

7th Grade English Language Arts

Pacing Guide and Unpacked Standards



**GROVEPORT
MADISON**
SCHOOLS

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Groveport Madison ELA Pacing Guide

➤ Indicates Blueprint Focus Standards

7th	Reading Literature	Reading Informational	Writing	Speaking and Listening	Language
1st 9 Weeks	<ul style="list-style-type: none"> ➤ RL.7.9 Compare & contrast fictional and historical concepts of an era, character, or place ➤ RL.7.6 Explain how point of view develops perspective ➤ RL.7.1 Cite evidence to support text & inferences ➤ RL.7.2 (a,b) Analyze development of theme & incorporate development into summary ➤ RL.7.3 Analyze how story elements interact 	<ul style="list-style-type: none"> ➤ RI.7.3 Analyze the interactions and influence between individuals/ideas ➤ RI.7.6 Determine author's perspective from others ➤ RI.7.1 Cite several pieces of textual evidence to support analysis ➤ RI.7.4 Determine meanings of words & phrases 	<ul style="list-style-type: none"> ➤ W.7.3(a,b,c,d,e) Write narratives to develop real or imagined events using detail ➤ W.7.4 Produce clear and coherent writing ➤ W.7.5 Develop and strengthen writing through revision processes ➤ W.7.6 Use technology to produce and publish writing ➤ W.7.1(a,b,c,d,e) Write arguments to support claims and thesis ➤ W.7.9(a,b) Support analysis & draw evidence from text 	<ul style="list-style-type: none"> SL.7.1 (a,b,c,d) Prepare and participate in collaborations SL.7.6 Adapt speech and writing, when appropriate, to demonstrate knowledge of social context & ability to utilize formal English mastery. SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points 	<ul style="list-style-type: none"> ➤ L.7.1(a,b,c) Demonstrate command of conventions English Grammar ➤ L.7.3 (a,b) Use knowledge of language and its conventions ➤ L.7.4 (a,b,c,d) Determine the meanings of unknown words & phrases ➤ L.7.5(a,b,c) Demonstrate understanding of figurative language, word relationships & nuances ➤ L.7.6 Acquire & use academic and domain appropriate words and language
2nd 9 Weeks	<ul style="list-style-type: none"> ➤ RL.7.6 Explain how point of view develops perspective ➤ RL.7.1 Cite evidence to support text and inferences ➤ RL.7.2(a,b) Analyze development of theme & incorporate development into summary ➤ RL.7.4 Determine meanings of words & phrases ➤ RL.7.5 Analyze structure and meaning 	<ul style="list-style-type: none"> ➤ RI.7.2 (a,b) Analyze 2 or more central ideas in one text & use development of these ideas in summary ➤ RI.7.8 Trace & evaluate argument & claims in text ➤ RI.7.5 Analyze structure of texts ➤ RI.7.1 Cite several pieces of evidence to support analysis ➤ RI.7.4 Determine meanings of words & phrases ➤ RI.7.8 Trace & evaluate the argument and specific claims in a text 	<ul style="list-style-type: none"> ➤ W.7.2(a,b,c,d,e,f) Write Informative Explanatory texts to examine a topic ➤ W.7.6 Use technology to produce and publish writing ➤ W.7.8 Gather information from credible digital and print sources ➤ W.7.1(a,b,c,d,e) Write arguments to support claims and thesis ➤ W.7.9(a,b) Support analysis & draw evidence from text 	<ul style="list-style-type: none"> SL.7.2 Analyze the main ideas and supporting details from presentations SL.7.4 Present claims and findings, in a logical, coherent, valid supported manner SL.7.3 Evaluate a speaker's claim & evidence for soundness 	<ul style="list-style-type: none"> ➤ L.7.1(a,b,c) Demonstrate command of conventions ➤ L.7.2 (a,b) Demonstrate command of grammatical conventions (Punctuation, Spelling) ➤ L.7.3 (a,b) Use knowledge of language and its conventions ➤ L.7.4(a,b,c,d) Determine the meanings of unknown words & phrases ➤ L.7.6 Acquire and use academic and domain appropriate words and language

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➤ Indicates Blueprint Focus Standards

7th	Reading Literature	Reading Informational	Writing	Speaking and Listening	Language
3rd 9 Weeks	<ul style="list-style-type: none"> ➤ RL.7.1 Cite evidence to support text and inferences ➤ RL.7.4 Determine meaning & impact of words & phrases ➤ RL.7.9 Compare & contrast fictional & historical concepts of an era, character, or place ➤ RL.7.7 Compare & contrast written story to same story in new medium/analyze effects 	<ul style="list-style-type: none"> ➤ RI.7.9 Analyze how 2 or more authors write about same topic ➤ RL.7.1 Cite several pieces of textual evidence to support analysis ➤ RI.7.7 Compare and contrast text to multi medium portrayal of same subject ➤ RI.7.10 – Read & comprehend complex informational text ➤ RI.7.4 Determine meanings of words & phrases 	<ul style="list-style-type: none"> ➤ W.7.7 Conduct short research projects ➤ W.7.1(a,b,c,d,e) Write arguments to support claims and thesis ➤ W.7.9 (a,b) Support analysis & draw evidence from text ➤ W.7.8 Gather information from credible digital and print sources ➤ W.7.5 Develop and strengthen writing through revision processes ➤ W.7.6 Use technology and internet to produce and publish writing 	<ul style="list-style-type: none"> SL.7.1 (a,b,c,d) Prepare and participate in collaborations SL.7.4 Present claims and findings, in a logical, coherent, valid supported manner 	<ul style="list-style-type: none"> ➤ L.7.1 Demonstrate command of English Grammar and usage when writing or speaking ➤ L.7.2(a,b) Demonstrate command of grammatical conventions (Punctuation, Spelling) ➤ L.7.4(a,b,c,d) Determine the meanings of unknown words & phrases ➤ L.7.6 Acquire and use academic and domain appropriate words and language ➤ L.7.3 (a,b) Use knowledge of language and its conventions
4th 9 Weeks	<ul style="list-style-type: none"> ➤ RL.7.1 Cite evidence to support text & inferences ➤ RL.7.4 Determine meanings of words & phrases ➤ RL.7.3 Analyze characters/events ➤ RL.7.5 Analyze how structure impacts meaning RL.7.10 Read, comprehend and connect to complex literary text 	<ul style="list-style-type: none"> ➤ RL.7.1 Cite several pieces of textual evidence to support analysis ➤ RI.7.3 Analyze the interactions and influence between individuals/ideas ➤ RI.7.4 Determine meanings of words & phrases ➤ RI.7.5 Analyze how structure impacts meaning RI.7.10 – Read, comprehend, and connect to complex informational text 	<ul style="list-style-type: none"> ➤ W.7.7 Conduct short research project to answer a question ➤ W.7.9(a,b) Support analysis & draw evidence from text ➤ W.7.4 Produce clear and coherent writing ➤ W.7.5 Develop and strengthen writing through processes ➤ W.7.6 Use technology to produce and publish writing W.7.10 Write routinely over extended time frames (various styles for various reasons) 	<ul style="list-style-type: none"> SL.7.1 (a,b,c,d) Prepare and participate in small group, one-on-one & teacher-led discussions SL.7.4 Present claims and findings, in a logical, coherent, valid supported manner 	<ul style="list-style-type: none"> ➤ L.7.1(a,b,c) Demonstrate command of grammatical conventions (phrases clauses, sentence structures etc) ➤ L.7.2 Demonstrate command of grammatical conventions (Punctuation, Spelling) ➤ L.7.4(a,b,c,d) Determine the meanings of unknown words & phrases ➤ L.7.5 (a,b,c) Figurative language, word relationships, and nuances ➤ L.7.6 Acquire & use academic and domain appropriate words & language

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RL 7.1

Standard: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Question(s)

- How can I provide proof of what I have learned from different kinds of text?

Essential Skills

- Identify inferences from a text.
- Identify explicit information from a text.
- Comprehend key ideas and details.
- Comprehend craft and structure.
- Comprehend integration of knowledge and ideas.

Vocabulary

- cite
- analyze
- explicit
- inferences
- textual evidence
- conclude

Criteria for Success (Performance Level Descriptors)

Limited: Identify textual evidence to support a basic analysis of the text

Basic: Identify textual evidence to support an analysis of what the text says explicitly

Proficient: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Accelerated: Cite multiple examples of textual evidence to support a complex inference as well as analysis of a text

Advanced: Cite multiple examples of strong textual evidence to support a complex inference as well as analysis of a text

Question Stems

- What textual evidence did you identify to support your analysis of the text?
- Cite several examples of textual evidence.
- What inferences can you draw from your analysis of the text?
- Show me in the text what makes you think that?
- What can you conclude from the text?
- Which evidence is most relevant?
- What can you infer from this paragraph? Explain your thinking.

Teaching Notes and Strategies

- Discussion and debate
- Rereading to clarify information—close reading techniques
- Making and revising prediction

RL 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RL 7.2

Standard: Analyze literary text development.

- a. Determine a theme of a text and analyze its development over the course of the text.
- b. Incorporate the development of a theme and other story details into an objective summary of the text.

Anchor: Determine central ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.

<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I summarize a collection of main ideas of the text based on details provided by the author? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine a theme or central idea. <input type="checkbox"/> Analyze theme or central idea development over the course of a text. <input type="checkbox"/> Analyze the development of two or more central ideas <input type="checkbox"/> Identify supporting details. <input type="checkbox"/> Make inferences <input type="checkbox"/> Write an objective summary of the text 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> determine <input type="checkbox"/> theme <input type="checkbox"/> central idea <input type="checkbox"/> analyze <input type="checkbox"/> objective <input type="checkbox"/> summarize <input type="checkbox"/> cite evidence 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify a central idea explicitly stated in the text and provide a simple summary</p> <p>Basic: Identify two or more central ideas in the text and provide a summary.</p> <p>Proficient: Determine two or more central ideas in a text and analyze their development over the course of the text. provide an objective summary of the text</p> <p>Accelerated: Analyze two or more central ideas and their development throughout the text using textual evidence as support. provide an objective summary of the text</p> <p>Advanced: Evaluate two or more central ideas and their development providing text evidence as support. Provide a succinct, objective summary of the text.</p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Seeking meaning of unknown vocabulary ● Text-based questioning ● Discussion and debate
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the theme or central idea? <input type="checkbox"/> Cite evidence from the text to support your determination of the theme/central idea. <input type="checkbox"/> _____ best captures the theme. <input type="checkbox"/> An example of how the theme recurs/is developed in the text is _____. <input type="checkbox"/> How can you objectively summarize the text ? <input type="checkbox"/> What makes a summary objective? 		

RL 6.2: Determine a theme or central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.

RL 8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. Provide an objective summary of the text.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RL 7.3

Standard: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can the interactions between individuals and events influence the outcome of the text? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze elements of story/drama <input type="checkbox"/> Describe how characters change throughout a story or drama <input type="checkbox"/> Describe how story elements influence the characters as the plot moves towards resolution <input type="checkbox"/> Analyze how elements of a story or drama interact. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyze <input type="checkbox"/> setting <input type="checkbox"/> character <input type="checkbox"/> character traits <input type="checkbox"/> plot <input type="checkbox"/> drama <input type="checkbox"/> infer <input type="checkbox"/> inference 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify the interactions between individuals, events, and ideas in a text</p> <p>Basic: Describe particular elements of a text and how they interact.</p> <p>Proficient: Analyze the interactions between individuals, events, and ideas in a text</p> <p>Accelerated: Analyze the interactions between individuals, events, and ideas in a text to determine their influence on one another citing text evidence as support</p> <p>Advanced: Analyze interactions between individuals, events, and ideas in a text to determine their influence on the central meaning citing textual evidence as support.</p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Graphic organizers ● Fiction/ Non-Fiction Pairs ● Discussion and debate ● Rereading to clarify information—close reading techniques
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the plot of a story or drama. <input type="checkbox"/> How does the plot unfold? <input type="checkbox"/> Describe the problem. How was it resolved? <input type="checkbox"/> An example of how the plot is shaped by the setting is_____. <input type="checkbox"/> What can you infer about plot and how it is shaped by the setting? <input type="checkbox"/> An example of how a character evolves with the plot is__ <input type="checkbox"/> What can you infer about the character and how he is shaped by the setting? <input type="checkbox"/> How does the use of dialogue help the reader understand character and plot? 	<p>RL 6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.</p>	
<p>RL 8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>		

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RL 7.4	<p>Standard: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the author’s use of specific types of figurative language and connotation affect the meaning of the text? <input type="checkbox"/> How do rhyming and alliteration impact tone and mood of the text? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand connotations/denotations <input type="checkbox"/> Understand figurative language Identify repetition of sounds (rhyme scheme, alliteration, assonance) <input type="checkbox"/> Understand how word choice impacts meaning <input type="checkbox"/> Understand how word choice impacts tone <input type="checkbox"/> Interpret figurative meanings (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia) <input type="checkbox"/> Interpret connotative meanings. <input type="checkbox"/> Analyze the impact of rhymes and repetitions sounds in a stanza or poem a story or a drama. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> figurative meaning <input type="checkbox"/> connotative meaning <input type="checkbox"/> analyze <input type="checkbox"/> specific <input type="checkbox"/> impact <input type="checkbox"/> tone <input type="checkbox"/> word choice <input type="checkbox"/> determine 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Determine the meaning of basic words and phrases using explicit context</p> <p>Basic: Determine the meaning of unknown and multiple-meaning words and phrases, using explicit context clues.</p> <p>Proficient: Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context and common Greek and Latin affixes and roots</p> <p>Accelerated: Use context from multiple areas of a text and Greek and Latin affixes and roots to determine or clarify unknown and multiple-meaning words and phrases.</p> <p>Advanced: Use implicit context clues from multiple areas of a text and Greek and Latin affixes and roots to determine or clarify unknown and multiple-meaning words and phrases</p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Linguistic and nonlinguistic representations are taught ● Direct and Indirect Vocabulary Instruction (i.e., Marzano’s Six Steps) ● Seeking meaning of unknown vocabulary
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What does the word/phrase__mean in this selection? <input type="checkbox"/> The word/phrase is an example of . <input type="checkbox"/> Without changing the meaning of the sentence, what word can best be used to replace the underlined part? <input type="checkbox"/> How does the author’s use of repetition of sounds impact the tone of the text? <input type="checkbox"/> According to this passage, a__is like a__ because both__. <input type="checkbox"/> The author uses connotation to__. 		
<p>RL 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. analyze the impact of specific word choices on meaning and tone</p>	<p>RL 8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RL 7.5

Standard: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Essential Question(s)

- How does the text structure help me understand the text?
- Why does the structure of the text matter?
- How does the text structure of a poem or drama impact meaning of the text?

Essential Skills/Concept

- Identify the poetic elements contributing to form/structure.
- Identify the form/structure of various types of poetry and drama.
- Analyze the form or structure of drama and poetry
- Interpret and analyze the meaning of drama and poetry
- Understand and analyze how text structure contributes to the meaning of a drama or poem

Vocabulary

- drama
- poem
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot

Criteria for Success (Performance Level Descriptors)

Limited: Describe a drama’s or poem’s form or structure

Basic: Describe and identify how a drama’s or poem’s form or structure contributes to its meaning

Proficient: Analyze how a drama’s or poem’s form or structure contributes meaning

Accelerated: Analyze how structural elements, including shifts within a drama or poem contribute to its meaning. provide textual support for the analysis

Advanced: Evaluate how structural elements, including shifts within a drama or poem contribute to its meaning. provides textual support for the analysis

Teaching Notes and Strategies

- Use of multimedia
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Fiction-Nonfiction Pairs

Question Stems

- What is the structure of the text?
- What is the meaning of the text?
- How does the structure of the text contribute to its meaning?
- How does the sentence, chapter, scene, or stanza fit into the overall structure of a__?
- How would the meaning of the poem /drama have been different if it were written as a__?

RL 6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL 8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each texts contributes to its meaning and style.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RL 7.6	Standard: Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.	Anchor: Assess how point of view or purpose shapes the content and style of a text.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can contrasting point of view between characters influence how the story is told? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand and identify various points of view <input type="checkbox"/> Understand and explain the development of the narrator’s or speaker’s point of view. <input type="checkbox"/> Contrast points of view <input type="checkbox"/> Analyze how the author develops points of view of different characters or the narrator. <input type="checkbox"/> Analyze how the author contrasts different points of view in a single text. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> author <input type="checkbox"/> point of view <input type="checkbox"/> develop <input type="checkbox"/> narrator <input type="checkbox"/> omniscient <input type="checkbox"/> subjective <input type="checkbox"/> objective 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Describe an author’s or character’s point of view or purpose in a text and how that point of view is distinguished from others</p> <p>Basic: Identify an author’s point of view or purpose in a text and describe how that point of view is distinguished from others</p> <p>Proficient: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others</p> <p>Accelerated: Determine an author’s point of view and purpose, and analyze how the author distinguishes his or her position and cite evidence to support the analysis</p> <p>Advanced: Analyze how the author develops and contrasts the points of view of different characters or narrators throughout a text, providing textual support for the analysis</p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Discussion and debate ● Rereading to clarify information—close reading techniques ● Assimilating prior knowledge ● Rereading to clarify information
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Which words from the text show that it is written in __person? <input type="checkbox"/> The selection is told from the point of view of _____. <input type="checkbox"/> What perspective or point of view does each character have? <input type="checkbox"/> How/why does _____’s point of view differ from that of another character? <input type="checkbox"/> Which sentence from the text best shows that the narrator’s point of view is subjective/objective? <input type="checkbox"/> How does the author’s word choice help to develop the narrator’s or speaker’s point of view? 		<p>RL 8.6: Analyze how a differences in the points of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense of humor.</p>
<p>RL 6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p>		

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RL 7.7	<p>Standard: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do multimedia techniques of various mediums change a story, drama, or poem? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare & contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text <input type="checkbox"/> Analyze effects unique to each medium (Lighting, Sound, Color, Camera focus, Camera angles) <input type="checkbox"/> Recognize multimedia versions, film and stage. <input type="checkbox"/> Determine the similarities of text to media. <input type="checkbox"/> Determine the differences of text to media. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare <input type="checkbox"/> contrast <input type="checkbox"/> medium <input type="checkbox"/> audio <input type="checkbox"/> drama <input type="checkbox"/> poem <input type="checkbox"/> film <input type="checkbox"/> stage <input type="checkbox"/> multimedia <input type="checkbox"/> production 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify basic similarities between a written story, drama, or poem to its audio, filmed, staged, or multimedia version</p> <p>Basic: Identify similarities between a written story, drama, or poem to its audio, filmed, staged, or multimedia version, identifying techniques unique to each medium</p> <p>Proficient: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium</p> <p>Accelerated: Compare and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing and critiquing the effects of techniques unique to each medium</p> <p>Advanced: Compare and contrasts subtle differences between a written story, drama, or poem and its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium and critiquing its use</p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Fiction-Nonfiction Pairs ● Graphic organizers ● Rereading to clarify information—close reading techniques
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does reading a story compare to the audio or video version? <input type="checkbox"/> What medium most impacts your understanding of the selected work? <input type="checkbox"/> What senses were most stimulated by the production? <input type="checkbox"/> Select an event from the book and compare it to a scene from the production. How are they different and why? <input type="checkbox"/> Evaluate the effectiveness of the media techniques used to portray the work. 	<p>RL 6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	
<p>RL 8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>		

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RL 7.9	Standard: Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the author portray a fictional character in a real historical account? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between historical fiction and historical accounts. <input type="checkbox"/> Identify the historical event in terms of time, place, and/or character. <input type="checkbox"/> Identify how the author used or altered history to write a fictional portrayal. <input type="checkbox"/> Compare/contrast historical portrayal of a time, place, or character against a historical account of the same period. 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> ● Compare ● Contrast ● historical novel ● historical account ● historical event ● fiction ● alter ● accurate (precise)
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the author use/alter history to__? <input type="checkbox"/> How are historical events and the fictional event the same and/ or different? <input type="checkbox"/> How does the author’s portrayal of the character compare to historical accounts? <input type="checkbox"/> What could the author have done to provide a more accurate portrayal of the time period/place? 		<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify similarities between a fictional portrayal of a time, place, or character and a historical account of the same period</p> <p>Basic: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period, identifying how the author uses history to tell a story</p> <p>Proficient: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</p> <p>Accelerated: Analyze a fictional portrayal of a time, place, or complex character and a historical account of the same period to determine why authors of fiction use or alter history, providing textual support for the analysis</p> <p>Advanced: Evaluate a fictional portrayal of a time, place, or complex character and a historical account of the same period to explain why authors of fiction use or alter history, providing textual support for the analysis</p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion and debate <input type="checkbox"/> Rereading to clarify information—close reading techniques <input type="checkbox"/> Text-based questions
RL 6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems. historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RL 8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RL 7.10

Standard: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Anchor: Read and comprehend complex literary and informational texts independently and proficiently.

Essential Question(s)

- What strategies am I using to become an independent and proficient reader of literary texts?

Essential Skills/Concepts

- Read various forms of literature fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts.
- Make an effort to independently read texts of increasing complexity.
- Monitor comprehension
- Comprehend integration of knowledge and ideas.

Vocabulary

- genre
- literature
- drama
- poetry
- fluency
- comprehension

Criteria for Success

(No Source Data Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

Question Stems

- What have you read independently lately?
- What genres have you recently read?
- What genre did you enjoy the most?
- Have you read multiple books by the same author?
- Who is your favorite author?
- Do you think you are ready to read a more complex text or different type of literature?
- What is the lexile level of this text?
- Briefly summarize the plot and theme of the text.

RL 6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL 8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RI 7.1

Standard: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Question(s)

- How can I provide proof of what I have learned from different kinds of text?

Essential Skills/Concept

- Recognize credible resources /sources.
- Analyze several pieces of text to determine what it explicitly says
- Cite evidence
- Formulate and support inferences using several pieces from the text

Vocabulary

- cite
- analyze
- explicit
- textual evidence
- draw inferences

Criteria for Success (Performance Level Descriptors)

Limited: Identify textual evidence to support a basic analysis of the text

Basic: Identify textual evidence to support an analysis of what the text says explicitly.

Proficient: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Accelerated: Cite multiple examples of textual evidence to support a complex inference as well as analysis of a text.

Advanced: Cite multiple examples of strong textual evidence to support a complex inference as well as analysis of a text.

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Fiction-Non-fiction Pairs
- Text-based questions

Question Stems

- What is your analysis of the text?
- What textual evidence did you identify to support your analysis of the text?
- Cite several examples.
- What inferences can you draw from your analysis of the text?
- Show me in the text what makes you think that_____.

RI 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RI 7.2	<p>Standard: Analyze informational text development.</p> <ol style="list-style-type: none"> a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development. 	<p>Anchor: Determine central ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.</p>
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I summarize a collection of main ideas of the text based on details provided by the author? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine two or more central ideas <input type="checkbox"/> Analyze the development of two or more central ideas <input type="checkbox"/> Analyze theme or central idea development over the course of a text <input type="checkbox"/> Formulate an objective summary of the text 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> determine <input type="checkbox"/> central idea <input type="checkbox"/> analyze <input type="checkbox"/> objective <input type="checkbox"/> summary 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify a central idea explicitly stated in the text and provide a simple summary.</p> <p>Basic: Identify two or more central ideas in the text and provide a summary.</p> <p>Proficient: Determine two or more central ideas in a text and analyze their development over the course of the text. Provide an objective summary of the text.</p> <p>Accelerated: Analyze two or more central ideas and their development throughout the text using textual evidence as support. Provide an objective summary of the text.</p> <p>Advanced: Evaluate two or more central ideas and their development providing text evidence as support. provide a succinct, objective summary of the text</p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Graphic organizers ● Discussion and debate ● Rereading to clarify information—close reading techniques ● Text-based questions
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the central idea? Is there more than one central idea? <input type="checkbox"/> How are the central ideas developed? <input type="checkbox"/> Cite evidence from the text to support your determination of the central idea. <input type="checkbox"/> An example of how the central idea recurs in the text is_____. <input type="checkbox"/> How can you objectively summarize the text? 	<p>RI 6.2: Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.</p>	<p>RI 8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. Provide an objective summary of the text.</p>

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RI 7.3	Standard: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Essential Question(s) How did the interactions between individuals and events influence the outcome?	Vocabulary <ul style="list-style-type: none"> ● analyze ● illustrate ● explain ● elaborate ● events ● individuals ● interactions ● influence ● detail (noun, verb) 	Criteria for Success (Performance Level Descriptors) Limited: Identify the interactions between individuals, events, and ideas in a text. Basic: Describe particular elements of a text and how they interact. Proficient: Analyze the interactions between individuals, events, and ideas in a text. Accelerated: Analyze the interactions between individuals, events, and ideas in a text to determine their influence on one another citing text evidence as support. Advanced: Analyze interactions between individuals, events, and ideas in a text to determine their influence on the central meaning citing textual evidence as support.
Essential Skills/Concept <ul style="list-style-type: none"> ❑ Identify how individuals influenced changes in events ❑ Analyze how an event influenced individuals. ❑ Explain how one event influence another event? 		Teaching Notes and Strategies <ul style="list-style-type: none"> ● Graphic organizers ● Discussion and debate ● Rereading to clarify information—close reading techniques ● Annotating text
Question Stems <ul style="list-style-type: none"> ❑ What change of events was influential? ❑ How did one individual influence another? ❑ What interaction influenced future events? 		
RI 6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	RI 8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RI 7.4

Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4-6 for additional expectations.)

Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Essential Question(s)

- How can I learn the meaning of words and phrases in the text?
- How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?
- How word meaning impact tone and mood of the text?

Essential Skills/Concept

- Identify and interpret connotations
- Identify and interpret figurative language
- Identify and interpret technical language
- Analyze how meaning and tone are impacted by specific word choice.

Vocabulary

- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- repetition

Criteria for Success (Performance Level Descriptors)

Limited: Determine figurative, connotative, and technical meanings of words.

Basic: Determine figurative, connotative, and technical meanings of words and the impact of specific word choice on meaning and tone.

Proficient: Determine figurative, connotative, and technical meaning of words and phrases and analyze the impact of specific word choice on meaning and tone.

Accelerated: Analyze figurative, connotative, and technical meaning of words and phrases and the impact of specific word choice on meaning and tone.

Advanced: Analyze the implied figurative, connotative, and technical meaning of words and phrases and the impact of specific word choice on meaning and tone.

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

Question Stems

- What does the word/phrase mean in this selection?
- Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- Which of the following synonyms is closest in the meaning to the word ?
- The author uses connotation to_____.
- What is the technical meaning of the word?
- What message does the author convey?
- What is the tone of the selection?
- How does the author’s word choice impact the meaning and tone of the passage?

RI 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

RI 8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RI 7.5

Standard: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

- a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.

Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Essential Question(s)

- How does the organization of the text contribute to the overall development of the ideas?

Essential Skills/Concept

- Identify and analyze text structures
- Analyze the use of text features
- Compare and contrast overall structure in two or more texts
- Analyze public documents
- Understand part to whole organizational structure
- Understand and analyze how parts (sentences, paragraphs, chapters, or sections) contribute to the whole (development of ideas).

Vocabulary

- analyze
- text structure
- sections
- contribute
- graphics
- headers
- captions

Criteria for Success (Performance Level Descriptors)

Limited: Describe in basic form how an author uses structure to organize a text.

Basic: Describe the structure an author uses to organize a text, and how sections contribute to the development of the ideas in a text.

Proficient: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: interpret figures of speech in context.

Accelerated: Analyze how structural elements contribute to the meaning and the development of ideas and support analysis with evidence.

Advanced: Evaluate how structural elements contribute meaning and develop ideas within and across texts and use evidence to support the evaluation.

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

Question Stems

- What is the text structure of each text?
- How does the structure of each text contribute to its meaning?
- How are the text structures similar/different?
- How do paragraph_ and__ relate to each other? How do they support the author's position?
- What text features does the author use to develop his ideas?
- What effect do the text features have on the reader, and why?

RI 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

- a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.

RI 8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

- a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RI 7.6

Standard: Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Anchor: Assess how point of view or purpose shapes the content and style of a text.

Essential Question(s)

- How is the author’s point of view the same as or different from others?

Essential Skills/Concept

- Identify and analyze point of view
- Identify and analyze purpose
- Contrast how the author distinguishes his/her position from that of others.

Vocabulary

- author
- point of view
- develop
- narrator
- speaker in text

Criteria for Success (Performance Level Descriptors)

Limited: Identify an explicit point of view or purpose in a text.

Basic: Identify an author’s point of view or purpose in a text and describe how that point of view is distinguished from others.

Proficient: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Accelerated: Determine an author’s point of view and purpose, and analyze how the author distinguishes his or her position and cite evidence to support the analysis.

Advanced: Analyze an author’s point of view and purpose and how the author develops and distinguishes his or her position, citing textual evidence as support.

Question Stems

- What is the author’s point of view or purpose?
- How does the author’s word choice help develop the point of view/purpose?
- How does the author distinguish their position from that of others?

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

RI 6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

RI 8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RI 7.7

Standard: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Question(s)

- How is listening or viewing information the same or different from reading the text?

Essential Skills/Concept

- Compare & contrast the experience of reading a text to listening to or viewing an audio, video, or multimedia version of the text
- Analyze and compare the portrayal of the subject in each medium
- Analyze how the audio, video, or multimedia version of various text portrays the subject.

Vocabulary

- integrate
- evaluate
- format
- compare
- contrast
- text
- information
- analyze
- portrayal (representation)
- delivery
- impact
- summarize

**Criteria for Success
(Performance Level Descriptors)**

Limited: Identify explicit similarities between a text and an audio, video, or multimedia version of the text, describing each medium’s portrayal of the subject.

Basic: Identify similarities between a text and an audio, video, or multimedia version of the text, describing each medium’s portrayal of the subject.

Proficient: Compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing explicit differences in each medium’s portrayal of the subject.

Accelerated: Compares and contrast a text to an audio, video, or multimedia version, analyzing each medium’s portrayal of the subject.

Advanced: Compare and contrast a text to an audio, video, or multimedia version, analyzing subtle differences between each medium’s portrayal.

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Annotating text

Question Stems

- How does reading the text compare to the audio or video version?
- What medium most impacts your understanding of the selected work?
- What senses were most stimulated by the production?
- Select an event from the text and compare it to a scene from the production. How are they different and why?
- Evaluate the effectiveness of the media techniques used to portray the work.

RI 7.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI 8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RI 7.8	Standard: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Anchor: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Essential Question(s) <input type="checkbox"/> How does the author’s claims used in the text affect the outcome of an argument?	Vocabulary <ul style="list-style-type: none"> ● evaluator ● argument ● sound (sensible) ● reasoning ● relevant (pertinent) ● sufficient ● evidence ● support ● claims 	<div style="text-align: center;">Criteria for Success (Performance Level Descriptors)</div> <p>Limited: Trace an argument and claim in a text, identifying the reasoning and evidence used to support the claim.</p> <p>Basic: Trace and evaluate the argument and claims in a text, describing the reasoning and evidence used to support the claims.</p> <p>Proficient: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Accelerated: Evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, the evidence is relevant and sufficient, the sources are credible to support the claims.</p> <p>Advanced: Evaluate the argument and claims in a complex text and cite specific language while examining textual reasoning and the relevancy, credibility sufficiency of evidence.</p> <div style="text-align: center;">Teaching Notes and Strategies</div> <ul style="list-style-type: none"> ● Graphic organizers ● Discussion and debate ● Rereading to clarify information—close reading techniques ● Close Reading strategies (i.e., *Using Anchor Questions with “signposts” for Contrasts & Contradiction. Aha Moments. Tough Questions. Words of the Wiser. Again & Again. and Memory Moment
Essential Skills/Concept <ul style="list-style-type: none"> <input type="checkbox"/> Understand how claims and/or arguments are supported by evidence from the text. <input type="checkbox"/> Trace the specific claims of an argument. <input type="checkbox"/> Assess the relevance of evidence for specific claims. <input type="checkbox"/> Define sound reasoning. 	Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> What is the argument in the text? <input type="checkbox"/> Identify the claims used to support the argument. <input type="checkbox"/> Are these claims valid/invalid, and if so, why? <input type="checkbox"/> Is there sufficient evidence to support the claims? <input type="checkbox"/> Is the argument well developed and supported? Explain your answer. 	
RI 6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	RI 8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced.	

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RI 7.9

Standard: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Question(s)

- How can several authors present key information on the same topic?

Essential Skills/Concept

- Analyze how texts by different authors shape their ideas by emphasizing different evidence.
- Analyze how texts by different authors shape their ideas by advancing different interpretations of facts.
- Identify and analyze interpretation of facts
- Identify and analyze use of evidence

Vocabulary

- advance
- analyze
- compare
- contrast
- difference
- emphasize
- event
- evidence
- key information
- perspective
- point of view
- presentation
- similar

Criteria for Success (Performance Level Descriptors)

Limited: Identify basic differences between two or more authors writing on the same topic.

Basic: Compare and contrast how two or more authors writing about the same topic use different evidence.

Proficient: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Accelerated: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Provide evidence to support the analysis.

Advanced: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence

Question Stems

- What topic do both authors address?
- How do their interpretation of facts differ?
- What evidence does each author use to shape his/her presentation of key information?
- How does the evidence differ?
- How does one author advance a different interpretation of the facts as compared to the other author?

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

RI 7.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI 8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

RI 7.10	<p>Standard: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Anchor: Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I provide proof of what I have learned from different kinds of text? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read various forms of literary nonfiction fluently <input type="checkbox"/> Demonstrate comprehension of various forms of literary text <input type="checkbox"/> Read independently and comprehend complex texts. <input type="checkbox"/> Make an effort to independently read texts of increasing complexity. <input type="checkbox"/> Monitor comprehension 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> comprehension <input type="checkbox"/> drama <input type="checkbox"/> fluency <input type="checkbox"/> informational text <input type="checkbox"/> literature <input type="checkbox"/> nonfiction <input type="checkbox"/> poetry 	<p style="text-align: center;">Criteria for Success <i>(No Source Data Available)</i></p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Graphic organizers ● Discussion and debate ● Rereading to clarify information—close reading techniques ● Assimilating prior knowledge
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What have you read independently lately? <input type="checkbox"/> What are the topics/central ideas of the nonfiction texts that you have recently read? <input type="checkbox"/> What topic did you enjoy the most? <input type="checkbox"/> Have you read multiple books by the same author? <input type="checkbox"/> Who is your favorite author? <input type="checkbox"/> Do you think you are ready to read a more complex text or different type of literary nonfiction? <input type="checkbox"/> What is the lexile level of this text? <input type="checkbox"/> Briefly summarize the central idea of the text 		
<p>RI 6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI 8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>	

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

W 7.1

Standard: Write arguments to support claims with clear reasons and relevant evidence.

- a. Establish a thesis statement to present an argument.
- b. Support claim(s) **or counter arguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use relevant reasons to write an argument to support a claim? <input type="checkbox"/> How can I use credible information to support my claims in an argument? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Produce an argument which introduces claims and acknowledges opposing or alternate claims. <input type="checkbox"/> Use words, phrases, and clauses to create cohesion <input type="checkbox"/> Produce an argument to support claims, which supports claims with logical reasoning and relevant evidence. <input type="checkbox"/> Understand the purpose of writing <input type="checkbox"/> Understand expository text structure <input type="checkbox"/> Understand starting point, purpose, form, audience, voice, and point of view. <input type="checkbox"/> Use precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader <input type="checkbox"/> Organize reasons and evidence logically. <input type="checkbox"/> Produce an argument to support claims, which cites credible and accurate sources. <input type="checkbox"/> Provide a concluding statement <p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a claim, acknowledge and address alternate/opposing claims. <input type="checkbox"/> In sentence __, the author supports his counter argument with relevant evidence. <input type="checkbox"/> Which sentences best support the counterargument? <input type="checkbox"/> What data does the author use to support his claim? <input type="checkbox"/> Does the data come from a credible source? <input type="checkbox"/> Rewrite the concluding statement to support the argument presented. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> arguments/counterarguments <input type="checkbox"/> claims/alternate or opposing claims <input type="checkbox"/> address <input type="checkbox"/> relevant evidence <input type="checkbox"/> credible source <input type="checkbox"/> topic <input type="checkbox"/> text <input type="checkbox"/> persuade <input type="checkbox"/> style <input type="checkbox"/> conclusion <input type="checkbox"/> cohesion <input type="checkbox"/> supporting evidence 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Attempt to provide a claim or controlling idea, lack a counterclaim when appropriate, use an inconsistent or unclear organizational structure, lack evidence, employ the most basic sentence construction and word choice.</p> <p>Basic: Provide a claim or controlling idea, attempt to include a counterclaim when appropriate, use an inconsistent or unclear organizational structure, include loosely related support by referencing evidence that demonstrates</p> <p>Proficient: Adequately sustain a claim or controlling idea, acknowledge a counterclaim when appropriate, include a clear organizational structure, provide adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduce some variation in sentence structure, and include adequate word choice</p> <p>Accelerated: Sustain a focused claim or controlling idea, addresses a counterclaim when appropriate, include an effective organizational structure, provide relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, vary sentence structure with purposeful word choice to enhance meaning</p> <p>Advanced: Thoroughly sustain a focused claim or controlling idea, fully address a counterclaim when appropriate, utilize a purposeful organizational structure, provide specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, purposefully employ sentence structure and word choice to enhance meaning</p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Graphic organizers ● Discussion and debate ● Rereading to clarify information—close reading techniques ● Assimilating prior knowledge
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Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

- W 6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce a claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.

- W 8.1:** Write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

W 7.2

Standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a thesis statement to present information
- b. Introduce a topic clearly, previewing what is to follow. Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Question(s)

- How can I use information to express an idea?
- How can I use domain-specific vocabulary to express ideas accurately?

Essential Skills/Concept

- Be able to organize ideas, concepts, and information prior to writing.
- Be able to develop a topic using relevant facts, definitions, quotations, and concrete details.
- Understand how to write a cohesive, precise thesis statement
- Introduce, preview, and develop a topic with relevant facts, definitions, concrete details, quotations, and examples.
- Be able to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts.
- Write informative/explanatory texts to examine a topic, convey ideas, or explain concepts and information.
- Use precise language and domain- specific vocabulary to inform or explain.
- Establish and maintain a formal style.

Vocabulary

- analysis
- cause/effect
- classification
- cohesion
- compare/
- contrast
- conclusion
- concrete
- convey
- definition
- domain-specific
- explanatory
- formal style
- formatting
- heading
- informative
- introduction
- organization
- relevant content
- selection
- thesis statement
- topic
- transitions

Criteria for Success (No Data Source Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information - close reading techniques
- Assimilating prior knowledge

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

Question Stems

- Identify the thesis statement in the selection.
- What is the author's thesis?
- Which sentences best support the author's thesis?
- How does the author organize his ideas?
- What charts & tables does the author provide to support his thesis?
- How could the author use multimedia to aid in comprehension?
- How could the author use cause/effect to better convey his ideas?
- What additional comparisons could the author make to analyze the content?
- Is research cited? If so, how?
- How does the author conclude?
- Does the conclusion support the information or explanation presented?

W 6.2: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic or thesis statement. Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

W 8.2: Write informative/ explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic or thesis statement clearly, previewing what is to follow. Organize ideas, concepts, and information into broader categories. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

W 7.3

Standard: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or character. Organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects the narrated experiences or events.

Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Skills/Concept

- ❑ Identify various points of view in a narrative.
- ❑ Use techniques to engage the reader and establish context.
- ❑ Use precise, descriptive, and sensory language to capture the action and to develop experiences and events.
- ❑ Compare/contrast relevant and irrelevant details in developing experiences, events, and characters.
- ❑ Write a narrative that engages the reader.
- ❑ Write a narrative that establishes a context and point of view.
- ❑ Write a narrative that uses dialogue, pacing, and description to develop experiences, events, characters.
- ❑ Write a narrative that uses a variety of transitions to convey sequence and signal shifts.

Vocabulary

- ❑ beginning, middle, end
- ❑ characters
- ❑ concrete
- ❑ context
- ❑ convey
- ❑ descriptive language
- ❑ dialogue
- ❑ engage
- ❑ event sequence
- ❑ mood
- ❑ narrator
- ❑ orient
- ❑ pacing
- ❑ plot
- ❑ point of view
- ❑ precise
- ❑ reflect
- ❑ resolution
- ❑ rising action
- ❑ sensory details
- ❑ setting

Criteria for Success

(No Data Source Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

Question Stems

- What is the main problem or conflict in the story?
- In which sentences does the author establish his/her point of view?
- How does the author introduce the narrator? Who is the narrator?
- Name the first event that leads to the unfolding of the story?
- Which significant events reveal the problem in the story?
- Is foreshadowing used in the story? If so, how?
- How does the author convey shifts from one time period to another? Name the events that detail these shifts.
- How does the author use dialogue to develop the plot? How does__affect the plot?
- How do the characters impact the problem? How do the characters impact the resolution?
- How does__change throughout the story?
- Identify the details of the event that indicate the problem has been resolved.

W 6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/ or characters. Organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters.
- c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

W 8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or characters. Organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

W 7.4

Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why do I write? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize ideas, concepts, and information prior to writing <input type="checkbox"/> Analyze the reason for writing to inform task, purpose, and audience. <input type="checkbox"/> Produce writing with clear and coherent idea development. <input type="checkbox"/> Produce writing with clear and coherent organization. <input type="checkbox"/> Produce writing with clear and coherent style. <input type="checkbox"/> Understand the purpose for writing <input type="checkbox"/> Understand the audience <input type="checkbox"/> Write well-constructed sentences <input type="checkbox"/> Know how to write a clear, concise thesis statement <input type="checkbox"/> Write well-crafted paragraphs <input type="checkbox"/> Be able to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts. <input type="checkbox"/> Be able to understand and use the writing process <input type="checkbox"/> Be able to write a strong conclusion that supports ideas presented in the writing 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> organization <input type="checkbox"/> style <input type="checkbox"/> task <input type="checkbox"/> purpose <input type="checkbox"/> audience 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Demonstrate a lack of command of the conventions of standard English grammar, usage, and mechanics.</p> <p>Basic: Demonstrate basic command of the conventions of standard English grammar, usage, and mechanics.</p> <p>Proficient: Demonstrate command of the conventions of standard English grammar, usage, and mechanics.</p> <p>Accelerated: Demonstrate strong command of the conventions of standard English grammar, usage, and mechanics.</p> <p>Advanced: Demonstrate mastery of the conventions of standard English grammar and usage.</p> <p style="text-align: center;">Teaching Notes and Strategies</p> <p><i>Direct instruction in strategies</i></p> <ol style="list-style-type: none"> 1. Brainstorming 2. Collaboration for peer reviewing 3. Writing persuasive essays <p><i>Direct Instruction Process</i></p> <ol style="list-style-type: none"> 1. Develop background knowledge 2. Describe the strategy 3. Model it 4. Memorize it 5. Support it 6. Use it independently <p><i>Guided Writing</i></p> <ol style="list-style-type: none"> 1. Concept introduction 2. Teacher demonstration 3. Shared writing 4. Independent writing
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What form of writing does the writing prompt call for? How do you know? <input type="checkbox"/> Who is the audience? <input type="checkbox"/> How will you organize your thinking before beginning to write? <input type="checkbox"/> Will your writing include a thesis statement? <input type="checkbox"/> How will you conclude your writing? <input type="checkbox"/> What is your purpose for writing? <input type="checkbox"/> What style will you use? Formal? Informal? <input type="checkbox"/> What can you add in this paragraph to make your writing clearer? 		<p>W 6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
		<p>W 8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

W 7.5

Standard: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Question(s):

- How does the writing process make me a better writer?

Essential Skills/Concept

- Organize information prior to writing
- Implement the writing process by: planning, revising, editing, and rewriting.
- Edit for language conventions
- Understand the purpose for writing
- Understand and address the audience
- With some guidance and support from peers and adults, develop and strengthen writing by planning, revision, editing, and rewriting.
- With guidance and support from peers and adults, develop and strengthen writing by trying a new approach.
- With guidance and support from peers and adults, determine how well the focus of the purpose has been addressed. With some guidance and support from peers and adults, determine how well the focus

Vocabulary

- editing
- language convention
- organization
- planning
- revising
- rewriting

Criteria for Success
(No Data Source Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information - close reading techniques
- Assimilating prior knowledge

Question Stems

- Which would be the best opening sentence?
- Which would be the best thesis statement?
- What is the best title for this selection?
- What sentence best concludes this selection?
- Which sentence can be deleted without changing the meaning of the selection?

W 6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

W 8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

W 7.6	Standard: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Essential Question(s): How can technology be used as a tool to write, publish, and/or collaborate?	Vocabulary	Criteria for Success <i>(No Data Source Available)</i>
Essential Skills/Concept <ul style="list-style-type: none"> <input type="checkbox"/> Be able to keyboard accurately <input type="checkbox"/> Possess computer literacy <input type="checkbox"/> Know how to use computer publishing software <input type="checkbox"/> Know how to format and design page layouts <input type="checkbox"/> Know how to embed links into a document <input type="checkbox"/> Know how to access collaborative sources to discuss topics of interest <input type="checkbox"/> Use technology (Internet) to produce, revise, edit, and publish writing. <input type="checkbox"/> Use technology to link to and cite sources. <input type="checkbox"/> Use technology to interact and collaborate with others. 	<ul style="list-style-type: none"> <input type="checkbox"/> cite <input type="checkbox"/> collaborate <input type="checkbox"/> interact <input type="checkbox"/> link <input type="checkbox"/> produce <input type="checkbox"/> publish <input type="checkbox"/> technology 	Teaching Notes and Strategies <ul style="list-style-type: none"> ● Graphic organizers ● Discussion and debate ● Rereading to clarify information—close reading techniques ● Assimilating prior knowledge
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> Name the software programs available for you to publish your writing. <input type="checkbox"/> How do you format a document before writing? <input type="checkbox"/> How can you include a link to resources within your document? <input type="checkbox"/> What program tools are available for you to check your accuracy of language conventions? <input type="checkbox"/> What search engine do you most prefer to use in researching_____? 		
W 6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	W 8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

W 7.7

Standard: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

<p>Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I learn more about a topic by completing a research project? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know steps of an investigation <input type="checkbox"/> Know how to use computer publishing software <input type="checkbox"/> Know how to format and design page layouts <input type="checkbox"/> Know how to use internet search engines <input type="checkbox"/> Know how to embed links into a document <input type="checkbox"/> Generate additional related, focused questions for further research and investigation. <input type="checkbox"/> Implement appropriate inquiry methods to conduct a short research project. <input type="checkbox"/> Know how to create a bibliography <input type="checkbox"/> Be able to locate resources: online, newspaper, library books, interviews, magazines, speakers 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> bibliography <input type="checkbox"/> generate <input type="checkbox"/> inquiry <input type="checkbox"/> internet search <input type="checkbox"/> investigation <input type="checkbox"/> key words <input type="checkbox"/> precise <input type="checkbox"/> project <input type="checkbox"/> research <input type="checkbox"/> site source <input type="checkbox"/> synthesize 	<p style="text-align: center;">Criteria for Success <i>(No Source Data Available)</i></p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Graphic organizers ● Discussion and debate ● Rereading to clarify information—close reading techniques ● Assimilating prior knowledge
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> If you need information on _____ you could type which key words? <input type="checkbox"/> You run a key word search on the internet and it comes up with several articles on the subject, which would you check out first? Why? <input type="checkbox"/> What question does your essay/report answer? <input type="checkbox"/> Which thesis statement is the best for this essay? <input type="checkbox"/> Which bibliography entry is cited correctly? <input type="checkbox"/> How do you cite a bibliography entry for a _____? 		

W 6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W 8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

W 7.8

Standard: Gather relevant information from multiple print and digital sources. Using search terms effectively, assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Essential Question(s):

- How can I recall and organize information accurately?
- How can I collect and organize information accurately?
- Why is it important for me to know how to summarize and paraphrase others' work?
- How can I quote a source without plagiarizing?

Essential Skills/Concept

- Know how to gather relevant information from digital sources.
- Know how to gather relevant information from multiple print sources.
- Assess the credibility & accuracy of each source
- Know how to quote/paraphrase data without plagiarizing
- Be able to create a bibliography using a standard format for citation
- Create a bibliography

Vocabulary

- bibliography
- credibility
- citation
- digital source
- paraphrase
- plagiarism
- quotation marks
- quote
- relevant (pertinent)
- research
- source
- summarize

Criteria for Success
(No Source Date Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

Question Stems

- How do you know that the source is credible?
- How do you know that data is accurate?
- What standard format did you use when citing sources for your bibliography?
- How do you cite a digital source?
- How is a digital source cited differently than a printed source?
- Summarize the information found in these data.
- What can you conclude from the data?

W 6.8: Gather relevant information from multiple print and digital sources. Assess the credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W 8.8: Gather relevant information from multiple print and digital sources. Using search terms effectively, assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

W 7.9	<p>Standard: Draw evidence from literary or informational text to support analysis, reflection and research.</p> <ol style="list-style-type: none"> a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). 	<p>Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use evidence to support my purpose? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw evidence from a literary/informational text <input type="checkbox"/> Analyze key ideas and details as evidence of understanding text. <input type="checkbox"/> Be able to synthesize information and reflect <input type="checkbox"/> Compare & contrast fictional portrayal of time place, or character and historical account of the same period <input type="checkbox"/> Understand how authors of fiction use or alter history <input type="checkbox"/> Know how to trace the argument and specific claims in a text <input type="checkbox"/> Know how to evaluate the argument and specific claims in the text. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyze <input type="checkbox"/> compare/contrast <input type="checkbox"/> draw evidence <input type="checkbox"/> evaluate <input type="checkbox"/> historical account <input type="checkbox"/> reflect/reflection <input type="checkbox"/> relevant <input type="checkbox"/> research <input type="checkbox"/> sound reasoning <input type="checkbox"/> sufficient <input type="checkbox"/> support <input type="checkbox"/> trace 	<p style="text-align: center;">Criteria for Success (No Source Data Available)</p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> • Graphic organizers • Discussion and debate • Rereading to clarify information—close reading techniques • Assimilating prior knowledge
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the author portray the character? Give examples. <input type="checkbox"/> How does this portrayal compare to the historical accounts of the character? <input type="checkbox"/> What evidence do you have to support your answer? <input type="checkbox"/> How does the author alter the time and place of events to support his argument? <input type="checkbox"/> What evidence do you have to support the author’s argument/claim that ___? <input type="checkbox"/> Is there relevant and sufficient evidence to support the claim? If so, what? 		
<p>W 6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems. historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). 	<p>W 8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced”). 	

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

W 7.10	<p>Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Anchor: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p>Essential Questions(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to write regularly? <input type="checkbox"/> Why is it important to adopt the routine of research, reflection, and revision? <input type="checkbox"/> Why is it important to write for different reasons and different audiences? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the purpose for writing <input type="checkbox"/> Understand and address the audience <input type="checkbox"/> Craft a clear, concise thesis statement <input type="checkbox"/> Write well-constructed sentences <input type="checkbox"/> Craft well written paragraphs <input type="checkbox"/> Write for various audiences, purposes, or tasks for shortened time frames. <input type="checkbox"/> Write for various audiences, purposes, or tasks for extended time frames. <input type="checkbox"/> Edit for language conventions <input type="checkbox"/> Write a strong conclusion that supports ideas presented in the writing 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflection <input type="checkbox"/> revision <input type="checkbox"/> rough draft <input type="checkbox"/> editing <input type="checkbox"/> summary 	<p style="text-align: center;">Criteria for Success <i>(No Source Data Available)</i></p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Graphic organizers ● Discussion and debate ● Rereading to clarify information—close reading techniques ● Assimilating prior knowledge
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the purpose of this writing? <input type="checkbox"/> Who is the audience? Identify the thesis statement. <input type="checkbox"/> Is the thesis statement supported by evidence that can be traced throughout the writing? <input type="checkbox"/> The transition__could be replaced by__. Could additional revisions be made? Where? <input type="checkbox"/> How could the sentence__be revised? <input type="checkbox"/> How does the conclusion reflect the thesis? Give examples. 		
<p>W 6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W 8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

SL 7.1	<p>Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study. Explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and modify their own views. 	<p>Anchor: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> How are my conversation skills dependent on the makeup of the group? <input type="checkbox"/> What contributions can I make to the conversation when I'm prepared and engaged? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare for collaborative discussions <input type="checkbox"/> Know how to incorporate evidence or information into the discussion which is relevant to the topic <input type="checkbox"/> Know the rules for participating in a discussion <input type="checkbox"/> Assign and assume roles in the discussion <input type="checkbox"/> Set goals and deadlines, then track progress <input type="checkbox"/> Pose and respond to questions posed by others <input type="checkbox"/> Make relevant comments that help return the discussion to the topic <input type="checkbox"/> Be willing to acknowledge new information expressed by others <input type="checkbox"/> Be willing to modify your own views based on the comments and information of others <input type="checkbox"/> Reflect on discussion topics using evidence. 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> acknowledge <input type="checkbox"/> collegial <input type="checkbox"/> elicit <input type="checkbox"/> evidence <input type="checkbox"/> explicit <input type="checkbox"/> modify <input type="checkbox"/> pose/probe <input type="checkbox"/> reflect <input type="checkbox"/> research <input type="checkbox"/> warranted 	<p style="text-align: center;">Criteria for Success (No Source Data Available)</p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Graphic organizers ● Discussion and debate ● Rereading to clarify information—close reading techniques ● Assimilating prior knowledge
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> How did you prepare for today's discussion? <input type="checkbox"/> What are some questions you might ask during the discussion? <input type="checkbox"/> Based on what you read, what might you want to discuss more deeply with your group? <input type="checkbox"/> What are some rules that help make the discussion collegial? What is your role in the discussion? <input type="checkbox"/> What are the specific goals of the discussion and long do we have to meet them? <input type="checkbox"/> How will we track the progress? <input type="checkbox"/> How will you contribute to the progress of the group? <input type="checkbox"/> Reflect on what you heard, what ideas can you add to the discussion? <input type="checkbox"/> Have your partners said anything that made you change your ideas? Did you acknowledge them? <input type="checkbox"/> Use this language frame: I agree/disagree with what you said <input type="checkbox"/> Use this language frame: In addition to what_<u> </u>said, I think... 			

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

SL 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material. Explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL 8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or research material under study. Explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

SL 7.2

Standard: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Question(s):

- How do I determine what is important in diverse media formats to understand a topic?

Essential Skills/Concept

- Be able to identify and analyze main ideas in diverse media and formats
- Be able to identify and analyze supporting details and ideas in diverse media and formats
- Be able to explain how ideas, information, or data clarify a topic, text or issue under study

Vocabulary

- analyze
- clarify
- diverse
- formats
- main ideas
- orally
- quantitatively
- supporting details
- visually

Criteria for Success
(No Source Data Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

Question Stems

- What is the main idea of_____?
- Did you evaluate how those ideas are presented in the different media? Is the message the same?
- How does using visual media/formats help clarify the ideas within a topic of study?
- Which format or media made the topic easier for you to understand?
- What were some of the supporting details presented?
- Why would presenting ideas and information in a quantitative format make it easier to understand?
- Did you analyze the information presented for credibility?

SL 6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

SL 8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

SL 7.3

Standard: Delineate a speaker’s argument, specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Anchor: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Essential Question(s):

- How do I determine which claims are valid when listening to a speaker?

Essential Skills/Concept

- Delineate a speaker’s argument and specific claims
- Evaluate the soundness of the speaker’s reasoning.
- Evaluate the relevance and sufficiency of the speaker’s evidence.
- Understand that some claims introduced may not be relevant to the topic
- Recognize that the evidence offered may not be sufficient or substantial

Vocabulary

- Delineate
- argument
- attitude
- evaluate
- soundness
- reasoning
- relevance
- sufficiency
- prospective
- valid
- claim

Criteria for Success
(No Source Data Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

Question Stems

- Delineate a speaker’s argument and specific claims.
- Evaluate the soundness of the speaker’s reasoning.
- Evaluate the relevance and sufficiency of the speaker’s evidence.
- What details or evidence help you understand the speaker’s attitude toward the topic?
- Are the arguments the speaker is making relevant to the topic being discussed?
- Is there enough evidence to support the speaker’s claim?
- Who is the intended audience? What is their perspective?
- Is the evidence offered in the speech sufficient enough to convince you?

SL 6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL 8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

SL 7.4	<p>Standard: Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p style="padding-left: 20px;">a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.</p>	<p>Anchor: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the way I organize my presentation affect how my audience hears and understands the message? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sequence claims, findings, salient points, pertinent descriptions, facts, details, and examples in a focused, coherent manner. <input type="checkbox"/> Emphasize salient points. <input type="checkbox"/> Present information in a focused, coherent manner, including pertinent descriptions, facts, details, and examples. <input type="checkbox"/> Demonstrate appropriate eye contact, adequate volume, and clear pronunciation. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> argument <input type="checkbox"/> counterargument <input type="checkbox"/> coherent <input type="checkbox"/> cohesion <input type="checkbox"/> emphasizing <input type="checkbox"/> evidence <input type="checkbox"/> focused <input type="checkbox"/> claim <input type="checkbox"/> presentation <input type="checkbox"/> manner <input type="checkbox"/> narrative <input type="checkbox"/> pertinent <input type="checkbox"/> presentations <input type="checkbox"/> pronunciation <input type="checkbox"/> summary 	<p>Criteria for Success <i>(No Source Data Available)</i></p> <p>Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Graphic organizers ● Discussion and debate ● Rereading to clarify information—close reading techniques ● Assimilating prior knowledge
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will you plan your presentation? On what evidence will you base your argument? <input type="checkbox"/> Have you considered the counterarguments that might be made? <input type="checkbox"/> Is your argument presented logically with sufficient and pertinent details/facts/examples? <input type="checkbox"/> Was your conclusion strong? Is there something you can add to make it stronger? <input type="checkbox"/> Can the listener follow your argument? Is there cohesion from beginning to end? 		
<p>SL 6.4: Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), and sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p style="padding-left: 20px;">a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details. Uses appropriate transitions to clarify relationship. Uses precise language and domain specific vocabulary and provides a strong conclusion.</p>	<p>SL 8.4: Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail. Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p style="padding-left: 20px;">a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.</p>	

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

SL 7.5

Standard: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

<p>Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do I decide the best place(s) in a presentation to use multimedia or visual displays to emphasize points? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine what multimedia components/visual display options best clarify information. <input type="checkbox"/> Use multimedia components/visual displays in a presentation to clarify claims and findings. <input type="checkbox"/> Use multimedia components/ visual displays in a presentation to emphasize salient points. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> digital media <input type="checkbox"/> visual displays <input type="checkbox"/> claim <input type="checkbox"/> express <input type="checkbox"/> enhance <input type="checkbox"/> components <input type="checkbox"/> clarify <input type="checkbox"/> salient points 	<p style="text-align: center;">Criteria for Success <i>(No Source Data Available)</i></p> <p>Teaching Notes and Strategies</p> <ul style="list-style-type: none"> ● Graphic organizers ● Discussion and debate ● Rereading to clarify information— close reading techniques ● Assimilating prior knowledge
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the use of _____ enhance your presentation? The message? <input type="checkbox"/> What digital media could you use to present your data clearly? <input type="checkbox"/> Do the components help clarify the presentation? <input type="checkbox"/> What is the message or information you want to convey to your audience? <input type="checkbox"/> How would including media help the presentation? <input type="checkbox"/> Does the media help underscore your important points? <input type="checkbox"/> How did you decide which images you would include? <input type="checkbox"/> Did you strategically place your media components and your visual displays to enhance understanding of your presentation topic? 		

SL 6.5: Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.

SL 8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

SL 7.6

Standard: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3.)

Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Question(s):

- Why do I need to think about the audience and purpose each time I speak?
- How do I decide when to use formal or informal English when speaking?

Essential Skills/Concept

- Identify the audience and purpose
- Know the difference between informal and formal English
- Vary sentence patterns for style
- Understand and adapt the delivery to appeal to the audience
- Adapt speech to a given context or task when speaking.
- Demonstrate correct use of formal English when speaking.

Vocabulary

- context
- demonstrate formal English
- variety
- purpose
- word choice
- selection
- context
- sentence patterns
- enunciate
- volume

Criteria for Success
(No Source Data Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

Question Stems

- What is the purpose of your speech and who is your intended audience?
- Are you trying to persuade or convince your audience?
- Will you need formal or informal English? Why?
- Are you delivering a formal presentation? How will this affect your choice of words?
- Are there places where you can substitute precise engaging language to keep the listeners interested?
- How will your word choice impact your listeners?
- How will you emphasize the important points?

SL 6.6: Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)

SL 8.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

L 7.1

Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and general and their functions in specific sentences.
- b. Choose among simple, compound, complex, and compound- complex sentences to signal differing relationship among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Question(s):

- Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

Essential Skills/Concept

- Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.)
- Identify and correctly use phrases and clauses
- Identify and correctly use simple sentences
- Identify and correctly use compound sentences
- Identify and correctly use complex sentences
- Identify and correctly use compound-complex sentences
- Identify and correctly use (place) modifiers
- Select and combine sentences to show relationships between/among ideas.

Vocabulary

- conventions
- subjective case
- objective case
- possessive case
- intensive pronouns
- vague /ambiguous antecedents

Criteria for Success
(No Source Data Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

Question Stems

- What is a phrase? How does it differ from clause?
- What is an independent clause? What is a dependent clause? Which is the same as a simple sentence?
- What is a compound sentence?
- Name the words that are used to connect two independent clauses.
- What is a complex sentence? How does it differ from a compound sentence?
- What types and how many clauses are used in a compound-complex sentence?
- Is the position of the modifier correct? What word is word is being modified? What is a dangling modifier?
- In what way does the passage deviate from conventional use?

L 6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L 8.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

L 7.2

Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Anchor: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Essential Questions(s):

- Why is it important for me to know and follow the rules of standard English mechanics for writing?

Essential Skills/Concept

- Apply correct capitalization and punctuation.
- Use a comma to separate coordinate adjectives.
- Know that coordinate adjectives describe the same word or term.
- Recall and apply spelling rules.

Vocabulary

- capitalization
- punctuation
- nonrestrictive
- parenthetical elements
- phrase
- complete sentences
- run-on sentence
- dash
- parentheses

Criteria for Success
(No Source Data Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

Question Stems

- What are coordinate adjectives? How do you correctly punctuate coordinate adjectives in a sentence?
- What is the correct spelling of this word?
- Are standard English conventions correctly demonstrated?
- What might the author/you do to address conventional errors and improve clarity?

L 6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive parenthetical elements.
- b. Spell correctly.

L 8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

L 7.3

Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely.
- b. Recognize and eliminate wordiness and redundancy.

Anchor: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Essential Questions(s):

- How can I convey my ideas effectively through word choice and punctuation?

Essential Skills/Concept

- Understand the difference between argument and claims
- Distinguish between sound and unsound reasoning
- Identify the attitude the speaker has toward a subject by analyzing the content and the delivery. Understand that some claims introduced may not be relevant to the topic.
- Recognize that the evidence offered may not be sufficient or substantial

Vocabulary

- delineate
- argument
- attitude
- evaluate
- soundness
- reasoning
- relevance
- sufficiency
- prospective
- valid
- claim

Criteria for Success
(No Source Data Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

Questions Stems

- Can you identify the speaker’s reasons for making certain claims?
- Is the speaker’s argument valid? Why or why not?
- Are the claims the speaker is making based on valid evidence?
- What details or evidence help you understand the speaker’s attitude toward the topic?
- Are the arguments the speaker is making relevant to the topic being discussed?
- Is there enough evidence to support the speaker’s claim?
- Who is the intended audience? What is their perspective?
- Is the evidence offered in the speech sufficient enough to convince you?

SL 6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL 8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

L 7.4

Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech or trace the etymology of words.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Anchor: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Essential Questions(s):

- How do I know which strategy to use to make meaning of words or phrases I don’t recognize or know?

Essential Skills/Concept

- Plan and deliver a presentation that is focused, coherent (delivered in a logical sequence), contains pertinent facts, descriptions, examples
- Understand the difference between a claim and a finding
- Knows that an argument, makes and supports a claim, acknowledges counterarguments, creates cohesion by using transitional words or phrases & has a strong concluding statement
- Speak with an adequate volume and clear pronunciation

Vocabulary

- argument/counterargument
- coherent
- cohesion
- emphasizing
- evidence
- focused
- claim
- presentation
- manner
- narrative
- pertinent
- presentations
- pronunciation
- summary

Criteria for Success
(No Source Data Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

Questions Stems

- How will you plan your presentation? On what evidence will you base your argument? Have you considered the counterarguments that might be made?
- Is your argument presented logically with sufficient and pertinent details/facts/examples? Was your conclusion strong? Is there something you can add to make it stronger?
- Can the listener follow your argument? Is there cohesion from beginning to end?

SL 6.4: Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), and sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

- a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion.

SL 8.4: Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation.

- a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

L 7.5

Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym / antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Question

- How do I show I know how to use words accurately and effectively?

Essential Skills/Concept

- Interpret figurative language
- Interpret literary, biblical and mythological allusions
- Utilize word relationships to clarify meaning
- Identify the explicit/direct meaning of a word (denotation)
- Identify the secondary meaning of a word (connotation)

Vocabulary

- cause/effect
- connotations (associations)
- demonstrate
- denotations (definitions)
- distinguish
- figurative language
- interpret
- item/category
- nuances

Criteria for Success
(No Source Data Available)

Teaching Notes and Strategies

- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge

Question Stems

- What is meant by the figurative expression?
- What type of figurative language is used?
- Does the expression allude to or casually mention a character or incident in another literary text? What is the connection?
- Although very similar in meaning, how do the words slightly differ in meaning?
- What is the relationship between these words?
- What is the explicit/direct meaning of the word?
- Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?

L 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/ effect, part/ whole, item/ category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

L 8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*.)

Ohio Learning Standards – Clear Learning Targets – ELA Grade 7

L 7.6

Standard: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Anchor: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> What strategies will I use to learn and use words that are specific to the things I study? <input type="checkbox"/> How can technology be used as a writing resource tool? <p>Essential Skills/Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify, understand, and use general academic terms <input type="checkbox"/> Identify, understand, and use domain-specific terms <input type="checkbox"/> Apply vocabulary knowledge when considering words important to comprehension of expression. <input type="checkbox"/> Select appropriate resources to aid in gathering vocabulary knowledge. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> acquire <input type="checkbox"/> academic <input type="checkbox"/> domain-specific <input type="checkbox"/> comprehension <input type="checkbox"/> expression 	<p style="text-align: center;">Criteria for Success <i>(No Data Source Available)</i></p> <p style="text-align: center;">Teaching Notes and Strategies</p> <ul style="list-style-type: none"> • Use task-based activities • Encourage collaboration • Use an integrated approach • Address grammar conscious • Adjust feedback/error correction to the situation • Include awareness of cultural aspects of language use
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the meaning for the term? <input type="checkbox"/> How would you use the academic word in a sentence? <input type="checkbox"/> Can you give an example of how the word _____ is used in different subject areas? <input type="checkbox"/> The word _____ is specific to what subject/domain? <input type="checkbox"/> Why is it important to understand the meaning of the domain-specific word _____ when studying this subject? <input type="checkbox"/> What strategies do you use for identifying, understanding, and using high-utility academic words? 		

L 6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L 8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.