Main Criteria: Structure and Style for Students Secondary Criteria: Ohio Learning Standards Subject: Language Arts Grade: 7

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	1.	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.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.

STANDARD / **TEXT TYPES AND PURPOSES** BENCHMARK **BENCHMARK /** W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **GRADE LEVEL** through the selection, organization, and analysis of relevant content. INDICATOR PROFICIENCY W72a Establish a thesis statement to present information. LEVEL PROFICIENCY W.7.2.b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies I FVFI 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. PROFICIENCY W72c Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. I FVFI PROFICIENCY W.7.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic. LEVEL DOMAIN / Writing Standards K-12 ACADEMIC CONTENT **STANDARD** STANDARD / PRODUCTION AND DISTRIBUTION OF WRITING BENCHMARK **BENCHMARK /** W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **GRADE LEVEL** purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) INDICATOR **BENCHMARK** / W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, **GRADE LEVEL** revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been INDICATOR addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.) **DOMAIN /** Writing Standards K-12 ACADEMIC CONTENT ST AND ARD STANDARD / RESEARCH TO BUILD AND PRESENT KNOWLEDGE BENCHMARK **BENCHMARK /** W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the GRADE I EVEL credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding INDICATOR plagiarism and following a standard format for citation. DOMAIN / Writing Standards K-12 ACADEMIC CONTENT

ST ANDARD / RANGE OF WRITING BENCHMARK

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BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 2: WRITING FROM NOTES Week 2 Page 19-32
		Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC		College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT STANDARD		
		COMPREHENSION AND COLLABORATION
ST ANDARD	1.	COMPREHENSION AND COLLABORATION 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.
ST ANDARD / BENCHMARK / GRADE LEVEL	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		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.
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		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.
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD /		 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. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Speaking and Listening

ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

RENCHMARK	RI.7.2.	Analyza informational text development
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards 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").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.

ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

LEVEL

ST ANDARD /		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / BENCHMARK / GRADE LEVEL INDICAT OR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICAT OR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICAT OR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.

Ohio Learning Standards

Language Arts

Grade 7 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing RESEARCH TO BUILD AND PRESENT KNOWLEDGE
ACADEMIC CONTENT STANDARD	9.	
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	9.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	9.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE Draw evidence from literary or informational texts to support analysis, reflection, and research.
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	9.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL		RESEARCH TO BUILD AND PRESENT KNOWLEDGE Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

BENCHMARK / GRADE LEVEL INDICATOR	1.	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.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.7.2.a.	Determine a theme of a text and analyze its development over the course of the text.
PROFICIENCY LEVEL	RL.7.2.b.	Incorporate the development of a theme and other story details into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific 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.

BENCHMARK / GRADE LEVEL INDICATOR	RL.7.6.	Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.10.	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. 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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	W.7.3.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.
PROFICIENCY LEVEL	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK /	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions,
GRADE LEVEL		facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATOR		

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

LEVEL

Language Standards K–12

Language Standards K–12

DOMAIN / ACADEMIC CONTENT STANDARD

STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY L.7.2.b. Spell correctly. LEVEL

DOMAIN / ACADEMIC CONTENT STANDARD

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY	1740	

PROFICIENCYL.7.4.a.Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as aLEVELclue to the meaning of a word or phrase.

PROFICIENCY LEVEL	L.7.4.c.	Consult general and specialized 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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52
		Ohio Learning Standards
		Language Art s Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	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.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Language
ACADEMIC CONTENT STANDARD	2.	
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	2.	CONVENTIONS OF STANDARD ENGLISH
ACADEMIC CONTENT STANDARD BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	2.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	2. 3.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL		CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language KNOWLEDGE OF LANGUAGE Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.7.2.a.	Determine a theme of a text and analyze its development over the course of the text.
PROFICIENCY LEVEL	RL.7.2.b.	Incorporate the development of a theme and other story details into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific 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.

BENCHMARK / GRADE LEVEL INDICATOR	RL.7.6.	Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.10.	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. 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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	W.7.3.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.
PROFICIENCY LEVEL	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICAT OR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.c.	Consult general and specialized 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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

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.

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60

Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017

		Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing RESEARCH TO BUILD AND PRESENT KNOWLEDGE
ACADEMIC CONTENT STANDARD	7.	
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	7.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE Conduct short as well as more sustained research projects based on focused questions, demonstrating
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		RESEARCH TO BUILD AND PRESENT KNOWLEDGE Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		RESEARCH TO BUILD AND PRESENT KNOWLEDGE Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

STANDARD		
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	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.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		PRESENT AT ION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE

DOMAIN /
ACADEMIC
CONTENT
STANDARD

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD /		KEY IDEAS AND DET AILS
BENCHMARK		
BENCHMARK / GRADE LEVEL INDICAT OR	RI.7.2.	Analyze informational text development.
BENCHMARK / GRADE LEVEL	RI.7.2. RI.7.2.a.	Analyze informational text development. Determine two or more central ideas in a text and analyze their development over the course of the text.
BENCHMARK / GRADE LEVEL INDICAT OR		
BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	RI.7.2.a.	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 that includes the central ideas and their development.
BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	RI.7.2.a.	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 that includes the central ideas and their development. Reading Standards for Informational Text K-12
BENCHMARK / GRADE LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT ST ANDARD BENCHMARK / GRADE LEVEL	RI.7.2.a.	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 that includes the central ideas and their development. Reading Standards for Informational Text K-12 KEY IDEAS AND DET AILS Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or

BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK /	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions,
GRADE LEVEL		facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATOR		

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

LEVEL

Language Standards K–12

Language Standards K–12

DOMAIN / ACADEMIC CONTENT STANDARD

STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY L.7.2.b. Spell correctly. LEVEL

DOMAIN / ACADEMIC CONTENT STANDARD

ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
DDOFICIENCY	174-	

PROFICIENCYL.7.4.a.Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as aLEVELclue to the meaning of a word or phrase.

PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 61-70

Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STANDARD		
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	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.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

College and Career Readiness Anchor Standards for Writing

DOMAIN /

BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.

STANDARD / **TEXT TYPES AND PURPOSES** BENCHMARK **BENCHMARK /** W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **GRADE LEVEL** through the selection, organization, and analysis of relevant content. INDICATOR PROFICIENCY W72a Establish a thesis statement to present information. LEVEL PROFICIENCY W.7.2.b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies I FVFI 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. PROFICIENCY W72c Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. I FVFI PROFICIENCY W.7.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic. LEVEL DOMAIN / Writing Standards K-12 ACADEMIC CONTENT **STANDARD** STANDARD / PRODUCTION AND DISTRIBUTION OF WRITING BENCHMARK **BENCHMARK /** W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **GRADE LEVEL** purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) INDICATOR **BENCHMARK** / W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, **GRADE LEVEL** revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been INDICATOR addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.) **BENCHMARK /** W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to **GRADE LEVEL** interact and collaborate with others, including linking to and citing sources. INDICATOR DOMAIN / Writing Standards K-12 ACADEMIC CONTENT **STANDARD** RESEARCH TO BUILD AND PRESENT KNOWLEDGE STANDARD / BENCHMARK Gather relevant information from multiple print and digital sources, using search terms effectively; assess the **BENCHMARK /** W.7.8. credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding **GRADE LEVEL** INDICATOR plagiarism and following a standard format for citation.

DOMAIN / ACADEMIC CONTENT STANDARD Writing Standards K–12

STANDARD / BENCHMARK	RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

DOMAIN /	Speaking and Listening Standards K–12
ACADEMIC CONTENT	
STANDARD	

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

Language Standards K–12

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

DOMAIN / ACADEMIC CONTENT STANDARD Language Standards K–12

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ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.

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ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	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.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD		
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
STANDARD /	4.	VOCABULARY ACQUISITION AND USE Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
ST ANDARD / BENCHMARK / GRADE LEVEL	4. 6.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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 encountering an unknown term important to comprehension or expression.
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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 encountering an unknown term important to comprehension or expression. Reading Standards for Informational Text K-12
STANDARD / BENCHMARKBENCHMARK / GRADE LEVEL INDICATORBENCHMARK / GRADE LEVEL INDICATORDOMAIN / ACADEMIC CONTENT STANDARDBENCHMARK / BENCHMARK / GRADE LEVELBENCHMARK / GRADE LEVEL	6.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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 encountering an unknown term important to comprehension or expression. Reading Standards for Informational Text K-12 KEY IDEAS AND DET AILS Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences

BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.7.1.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.

PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY	1732	Choose language that expresses ideas precisely and concisely.

PROFICIENCY L.7.3.a. Choose language that expresses ideas precisely and concisely. LEVEL

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92
		Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

Recognize and eliminate wordiness and redundancy.

PROFICIENCY

LEVEL

L.7.3.b.

DOMAIN / College and Career Readiness Anchor Standards for Reading ACADEMIC CONTENT **STANDARD** CRAFT AND STRUCTURE STANDARD / BENCHMARK

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.

LEVEL

ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	W.7.2.a.	Establish a thesis statement to present information.

PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
DOMAIN / ACADEMIC CONTENT		Language Standards K–12 KNOWLEDGE OF LANGUAGE
DOMAIN / ACADEMIC CONTENT STANDARD STANDARD /	L.7.3.	
DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	L.7.3. L.7.3.a.	KNOWLEDGE OF LANGUAGE
DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR		KNOWLEDGE OF LANGUAGE Use knowledge of language and its conventions when writing, speaking, reading, or listening.
DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	L.7.3.a.	KNOWLEDGE OF LANGUAGE Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely.
DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	L.7.3.a.	KNOWLEDGE OF LANGUAGE Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely. Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	L.7.3.a.	KNOWLEDGE OF LANGUAGE Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely. Recognize and eliminate wordiness and redundancy. Language Standards K-12

PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.

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Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD		
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT		Writing Standards K-12
STANDARD		
ST ANDARD ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
STANDARD /	W.7.2.	TEXT TYPES AND PURPOSES Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	W.7.2. W.7.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY	W.7.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish a thesis statement to present information. 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 formating (e.g., headings), graphics
ST ANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY LEVEL	W.7.2.a. W.7.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish a thesis statement to present information. 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 when useful to aiding comprehension.
ST ANDARD / BENCHMARK / GRADE LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL	W.7.2.a. W.7.2.b. W.7.2.c.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish a thesis statement to present information. 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 when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONVENTIONS OF STANDARD ENGLISH STANDARD / BENCHMARK **BENCHMARK /** L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** spelling when writing. INDICATOR PROFICIENCY L.7.2.b. Spell correctly. LEVEL DOMAIN / Language Standards K-12 ACADEMIC CONTENT ST AND ARD STANDARD / **KNOWLEDGE OF LANGUAGE** BENCHMARK BENCHMARK / L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **GRADE LEVEL** INDICATOR PROFICIENCY L.7.3.a. Choose language that expresses ideas precisely and concisely. LEVEL PROFICIENCY 1.7.3.h Recognize and eliminate wordiness and redundancy. LEVEL

DOMAIN / ACADEMIC CONTENT **STANDARD** Language Standards K-12

STANDARD / VOCABULARY ACQUISITION AND USE BENCHMARK **BENCHMARK /** L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **GRADE LEVEL** 7 reading and content, choosing flexibly from a range of strategies. INDICATOR PROFICIENCY L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a LEVEL clue to the meaning of a word or phrase. PROFICIENCY L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in LEVEL context or in a dictionary). DOMAIN / Language Standards K-12 ACADEMIC CONTENT **STANDARD** STANDARD / VOCABULARY ACQUISITION AND USE BENCHMARK **BENCHMARK /** L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather **GRADE LEVEL** vocabulary knowledge when considering a word or phrase important to comprehension or expression. INDICATOR

Language Arts

Grade 7 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Reading
STANDARD		
STANDARD STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
STANDARD /	7.	INTEGRATION OF KNOWLEDGE AND IDEAS Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
ST ANDARD / BENCHMARK / GRADE LEVEL	7. 9.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONT ENT		Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD /		Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	1.	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.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICAT OR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.9.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICAT OR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY	L.7.2.b.	Spell correctly.

PROFICIENCY L.7.2.b. Spell correctly. LEVEL

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD		
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134
		Ohio Learning Standards
		Language Arts
		Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

KEY IDEAS AND DET AILS

STANDARD

ST ANDARD / BENCHMARK

BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	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.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD		
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
STANDARD /	4.	VOCABULARY ACQUISITION AND USE Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
ST ANDARD / BENCHMARK / GRADE LEVEL	4. 6.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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 encountering an unknown term important to comprehension or expression.
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD /		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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 encountering an unknown term important to comprehension or expression. Reading Standards for Informational Text K-12
ST ANDARD / BENCHMARKBENCHMARK / GRADE LEVEL INDICATORBENCHMARK / GRADE LEVEL INDICATORDOMAIN / ACADEMIC CONTENT ST ANDARDST ANDARD / BENCHMARK / GRADE LEVELBENCHMARK / GRADE LEVEL	6.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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 encountering an unknown term important to comprehension or expression. Reading Standards for Informational Text K-12 KEY IDEAS AND DET AILS Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences

BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.9.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.

PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST AND ARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12

ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140
		Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
GRADE LEVEL	10.	
GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	10.	single sitting or a day or two) fora range of tasks, purposes, and audiences.
GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD	10.	single sitting or a day or two) fora range of tasks, purposes, and audiences.
GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD BENCHMARK / GRADE LEVEL		single sitting or a day or two) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONT ENT ST ANDARD BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONT ENT		single sitting or a day or two) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.

ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.9.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 7: INVENTIVE WRITING Week 13 Page 141-148
		Ohio Learning Standards
		Language Arts
		Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Language
ACADEMIC CONTENT STANDARD	2.	
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	2.	CONVENTIONS OF STANDARD ENGLISH
ACADEMIC CONTENT STANDARD BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	2.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	2. 6.	CONVENTIONS OF ST ANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL		CONVENTIONS OF ST ANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language VOCABULARY ACQUISITION AND USE 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

BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.7.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 7: INVENTIVE WRITING Week 14 Page 149-154
		Ohio Learning Standards Language Art s Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Reading
ACADEMIC CONTENT STANDARD	7.	
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	7.	INTEGRATION OF KNOWLEDGE AND IDEAS
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	7.	INTEGRATION OF KNOWLEDGE AND IDEAS Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	7.	INT EGRATION OF KNOWLEDGE AND IDEAS Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. College and Career Readiness Anchor Standards for Writing
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	2.	INTEGRATION OF KNOWLEDGE AND IDEAS Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. College and Career Readiness Anchor Standards for Writing TEXT TYPES AND PURPOSES Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICAT OR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICAT OR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 7: INVENTIVE WRITING Week 15 Page 155-163
		Ohio Learning Standards
		Language Art s Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.7.2.a.	Determine a theme of a text and analyze its development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific 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.
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.6.	Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12

ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.10.	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. 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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	W.7.3.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.
PROFICIENCY LEVEL	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.

PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180
		Ohio Learning Standards
		Language Arts
		Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD /		RANGE OF WRITING
BENCHMARK		
	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) fora range of tasks, purposes, and audiences.
BENCHMARK / GRADE LEVEL	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	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) fora range of tasks, purposes, and audiences.
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD	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) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARKBENCHMARK / GRADE LEVEL INDICATORDOMAIN / ACADEMIC CONTENT ST ANDARDST ANDARD / BENCHMARK / GRADE LEVEL		 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening COMPREHENSION AND COLLABORATION Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL	1.	 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening COMPREHENSION AND COLLABORATION 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. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and

BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.

ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.9.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PROFICIENCY		
LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD	:	Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	L.7.2.	
GRADE LEVEL INDICATOR	L.7.2.b.	spelling when writing.

BENCHMARK / GRADE LEVEL INDICAT OR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 181-186
		Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading

ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHWARK		
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
BENCHMARK / GRADE LEVEL	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	10.	
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD	2.	College and Career Readiness Anchor Standards for Writing
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD BENCHMARK / GRADE LEVEL		College and Career Readiness Anchor Standards for Writing TEXT TYPES AND PURPOSES Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing TEXT TYPES AND PURPOSES Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific 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.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS

BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.9.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICAT OR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.

PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN /		
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ACADEMIC CONTENT		CONVENTIONS OF STANDARD ENGLISH
ACADEMIC CONTENT STANDARD	L.7.2.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	L.7.2. L.7.2.b.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY		CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT		CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /		CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards K-12
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	L.7.2.b.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards K-12 KNOWLEDGE OF LANGUAGE

CONTENT STANDARD

STANDARD / VOCABULARY ACQUISITION AND USE BENCHMARK **BENCHMARK /** L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **GRADE LEVEL** 7 reading and content, choosing flexibly from a range of strategies. INDICATOR PROFICIENCY L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a I FVFI clue to the meaning of a word or phrase. PROFICIENCY L.7.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and LEVEL digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. PROFICIENCY L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in I FVFI context or in a dictionary). DOMAIN / Language Standards K-12 ACADEMIC CONTENT **STANDARD** STANDARD / VOCABULARY ACQUISITION AND USE BENCHMARK **BENCHMARK /** L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word GRADE LEVEL meanings. INDICATOR PROFICIENCY Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the L.7.5.b. LEVEL words. **DOMAIN /** Language Standards K-12 ACADEMIC CONTENT **STANDARD** STANDARD / VOCABULARY ACQUISITION AND USE BENCHMARK **BENCHMARK /** L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather **GRADE LEVEL** vocabulary knowledge when considering a word or phrase important to comprehension or expression. INDICATOR UNIT 8: FORMAL ESSAY MODELS Week 18 Page 187-196 **Ohio Learning Standards** Language Arts Grade 7 - Adopted: 2017 DOMAIN / **College and Career Readiness Anchor Standards for Reading** ACADEMIC

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK /	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis
GRADE LEVEL		of the text, including the appropriate components.

ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.

ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.9.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
PROFICIENCY LEVEL	W.7.1.a.	Establish a thesis statement to present an argument.
PROFICIENCY LEVEL	W.7.1.b.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
PROFICIENCY LEVEL	W.7.1.c.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

PROFICIENCY LEVEL	W.7.1.d.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
PROFICIENCY LEVEL	W.7.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12

ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.

DOMAIN / ACADEMIC	Language Standards K-12
CONTENT	
STANDARD	

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

LEVEL

Language Standards K–12

DOMAIN / ACADEMIC CONTENT STANDARD

BENCHMARK	
BENCHMARK / GRADE LEVEL INDICATOR	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY L.7.2.b. Spell correctly. LEVEL

Language Standards K–12

DOMAIN / ACADEMIC CONTENT STANDARD

 STANDARD /
BENCHMARK
 KNOWLEDGE OF LANGUAGE

 BENCHMARK /
GRADE LEVEL
INDICATOR
 L.7.3.

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

PROFICIENCY L.7.3.a. Choose language that expresses ideas precisely and concisely. LEVEL

PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226
		Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD		
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific 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.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.

PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN /		
ACADEMIC CONTENT STANDARD		Language Standards K-12
CONTENT		Language Standards K-12 VOCABULARY ACQUISITION AND USE
CONTENT STANDARD STANDARD /	L.7.4.	
CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	L.7.4. L.7.4.a.	VOCABULARY ACQUISITION AND USE
CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR		VOCABULARY ACQUISITION AND USE Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	L.7.4.a. L.7.4.d.	VOCABULARY ACQUISITION AND USE Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

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.

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Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017

		Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

	TEXT TYPES AND PURPOSES
2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	College and Career Readiness Anchor Standards for Writing
	PRODUCTION AND DISTRIBUTION OF WRITING
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	College and Career Readiness Anchor Standards for Writing
	College and Career Readiness Anchor Standards for Writing RESEARCH TO BUILD AND PRESENT KNOWLEDGE
7.	
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE Conduct short as well as more sustained research projects based on focused questions, demonstrating
7.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
7. 8.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
	4.

BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific 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.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.

STANDARD / **TEXT TYPES AND PURPOSES** BENCHMARK **BENCHMARK /** W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **GRADE LEVEL** through the selection, organization, and analysis of relevant content. INDICATOR PROFICIENCY W.7.2.a. Establish a thesis statement to present information. LEVEL PROFICIENCY W.7.2.b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies LEVEL 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. PROFICIENCY W.7.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. LEVEL PROFICIENCY Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.2.e. LEVEL PROFICIENCY Provide a concluding statement or section that follows from and supports the information or explanation presented. W.7.2.g. LEVEL

DOMAIN / Writing Standards K-12 ACADEMIC CONTENT STANDARD

ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK /	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related,

BENCHMARK /W.7.7.Conduct short research projects to answer a question, drawing on several sources and generating additional related,GRADE LEVELfocused questions for further research and investigation.INDICATOR

BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / BENCHMARK / GRADE LEVEL	L.7.1. L.7.1.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or
BENCHMARK / GRADE LEVEL INDICATOR		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards K-12
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	L.7.1.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards K-12 CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and
BENCHMARK / GRADE LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards K-12 CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK / GRADE LEVEL INDICAT OR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
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		Ohio Learning Standards
		Language Arts
		Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific 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.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	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).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.5.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / SL.7.2. GRADE LEVEL INDICATOR

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.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

BENCHMARK	CONVENTIONS OF STANDARD ENGLISH
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL Explain the function of phrases and clauses in general and their function in specific sentences.

DOMAIN / Language Standards K-12 ACADEMIC CONTENT STANDARD

L.7.1.a.

ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY L.7.2.b. LEVEL

Language Standards K–12

Spell correctly.

DOMAIN / ACADEMIC CONTENT STANDARD

ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ACADEMIC CONTENT		Language Standards K–12 VOCABULARY ACQUISITION AND USE
ACADEMIC CONTENT STANDARD	L.7.4.	

PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.

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Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017

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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STANDARD /		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK		
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST AND ARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	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.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Language
ACADEMIC CONTENT STANDARD	2.	
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	2.	CONVENTIONS OF STANDARD ENGLISH
ACADEMIC CONTENT STANDARD BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	2.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	2. 3.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL		CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language KNOWLEDGE OF LANGUAGE Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.7.2.a.	Determine a theme of a text and analyze its development over the course of the text.
PROFICIENCY LEVEL	RL.7.2.b.	Incorporate the development of a theme and other story details into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific 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.

BENCHMARK / GRADE LEVEL INDICATOR	RL.7.6.	Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.10.	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. 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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONT ENT ST ANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	W.7.3.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.

PROFICIENCY LEVEL	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.7.1.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.

PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.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.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY	1732	Choose language that expresses ideas precisely and concisely.

PROFICIENCY L.7.3.a. Choose language that expresses ideas precisely and concisely. LEVEL

LEVEL		
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272
DOMAIN /		Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

Recognize and eliminate wordiness and redundancy.

PROFICIENCY

LEVEL

STANDARD

L.7.3.b.

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
INDICATOR	5.	Analyze the structure of texts, including how specific contenees, paragraphs, and larger pertings of the text (e.g., a
GRADE LEVEL	5.	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
		RANGE OF WRITING
STANDARD / BENCHMARK		RANGE OF WRITING
	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) fora range of tasks, purposes, and audiences.
BENCHMARK / GRADE LEVEL	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	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) fora range of tasks, purposes, and audiences.
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD /	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) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD BENCHMARK / GRADE LEVEL		 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.7.2.a.	Determine a theme of a text and analyze its development over the course of the text.
PROFICIENCY LEVEL	RL.7.2.b.	Incorporate the development of a theme and other story details into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS

BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific 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.
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.6.	Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.10.	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. 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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICAT OR	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	W.7.3.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.
PROFICIENCY LEVEL	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.6.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.

CONTENT ST ANDARD		
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12

ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.

DOMAIN /	
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Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.7.4.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.
PROFICIENCY LEVEL	L.7.4.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).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	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.
		UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273
		Ohio Learning Standards Language Arts Grade 7 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN /		College and Career Readiness Anchor Standards for Writing
ACADEMIC CONTENT STANDARD		

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
	2.	COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
BENCHMARK / GRADE LEVEL	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD /	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL		Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language KNOWLEDGE OF LANGUAGE Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices

BENCHMARK / GRADE LEVEL INDICATOR	6.	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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.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 when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ACADEMIC CONTENT		Language Standards K-12 KNOWLEDGE OF LANGUAGE
ACADEMIC CONTENT STANDARD	L.7.3.	
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	L.7.3. L.7.3.a.	KNOWLEDGE OF LANGUAGE
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY		KNOWLEDGE OF LANGUAGE Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	L.7.3.a.	KNOWLEDGE OF LANGUAGE Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely.
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	L.7.3.a.	KNOWLEDGE OF LANGUAGE Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely. Recognize and eliminate wordiness and redundancy.