

Reading Comprehension

Reading With
Metacognition

Reading
Comprehension

Reading Fluency

Cognitive Skills: *Analysis, Synthesis, Evaluation, Application, Problem Solving, Attention, Adaptability, Memory, Sequencing*

Explicitly Teaching Inferences

1. Based on the facts on page ____, what conclusion can you make?
2. Why is it important that _____?
3. After looking at the picture on page ____, what can you know about a _____?

Explicitly Teaching Critical Literacy

1. What was the author's purpose in writing this story?
2. Where can you find the author's purpose? (It is always the main idea in the first paragraph on the first page)
3. Why is writing about this topic important?
4. Was the story difficult to understand? Why or why not?

Explicitly Teaching Creative Literacy

1. Can you tell me about a time when _____?
2. Can you tell me about a _____ you have seen?
3. If you were going to write this story how would you chose to end it?
Why would you chose that ending?
4. What other information could the author have given the audience? Why would that information be important to know?

Teaching Visual Literacy Skills

Visual literacy is the ability to evaluate, apply, or create conceptual visual representations. Skills include the evaluation of advantages and disadvantages of visual representations, to improve shortcomings, to use them to create and communicate knowledge, or to devise new ways of representing insights.



Reading A-Z

FLUENCY STANDARDS TABLE

Recommended reading rates, or words read per minute, for grades one through six were examined from three separate research studies. The findings of these studies were used by Reading A-Z to establish an average early and end reading rate per grade level. Your student's reading rates can be compared to these average rates as a way to determine whether they are making progress in their ability to recognize words automatically. The comparison can also be used to determine whether a student's reading rate is near the grade level standard. For example, a beginning third grade student with a reading rate of 110 WPM can be considered on level. However, a third grade student with a reading rate of 60 WPM is recognizing words at a rate similar to a first grader and will likely need additional instructional support to increase his or her reading rate.

READING A-Z RECOMMENDATIONS WORDS PER MINUTE (WPM)

GRADE	BEGINNING RATE	MID-YEAR RATE	END RATE
1	50	60	70
2	70	80	100
3	100	120	130
4	130	135	140
5	140	150	160
6	160	165	170

Grade 7

Response to Literature

Definition of Response to Literature

In responding to literature, students must exhibit understanding of the importance of character, plot, conflict, resolution, and the use of various literary devices which assist the reader in comprehending the story to its fullest extent. While this guide focuses on development of a character in a short story, students need to study a much wider range of literature and address more elements of form and content in their course of study.

This guide will provide activities and instruments to assess the student's ability to write a response to literature.

Importance

Students must know how to analyze information, whether in narrative or expository form, by:

- determining the author's purpose (e.g. to inform, persuade, entertain, etc.)
- prioritizing points made in the text (e.g. main ideas, supporting details)
- understanding the text beyond literal interpretation (e.g. making connections to personal experience/knowledge or other literature, recognizing universal themes)
- inferring the author's message when not explicitly communicated

In addition to the above, interpreting literature provides students the opportunity to combine reading comprehension and analysis with development of more sophisticated writing skills. By first learning these skills in a narrative setting, students may more easily transfer that knowledge and apply the same process when encountering more challenging grade-level expository text.

Prior Instruction for Writing Personal Responses to Literature

The prior instruction necessary for students to meet the grade level standards in writing requires the implementation of a balanced writing program. This includes daily whole-class demonstrations and instruction (writing aloud, shared writing, interactive writing), frequent individual instruction (guided writing), and daily opportunities to write independently.

Below are suggestions for classroom activities designed to prepare students to meet writing standards, especially those related to writing expository compositions.

Read and Respond to Short Stories

Students should be familiar with the organization, purpose, and elements of a short story, especially with those in which the main character(s) change over the course of the story.

Analyze a Character

After students have read a short story, they choose one character to analyze in a Double-Entry Journal below (blackline master included in Grade 7 Appendix). With teacher modeling and guidance, they select three characteristics of that character and three pieces of evidence cited from the text to support their analyses. Quotation marks should be used when direct quotations are made from the story.

Double-Entry Journal

Character Analysis/Response to Literature

Character Trait of: _____ (name)	Evidence of Character Trait
<ul style="list-style-type: none"> • • • 	

Use Supportive Evidence

Students find appropriate supportive evidence within a text, using quotation marks for each citation. After reading a short story, find quotes to answer the questions outlined below. Model the citation process and allow students to practice in pairs or small groups before asking them to apply the process independently.

- What does the character look like?
Sample response: (Name of character) is described as... “(insert quotation).”
- What are typical actions of the character at the beginning of the story?
Sample response: At the beginning of the story, the character..... “(insert quotation).”
- What are actions that suggest the character has changed or is seen as changing?
Sample response: As the story progresses, the character (indicate action) and changes from... “(insert quotation)” to... “(insert quotation).”

Compose Thesis Statements

Using the following scenarios, students compose thesis statements and list evidence of support. Teacher modeling and student practice should precede independent application.

- Scenario #1: Your allowance is not enough to get you through the week. Your thesis statement presents your position to your parents, attempting to persuade them to raise it.
- Scenario #2: Very few students are buying lunches from the school cafeteria, and the school is losing money. Your thesis statement explains how you think this problem might be corrected.
- Scenario #3: You must choose a restaurant for your birthday party. Your thesis statement will explain why you have chosen a particular restaurant for this event.
- Scenario #4: You have been asked to compare different sporting activities, such as football, basketball, and soccer. Choose a sport which you think is better than any other, and compare it to two other sports. Your thesis statement will make a claim as to how that sport has an advantage over the others.

To relate the above activity with literature response, students create thesis statements about characters, then list evidence in support of their claims.

Describe Evolution of a Character

In order for students to understand the dynamic qualities of literary characters, analyze one or more characters in familiar stories using picture books, fairytales, and/or videos. Examples of age-appropriate videos are *The Lion King*, *The Little Mermaid*, or *Rudy*. Break the story into segments, asking students to consider how the character(s) evolved over time, as follows:

- Analyze the character at the beginning of the story. List traits which describe that character at that point in time and provide evidence to support the claim.
- Analyze the character at a turning point in the story. List traits which describe that character, focusing on how he/she is changing, and provide evidence to support the claim.
- Analyze the character at the end of the story. List traits which describe that character, comparing and contrasting with earlier traits, and provide evidence to support the claim.
- Discuss the evolution of the character by reviewing the traits from beginning to end. Consider the factors which produced this change over time (cause-effect analysis).

Analyze Responses to Literature

Using a short story from a previous lesson, students analyze a character using the Character Trait Chart below (blackline master included in Grade 7 Appendix). Teacher modeling and student practice should precede independent application.

- For the Introduction category, students write a thesis statement about their chosen character.
- For the Character sections, students note character traits and cite evidence to support their claims about the changes made by that character throughout the story.
- For the Conclusion category, students write a summarizing statement about their character.

Character Trait Chart Response to Literature

Introduction Thesis Statement	•
Character at the Beginning of the Story	
• Characteristic Evidence/Page #	•
• Characteristic Evidence/Page #	•
Character During the Story	
• Characteristic Evidence/Page #	•
• Characteristic Evidence/Page #	•
Character at the End of the Story	
• Characteristic Evidence/Page #	•
• Characteristic Evidence/Page #	•
Conclusion Summarizing Statement	•

Organize a Multiple-Paragraph Essay

Students need to practice the organization of a multiple-paragraph essay which includes a strong introduction, well-developed supporting paragraphs, and a satisfying conclusion. Instruction should include ample teacher modeling, analysis of anonymous student samples illustrating various levels of writing performance from poor to excellent, opportunity to practice, and timely teacher feedback which guides further efforts.

The Grade 7 writing assessment asks students to create a multiple-paragraph literary response composition which includes a(n):

- Introduction which engages the interest of the reader and states a clear purpose for the essay,
- Body which develops the topic with supportive details and precise verbs, nouns, and adjectives in order to paint a visual image in the mind of the readers
- Conclusion which features a detailed summary linked to the purpose of the composition.

Directions for the Writing Assessment Comparison/Contrast Expository Composition

To the Teacher

You are encouraged to treat this prompt as a series of class lessons, even though the student work produced may be used to determine if the student has met state standards. These directions provide guidelines, but please use your own discretion in walking students through the prompt. If you plan to use the student writing to determine whether the student has met, in part, the grade level standards in writing, then you should conduct the following as consistently as possible throughout the school.

Once prior instruction has taken place, the three-part assessment process begins. The number of class days involved will vary according to individual teaching situations and preferences. However, if this assessment is being used across the school site or district at this grade level, this process should also be as consistent as possible.

General Guidelines for Assessing Students

In order to maintain consistency, the following guidelines may be useful:

- Use the same prewriting activities for each trial.
- Follow the directions at each step.
- Do not provide answers to student questions that would directly meet the standards.
- Students may use spelling resources which are regularly available in the classroom (wall charts, word lists, dictionaries, thesaurus). Students may not use computers or electronic spelling aids.
- Do not allow peer or teacher assistance during the actual writing process.
- Do not allow papers to be taken home during the assessment process.

The following may be adjusted to meet student needs:

- Rephrase the directions for better student understanding.
- Allow students access to their primary language if that will assist in understanding the task.

Materials

Materials included:

- Teacher Instructions
- Reading Selection "Charles" by Shirley Jackson
- Double-Entry Journal
- Character Trait Chart
- Student Writing Prompt
- Student Checklist
- Teacher Scoring Guide

To be provided by the teacher and/or student:

- Writing paper
- Writing utensils
- Dictionaries, thesaurus, and other resources regularly used in the classroom

Time Limits

Three sessions are required for the assessment portion of this lesson. These sessions may take place over three days or less, depending on site and teaching considerations. Parts I and II should last no more than 60 minutes each. Part III should last no more than 120 minutes.

Introducing the Assessment

Note to the Teacher:

Prior to beginning the writing portion of the assessment, students should first:

- read Shirley Jackson's short story "Charles" (blackline master included in Grade 7 Appendix)
- discuss the characters and events presented in the short story

Part I: Prewriting (60 minutes)

The purpose of the prewriting activity is to connect the activities included in the prior instruction component to the actual writing students will do. This portion of the assessment allows students the opportunity to organize their ideas into well-written responses to literature.

- Pass out individual copies of the Character Trait Chart (blackline master included in Grade 7 Appendix).
- Pass out individual copies of the reading selection "Charles" (blackline master included in Grade 7 Appendix).
- Students complete the Character Trait Chart independently, using Charles as the chosen character.
- Collect Character Trait Charts and reading selection "Charles" at the end of Part I.

Part II: Writing (60 minutes)

When students are ready to begin their first drafts of the writing prompt, the following steps should be followed:

- Pass out collected papers from Part I (reading selection and Character Trait Chart).
- Review prewriting ideas as necessary and/or desired.
- Review the writing prompt (blackline master included in Grade 7 Appendix).
- Remind students that, in order to meet state standards, essays must be at least 500 words.
- Explain and clarify the student checklist
- Students write first drafts individually—no outside help is allowed at this point.
- If time allows, students may begin editing and revising their own drafts using dictionaries, thesaurus, other regular classroom resources, and the checklist as guides.
- Collect all student papers at the end of Part II.

Grade 7 Writing Prompt Response to Literature

Writing Situation:

Each of us has had a time when our thoughts about another person changed over time. Perhaps you thought that someone was likable at first, then later changed your mind. In “Charles” by Shirley Jackson, readers often change their minds about the main character, especially at the end of the story. Looking back over the story, readers begin to understand the ways in which Charles changes over time.

Writing Directions:

Write a multiple-paragraph composition describing the changes in Charles’ behavior over the course of the story. Use specific examples to show how Charles changes from the beginning through the middle to the end of the story. Remember to use specific quotes taken directly from the story to support your opinion, and include the page number for each quote you cite.

You may refer to your copy of “Charles” as well as any notes from your class discussions to help you write a well-organized response.

Part III: Editing/Revision and Final Draft (120 minutes)

This final portion of the assessment allows students the time and opportunity to improve their drafts before writing the final pieces. Final drafts will be assessed according to the content standards criteria presented on the scoring guide. This same criteria is outlined on the student checklist which will be used during this session to focus attention on areas in need of improvement. The steps for completing this portion are:

- Pass out collected papers from Part II.
- Students edit and revise their first drafts using allowable classroom resources and checklist.
- If desired, peer response sessions may also be conducted using this checklist. In that case, clean copies will need to be supplied for each student.
- Students write final drafts legibly using dark ink.
- When final drafts are complete, students assemble all materials used in the three-part process, stapling final drafts on top, and submit to the teacher.

Grade 7 Student Checklist Response to Literature

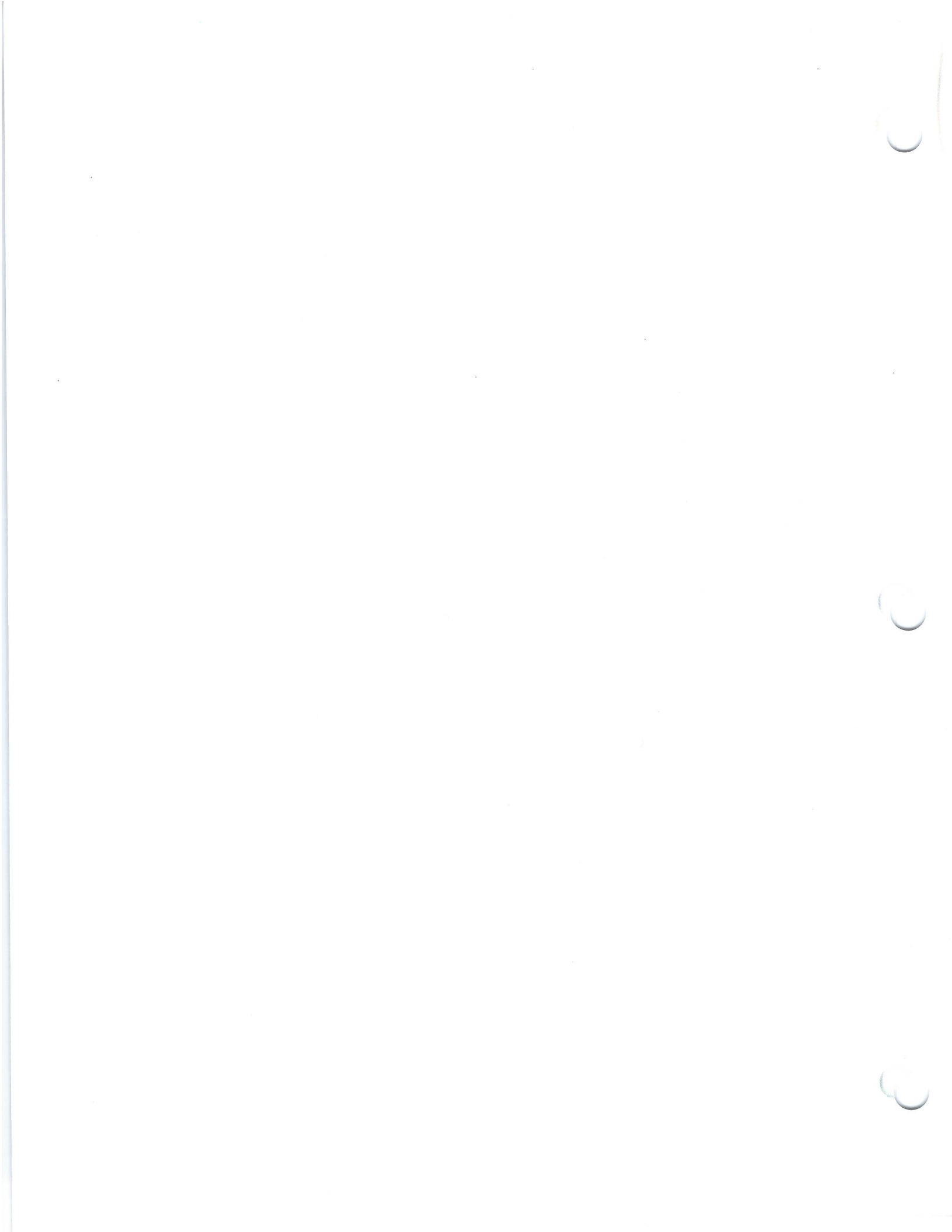
Blackline master included in Grade 7 Appendix

Please check the draft of the essay for the following items:

Writing Applications	Yes	No	Comments
<ul style="list-style-type: none"> • I have included a clear thesis statement • My essay includes supportive evidence, such as: quotations from the story, important details, descriptions from the text, and personal commentary 			
Writing Strategies			
<ul style="list-style-type: none"> • My essay is well-organized, including an introductory paragraph, body paragraphs, and concluding paragraph • I use precise, vivid vocabulary to help my reader understand my message • My essay uses transition words to help one paragraph connect to the next paragraph • I have used direct quotations from the story 			
Writing Conventions			
<ul style="list-style-type: none"> • I have used quotation marks around my direct quotations • My spelling is correct • My punctuation is correct • My capitalization is correct • I have included a variety of sentence structures • My handwriting is neat and legible 			

Scoring Student Writing

Using the attached four-point scoring guide (blackline master included in Grade 7 Appendix), teachers holistically score student papers in each of three standards-based areas: Writing Applications, Writing Strategies, and Writing Conventions. Students who score a "3" are considered to be at grade level according to this assessment.





LIGHTING THE PATHWAYS TO LEARNING

+1 Trait®

Writing Grades 3-8

WRAP Writing Assessment Grades 3-8 Portal Program



Name _____

Date _____

T₁ T₂ T₃

Organization	Support
Fluency	Word Choice
Mechanics	Presentation
Overall Development	Mode of Cumulative Record

WRAP Score	Organization	Support	Sentence Fluency	Word Choice	Mechanics	Presentation	Overall Development
6 Paper 4	Plan is developed and well followed including the topic, audience, and purpose and an appropriate plan-type. Carefully but subtly organized from beginning to end. Logical order (well sequenced*); Elegant flow of ideas; Provides closure	Supporting details are rich, interesting, and informative throughout; fully developed; Details are relevant and appropriate for the focus	Sentence structures enhance style and effect; Virtually no errors in structure or usage; Successfully uses more sophisticated, varied sentence patterns	Rich, effective vocabulary throughout; Vivid language; May use figurative language and imagery	Very few or no mechanical errors relative to length or complexity	Presentation shows a pride in the quality of work, all letters are neatly on the line and formed correctly with even spacing, correct slant, and the written presentation is attractive and helps readers understand and remember the information.	Fluent, richly developed; Clear awareness of audience and purpose; Distinctive, engaging voice; Original, insightful, or imaginative
5 Paper 3	Organized from beginning to end including a plan that is developed with topic, audience, purpose, and plan-type; Logical order (sequenced*); Subtle transitions; Provides closure	Details are strong and varied throughout; Details are relevant and appropriate for the focus	Sentence structures are appropriate to style and effect; Few errors in structure or usage; Moderately successful in using more; sophisticated sentence patterns	Effective vocabulary; Generally successful in using rich language	Few mechanical errors relative to length or complexity	Presentation shows basic neatness with no more than two letters formed and spaced in correctly, and overall design of the written presentation helps readers understand the information.	Fluent, fully developed; Clear awareness of audience and purpose; Evidence of voice, compositional risks attempted; Cohesive
4 Paper 3	Topic, audience, purpose and plan-type is developed by may not be followed causing minor lapses in order or structure (some breaks in sequencing*); Meaning is subordinate to organizational devices; Contrived transitions; Provides closure	Details are adequate to support the focus; Details are generally relevant to the focus	Some sentence variety; Generally correct structure and usage; Attempts to use more sophisticated sentence patterns	Acceptable vocabulary; Attempts to use rich language; Misuse of bigger grade-level appropriate vocabulary words	Some mechanical errors that do not interfere with communication; Limitedly correct	Presentation is readable and basically neat. There are no more than four words spaced incorrectly per line, or four letters per line written incorrectly.	Moderately fluent, adequately developed; Awareness of audience and purpose; Ideas developed but somewhat limited in depth



LEARNING THROUGH EVIDENCE

6+1 Writing[®]

Grades 3-8

WRAP Writing Assessment
Writing Program

Name _____

Date _____

T1 T2 T3



Oceanic Adventist Christian School



WRAP Score OACS Score	Organization	Support	Sentence Fluency	Word Choice	Mechanics	Presentation	Overall Development
3 Paper 2	Lack of planning evident; Poor transitions; random sequencing*; Attempts closure; Shift in focus	Details lack elaboration; Insufficient relevant details; Important details are omitted	Little sentence variety; Errors in structure or usage interfere with meaning; Over-reliance on simple or repetitive constructions; Chaining; Noticeable errors in usage	Simplistic vocabulary with acceptable but limited word choice; Some errors in word choice	Some mechanical errors that do interfere with communication; Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)	60-75% of words, letters, slant, or formation are correct. Presentation is readable, but not particularly neat or of good quality.	Somewhat developed; Some awareness of audience and purpose; Repetitive or too general
2 Paper 1	Lack of planning evident; Thought patterns are difficult to follow; Ideas are not clear or sequenced*; Resembles free-writing, rambling; Continual shifts in focus	Supporting details are listed; Repetitious details; Too few details	No sentence variety; Serious errors in structure or usage; Too brief to demonstrate variety	Simplistic vocabulary with inappropriate and/or incorrect word choice	Noticeable mechanical errors that interfere with communication; Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)	About half of the presentation has distracting errors in letter formation, slant, or spacing. The quality of the presentation detracts significantly from readability.	Poorly developed; Poor awareness of audience; or purpose; Ideas and details are not clear
1 Paper 1	Little or no planning; So short or muddled that it lacks organization or focus	Virtually no details; Irrelevant details	Lack of sentence sense; Riddled with errors at the sentence level; Riddled with errors in usage; Too brief to evaluate	Extremely limited vocabulary; Riddled with errors in word choice; Too brief to evaluate	Mechanical errors that seriously interfere with communication; Too brief to evaluate	Letter formation, spacing, slant is imbalanced, cluttered, and shows a lack of pride in the quality of work. The presentation quality interferes with readability.	Not developed; Restates topic; No awareness of audience or purpose; Inappropriate response; Too brief to show development