

Grades 6–8

Grade Level	Sentences	Note-Taking	SPO and Paragraph	Revising and Editing	Summaries	TO, MPO, and Compositions
6	<p>Use the following strategies:</p> <ul style="list-style-type: none"> • Change fragments to sentences. • Unscramble sentences. • Differentiate between sentence types. • Practice sentence expansion. • Develop questions. • Use the basic conjunctions <i>because, but, and so</i>. • Use the subordinating conjunctions <i>After, Before, If, When, Even though, Whenever, Although, Since, While, and Unless</i>. • Combine three to five sentences. • Use transitions. • Use appositives. 	<p>Write key words, phrases, common abbreviations, and symbols on dotted lines.</p>	<p>Create SPOs for the following text structures:</p> <ul style="list-style-type: none"> • narrative • opinion • problem/solution • cause/effect <p>Create separate pro SPOs and con SPOs.</p> <p>Use SPO scaffolding activities:</p> <ul style="list-style-type: none"> • Create an SPO as a whole class. • Distinguish a T.S. from details. • Identify T.S. and sequence details. • Given a T.S., select relevant details from a list. • Eliminate irrelevant detail(s) from a list or SPO. • Given a T.S., generate details. • Practice the three strategies for writing a T.S. or C.S. • Given a topic/prompt, generate a T.S. • Given a T.S. and details, generate a C.S. • Given a topic/prompt, construct an SPO independently. <p>Draft a paragraph based on an SPO.</p>	<p>Use specific and varied vocabulary for overused or vague words.</p> <p>Improve a given topic and concluding sentences using the three strategies.</p> <p>Revise unelaborated paragraphs when given explicit instructions, and later, general instructions.</p> <p>Revise a draft when given explicit instructions, and later, general instructions.</p> <p>Proofread and edit for commas, capitalization, punctuation, fragments, run-ons, and spelling errors.</p> <p>Check for verb tense and number agreement.</p> <p>Use sentence strategies when revising (e.g., transitions, appositives, basic and subordinating conjunctions, sentence expansion).</p> <p>Cite evidence from text using illustration transitions and direct or paraphrased quotations.</p> <p>Use Revise and Edit Checklist to check drafts.</p>	<p>Summary Sentence</p> <p>SPO Summary</p>	<p>Develop a thesis statement for TO as a whole class.</p> <p>Create a TO as a whole class.</p> <p>Given a thesis statement, fill in Main Idea boxes.</p> <p>Given a thesis statement, fill in Details boxes in note form.</p> <p>Develop a draft from a TO.</p> <p>Revise and edit a draft based on a TO.</p> <p>Create a TO independently.</p> <p>Create TOs for the following text structures:</p> <ul style="list-style-type: none"> • narrative • problem/solution • compare and contrast • cause/effect <p>Develop a neutral pro/con three- or four-paragraph TO and composition.</p>

Grades 7 and 8

Students should continue to practice all the sentence, note-taking, paragraph (SPO), revision, and summary activities introduced in grade 6.

Students should be introduced to the MPO and the activities that follow. Students who are not ready for the MPO can continue to use the TO but with the same topic as the rest of the class.

- Create an MPO as a whole class.
- Introduce the general, specific, and thesis statement format for introductions for MPOs.
- Introduce the thesis, specific, and general statement format for conclusions for MPOs.
- Practice writing a plan of development for some MPOs.
- Develop a draft from an MPO.
- Write introductions and conclusions independently for compositions from an MPO.
- Revise and edit drafts based on MPOs.
- Create MPOs for the following text structures:
 - ▶ narrative
 - ▶ problem/solution
 - ▶ compare and contrast
 - ▶ cause/effect
 - ▶ pro/con
- Given a debatable topic, research both sides and develop a thesis statement for a pro/con essay.
- Sequence claims and counterclaims for a pro/con composition.
- Draft, revise, and edit a pro/con composition from an MPO.