

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

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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

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
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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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) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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.
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PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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).
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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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.
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**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
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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
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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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

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		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.
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PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
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**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.
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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).
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**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

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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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) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**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 in different 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 DETAILS
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
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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 DETAILS
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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
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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
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.)
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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.)
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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”).
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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**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**

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 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.7.4.	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

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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

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
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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
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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
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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) for a 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
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.7.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.7.2.a.	Determine a theme of a text and analyze its development over the course of the text.
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PROFICIENCY LEVEL	RL.7.2.b.	Incorporate the development of a theme and other story details into an objective summary of the text.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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).
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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.
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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.
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PROFICIENCY LEVEL	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.)
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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.)
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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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.
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PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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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
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.7.4.

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	
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 Arts
Grade 7 - Adopted: 2017**

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
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

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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

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
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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) for a range of tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.7.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.7.2.a.	Determine a theme of a text and analyze its development over the course of the text.
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PROFICIENCY LEVEL	RL.7.2.b.	Incorporate the development of a theme and other story details into an objective summary of the text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
---------------------------------	--	------------------------------

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).
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**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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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.
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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.
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PROFICIENCY LEVEL	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.)
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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.)
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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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.
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PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.7.4.	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
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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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UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60

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 DETAILS
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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.
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**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.
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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.
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**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.
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**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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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) for a 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

STANDARD / 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 in different 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 DETAILS
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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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
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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.
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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.
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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.
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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.
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PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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.)
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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.)
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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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.
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PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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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 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.7.4. 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).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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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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 DETAILS
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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.
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**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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**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

STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING
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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) for a range of tasks, purposes, and audiences.
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**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.
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BENCHMARK / GRADE LEVEL INDICATOR	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**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.
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**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 in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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.
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PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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).
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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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.
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**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

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		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.7.4.	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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
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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
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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
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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
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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) for a 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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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 DETAILS
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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
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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
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.)
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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.)
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**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.
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PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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	
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	RANGE OF WRITING
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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) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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.
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PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
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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
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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
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.7.4.	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).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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 DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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**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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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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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**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) for a range of tasks, purposes, and audiences.
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**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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
---------------------------------	--	------------------------------

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).
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**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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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.
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PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
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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.
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PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.
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**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.
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**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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**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.7.4.	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.

Language Arts
Grade 7 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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.
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.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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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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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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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.
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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) for a range of tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
---------------------------------	--	------------------------------

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.

**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.
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.
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PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
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**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.
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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).
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**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

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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.
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**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) for a 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.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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 DETAILS
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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
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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
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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
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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.
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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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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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
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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
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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.7.4.	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**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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.
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 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.
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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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RANGE OF WRITING
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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) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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.
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PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.)
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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**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.7.4.	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
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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		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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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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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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) for a 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	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 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.
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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
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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
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK	RANGE OF WRITING
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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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.
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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.
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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
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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**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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
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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
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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
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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
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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) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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.
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PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
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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.
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PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.)
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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.)
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
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**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.
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PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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 DETAILS
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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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		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) for a 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 in different 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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.7.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.7.2.a.	Determine a theme of a text and analyze its development over the course of the text.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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).
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

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.
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PROFICIENCY LEVEL	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.)
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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.)
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
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**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.
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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).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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 DETAILS
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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.
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**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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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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) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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.
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PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.)
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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.)
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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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.
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**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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**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.
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PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.
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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
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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**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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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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**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.
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**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) for a range of tasks, purposes, and audiences.
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**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.
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**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.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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 DETAILS
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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
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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
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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
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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.7.7.	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
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
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PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
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**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.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.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PROFICIENCY LEVEL	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**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

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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.
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	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
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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
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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
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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) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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.
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PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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.7.1.	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.
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PROFICIENCY LEVEL	W.7.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
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**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.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.)
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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.)
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL L.7.2.b. Spell correctly.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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.
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**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.
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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).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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 DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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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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**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) for a 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
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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.
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PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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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.
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**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.
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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.
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PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.)
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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.)
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12
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STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12
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STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12
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STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12
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STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.7.4.	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
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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 DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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
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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
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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
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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) for a range of tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Analyze informational text development.
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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.
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PROFICIENCY LEVEL	RI.7.2.b.	Provide an objective summary of the text that includes the central ideas and their development.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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).
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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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.
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**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

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.7.7.	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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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.
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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**

STANDARD / BENCHMARK **KEY IDEAS AND DETAILS**

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
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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
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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
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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
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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
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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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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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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) for a range of tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

3. Apply knowledge of language to understand how language functions in different 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
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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 DETAILS
---------------------------------	------------------------------

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
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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 DETAILS
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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.)
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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.)
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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**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.

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.7.4.	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).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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 DETAILS
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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.

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
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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) for a range of tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.7.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.7.2.a.	Determine a theme of a text and analyze its development over the course of the text.
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PROFICIENCY LEVEL	RL.7.2.b.	Incorporate the development of a theme and other story details into an objective summary of the text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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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.
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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.
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PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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DOMAIN / ACADEMIC CONTENT STANDARD

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.
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PROFICIENCY LEVEL	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**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.)
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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.)
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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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.
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**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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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.
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.7.2.b.	Spell correctly.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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
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.
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
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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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) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.7.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.7.2.a.	Determine a theme of a text and analyze its development over the course of the text.
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PROFICIENCY LEVEL	RL.7.2.b.	Incorporate the development of a theme and other story details into an objective summary of the text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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**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.
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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.
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PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

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
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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
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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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
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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
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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
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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
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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**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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
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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
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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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) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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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.
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PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
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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.
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PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.)
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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.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK	RANGE OF WRITING	
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

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

STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
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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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