuation marks also can make the writing more interesting. Ask the students to add the correct punctuation marks to the messages, either by using the punctuation sticks or by writing the punctuation. Guide the students toward the correct answers if necessary.

Want to take a walk

I'd love to

When can you go

In 5 minutes

### Prerequisite Extended Skills

Understand different types of sentences (e.g., questions, statements).

Demonstrate conversation skills.

### Key Terms

comma, ending punctuation, exclamation point, items, period, punctuation mark, question mark, sentence, series

### Additional Resources or Links

Guide to using punctuation in text messages:

<https://www.thesaurus.com/e/writing/punctuation-in-text-messages/>

Resource for teaching punctuation through text messaging:

<http://mrparkinsonict.blogspot.com/2013/03/teaching-direct-speech-punctuation.html>

# English Language Arts—Grade 7

## Writing

### LA 7.W.3 Writing

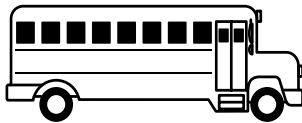
#### LA 7.W.3.d Modes of Writing

Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.

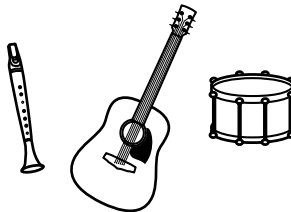
**Extended: Use precise words, phrases, and descriptive details to describe experiences and events.**

#### Scaffolding Activities for the Extended Indicator

- ☐ **Use precise words, phrases, and descriptive details to describe experiences and events.**
- Give the students a writing topic about an experience that they have had. For example, ask the students to write about a field trip they went on or an activity they did at school. You also may give the students choices of topics to write about. Give the students picture cards that identify certain experiences they may have had, and ask the students to choose a picture card with an experience they would like to write about.



field trip



music concert

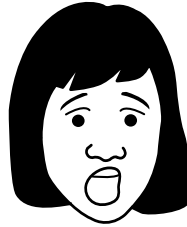


field day

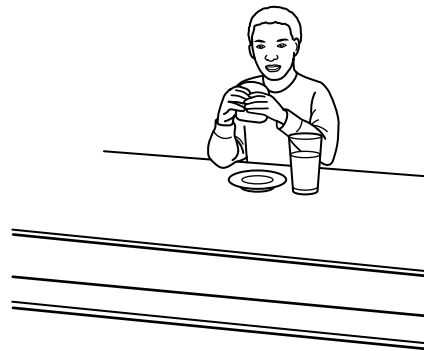
### LA 7.W.3 Writing

- Use a sequencing chart or other familiar [graphic organizer](#) to help the students map out the details they will use in their stories. Model filling out the graphic organizer, and assist the students in adding details to it.

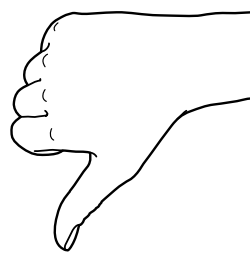
*First, we went on the bus. Was it quiet or loud on the bus?*



*Then, we ate our lunch. Who did you sit next to?*



*Finally, we drove back to the school. Did you like the field trip?*



- After the organizer is complete, indicate the descriptive details by underlining or highlighting the personal responses given by the students. Then, reread the story and point out that a story becomes more interesting with descriptive details.

### Prerequisite Extended Skills

Identify personal experiences.

Identify adjectives and use them to describe things.

### Key Terms

describe, descriptive detail, experiences, events, phrase, precise word

### Additional Resources or Links

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

Module on for creating writing lessons for students with significant disabilities:

[https://mast.ecu.edu/EnglishandLanguageArts/  
CreatingWritingOpportunitiesStudentswithSignificantIntellectualDisabilities/index.html](https://mast.ecu.edu/EnglishandLanguageArts/CreatingWritingOpportunitiesStudentswithSignificantIntellectualDisabilities/index.html)

# English Language Arts—Grade 7

## Writing

### LA 7.W.4 Writing

#### LA 7.W.4.b Modes of Writing

Explain and cite relevant evidence from multiple credible sources.

**Extended: Identify evidence that answers a question about a given topic.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify evidence that answers a question about a given topic.

- Give the students a writing topic and a source that can be used to research the topic. For example, tell the students they will be writing about sharks.
- Give the students the source that they can use to complete the research. Provide the students with one question related to the topic of sharks that the students can focus on while doing their research. In this example, the question is “How many teeth do sharks have?” Write the question on the board or on a piece of paper the students can easily see.

*Sharks are a type of fish that live in saltwater. This means sharks can only survive in the oceans. Sharks come in many different sizes, but most sharks are the size of a human. Sharks have a lot of teeth. Most sharks have between 50 and 300 teeth. Some sharks have sharp teeth, and others have round, dull teeth. Scientists have found about 500 species of sharks living in the oceans.*

- Read the source to the students. Diagrams or illustrations also may be used to enhance comprehension.
- Remind the students of the research question. Model locating important information related to answering the research question by underlining or highlighting the information. Reread the highlighted or underlined information to the students and ask them the research question again.

*Sharks are a type of fish that live in saltwater. This means sharks can only survive in the oceans. Sharks come in many different sizes, but most sharks are the size of a human. Sharks have a lot of teeth. Most sharks have between 50 and 300 teeth. Some sharks have sharp teeth, and others have round, dull teeth. Scientists have found about 500 species of sharks living in the oceans.*



## LA 7.W.4 Writing

- Next, give the students a second research question related to information from the same source. For example, ask the students “Where do sharks live?” Give the students two phrases or sentences—one answer should be the correct answer to the question, and one should be incorrect. Ask the students to identify which answer is correct. Encourage the students to use the same method of highlighting or underlining important information needed to answer the question.

*Sharks are a type of fish that live in saltwater. This means sharks can only survive in the oceans. Sharks come in many different sizes, but most sharks are the size of a human. Sharks have a lot of teeth. Most sharks have between 50 and 300 teeth. Some sharks have sharp teeth, and others have round, dull teeth. Scientists have found about 500 species of sharks living in the oceans.*

*Where do sharks live?*

*in saltwater*

*in lakes*

### Prerequisite Extended Skills

Understand how to answer questions.

Recognize important details in a text.

### Key Terms

answers, evidence, identify, question, topic

### Additional Resources or Links

Links to facts about sharks:

<https://easyscienceforkids.com/all-about-sharks/>

<https://www.discoveryuk.com/sharks/>

Lesson plans on writing reports using text evidence:

<https://www.readwritethink.org/classroom-resources/lesson-plans>

# English Language Arts—Grade 7

## Writing

### LA 7.W.4 Writing

#### LA 7.W.4.c Modes of Writing

Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.

**Extended: Determine a word or phrase that shows a connection between a claim and supporting evidence (e.g., because, as a result, so, this means).**

#### Scaffolding Activities for the Extended Indicator

- ❑ **Determine a word or phrase that shows a connection between a claim and supporting evidence.**
  - Explain to the students that when making a claim in writing, it is necessary to add supporting evidence. Tell the students that supporting evidence helps make the writer's claim stronger and more convincing.
  - Make a claim about a familiar topic, and write it on the board or on a [graphic organizer](#). Read the claim to the students. Then, show them one or two pieces of supporting evidence for the claim, and add the evidence to the board or graphic organizer.

*Claim: Using a computer for homework is always better than using a paper and pencil.*

*Supporting Evidence #1: Some people can type faster than they can write.*

*Supporting Evidence #2: Some people have handwriting that is too messy to read.*

- Next, tell the students that certain words, such as because, as a result, so, and this means, can help connect the supporting evidence to the claim. Use connecting words to create new sentences for the students. Highlight or underline the connecting word in each sentence.

*Using a computer for homework is always better than using a paper and pencil because some people can type faster than they can write.*

*Some people have handwriting that is too messy to read, so using a computer for homework is always better than using a paper and pencil.*

- Give the students other claims and supporting evidence, and assist them in creating sentences and short passages that use connecting words. For additional scaffolding, give the students a [graphic organizer](#) with the claim and supporting evidence. Show the students a word bank with connecting words and ask the students to choose which word to add to the sentences to make them complete.

### Prerequisite Extended Skills

Recognize and understand the concept of *same*.

Recognize and understand the concept of *opposite*.

Recognize that several words can have the same meaning as a given word or the opposite meaning of a given word.

### Key Terms

as a result, because, claim, connection, determine, phrase, so, supporting evidence, this means, word

### Additional Resources or Links

Resource for activities for teaching conjunctions:

<https://emile-education.com/conjunctions-2>

Article about teaching conjunctions in speech class:

<https://speechtimefun.com/teaching-conjunctions-in-speech/>

Claim, Evidence, and Reasoning (CER) graphic organizer:

<https://beakersandink.com/how-to-teach-claims-evidence-and-reasoning-cer>

# English Language Arts—Grade 7

## Writing

### LA 7.W.6 Writing

#### LA 7.W.6.b Modes of Writing

Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.

**Extended: Identify credible print and digital sources of information to research a topic.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify credible sources of information to research a topic.

- Give the students a writing topic for a research report and some sentences about the topic. Some of the sentences should be facts that can be used in a research project about the topic, and the other sentences should be information that is about the topic but are opinions that cannot be proven. Read the sentences to the students.

*Topic: the solar system*

*Sentence 1: The eight planets in the solar system are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.*

*Sentence 2: The solar system is a very exciting place to explore.*

- Explain to the students that while both sentences give information about the solar system and are correct, only Sentence 1 is credible. Define *credible* as “able to be proven.” Tell the students that when writing a research report, it is important to choose only credible sources and facts to include in the report.
- Show the students various credible print and digital sources that provide information about the solar system. These may include textbooks, websites, and videos. Conduct a “walk-through” of each source, and point out facts that the students could use in their research report.
- Next, show the students various print and digital sources that are not credible. Conduct a “walk-through” of the sources, and remind the students that they are not credible because they do not provide facts. Point out sentences and phrases that give opinions as a way to show the difference between factual information and nonfactual information.
- Then, give the students two sources about the solar system. One source should be credible, and the other source should not be credible. Read the information in each source, and ask the students to determine which one would be correct to use in their research.

### Prerequisite Extended Skills

Understand how to use sources to find information.

Understand the difference between facts and opinions.

### Key Terms

credible, digital source, identify, information, print source, research, topic

### Additional Resources or Links

Lesson on scaffolding methods for writing research papers:

<https://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-methods-research-paper>

Teaching Fact and Opinion:

<https://literacyideas.com/teaching-fact-and-opinion/>

Alternate English Language Arts  
Instructional Supports  
for  
NSCAS English Language Arts Extended Indicators  
Grade 7



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