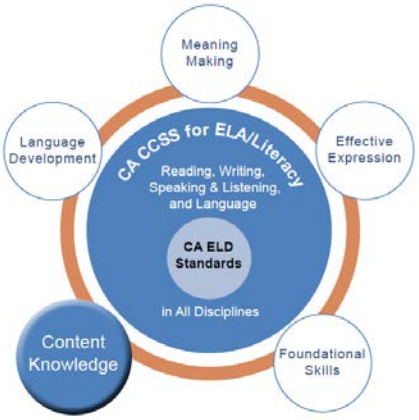
L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt.*).

Content Knowledge



Reading literature and informational texts and engaging in research in English language arts and other subjects help students develop content knowledge and develop understandings of the ways in which reading and writing are employed across the disciplines. Students in grade seven read and write increasingly complex texts and engage in independent reading programs.

Snapshot 6.8 presents a designated ELD lesson in which the phrases and structures useful for making arguments in mathematics are examined.

Snapshot 6.8 Designated ELD Connected to Mathematics in Grade Seven

In mathematics, students in grade seven engage in two mathematical practices with a focus on communication: constructing viable arguments and critiquing the reasoning of others; and attending to precision. The students are called upon to justify their conclusions, communicate them to others, and respond to the arguments of others. In addition, they can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. They also must try to communicate precisely to others, using clear definitions in discussion with others and in their own reasoning. Middle school students are also learning to examine claims and make explicit use of definitions.

During designated ELD instruction, teachers work with their English learners to help them understand and gain confidence using the language needed to construct and justify arguments, understand the arguments of others, and communicate their ideas clearly. Teachers can provide their EL students with knowledge of and practice in using words, phrasing and discourse practices useful for

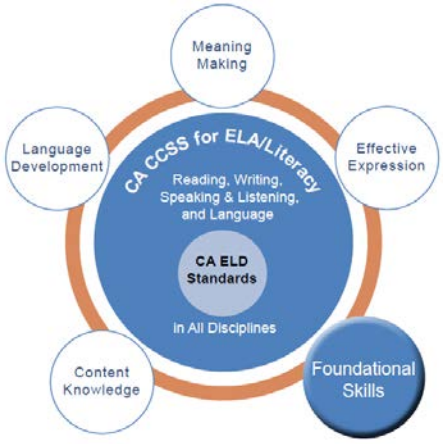
discussing mathematical content and for making arguments in mathematics. Some of this language includes introductory adverbial phrases (e.g., *In this case, As shown previously*), or cause/effect sentence structures (e.g., *Due to/as a result of _____, I expect/conclude that _____*). Teachers can enhance English learners' ability to engage in dialogue about mathematical ideas by providing structured and meaningful practice using a variety of question openers and extenders (e.g., *Could you clarify what you mean by _____? I'm not sure I agree with you, but let me explain what I mean …*). For example, teachers might pull a small group of ELs at similar English language proficiency levels while the rest of the class is working on independent tasks in groups or pairs. Teachers might use this designated time to discuss the language resources useful for engaging in conversations about mathematics topics and to allow the students to engage in small group discussion using the language. This way, teachers can focus strategically on the specific type of language their EL students need to develop in order to fully engage with the math content and strengthen their ability to use the language during whole class or small group tasks.

During mathematics instruction, teachers monitor students and provide judicious corrective feedback to ensure students are using the language appropriately while also applying the correct mathematics practices and content knowledge.

CA ELD Standards: ELD.PI.7.1,3,4,5,11a,12; ELD.PII.7.3-7

CA CCSS for Mathematics: MP 3: Construct viable arguments and critique the reasoning of others.

Foundational Skills



Ideally by the time students enter grade seven, their knowledge of foundational skills is well established. They have a large base of sight words, and they rapidly and effectively employ word recognition skills to identify new printed words. Fluency, which includes accuracy, rate, and prosody, continues to develop as students engage in wide and extensive reading. Rate of reading varies, however, as it should, with the text and the task. Based on an extensive study of oral reading fluency, Hasbrouck and Tindal (2006) recommend that students scoring more than 10 words below the 50th percentile receive additional instruction that targets fluency. See Figure 6.20.

