Georgia Performance Standards Framework for ELA Unit 2-7th Grade

Grade: 7th

Topic: Working in Your Cubicle – Critical Thinking/Writing
Instructional unit: Unit 2 Expository Writing
Contributed By: Twila Ford, Matthew Forrester, Cinda Shelton, Catrice Spain

The task:
When the teacher introduces any new topic on the board, the student can explore and examine it from six sides of a cube. The student should spend no more than five minutes per side and do the following:

- Describe it – Think about shape, color, size, texture, etc.
- Compare it – What is it similar to or different from?
- Associate it – What does it make you think of?
- Analyze it – How is it made or what is it composed of?
- Apply it – How is it used and/or what can you do with it?
- Argue for or against it – Take a stand and list reasons you support or oppose it.

Write only one or two word answers on each side of the cube.

Sample Topic: Air

Describe – Invisible
Compare – Clear
Associate – Sky
Analyze – Oxygen; science
Apply – Breathe
Argue – Survival depends

In this example, the student examined the idea of air. She described it as invisible, compared it to smoke, and associated it with the sky because it is found in the atmosphere. She analyzed it through her background knowledge of oxygen as a science concept, and she applied it by showing how it relates to her world through breathing. Finally, she argued that air was valuable in that it is necessary for survival.

Now the student will pair with a partner or group to share his or her cube, making sure the facts are correct.

Differentiation:

- The teacher will allow students to work in pairs or groups.
- The teacher will provide choices of methods students can use to show their knowledge of content.
Accommodations/Modifications:
- Before beginning, the teacher will provide an example of a finished product.
- Before beginning, the teacher will provide student with a checklist of items to complete.
- Teacher may suggest words to write on the cube.
- The teacher will allow extended time for initial brainstorming.

Focus Standards:
**ELA7R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
  b. Identifies and uses knowledge of common graphic features to draw conclusions and make judgments (e.g., graphic organizers, diagrams, captions, illustrations).

**ELA7RC4** The student establishes a context for information acquired by reading across subject areas. The student:
  a. Explores life experiences related to subject area content.
  b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.

Circumstances of the assignment/Notes to the Teachers:
- Obtain/Make a cube template on which students may write and cut when writing is completed.
- This task can be used as a template for almost any vocabulary or content area concept.
- Practice a few easy tasks, using topics such as shoes, soda, ice cream, etc. as you introduce each step.
- Once students have grasped the concept, you may want to use the words to springboard into descriptive or expository paragraphs. This can form the basis for almost any writing assignment. Try reports, persuasive pieces, and letters to the editor.