

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Language, Grade 7

<p><b>L. 7. 1</b></p> <p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p>	<p><b>Essential Components</b>  <b>L.7.1.a-c</b></p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-clause</li> <li>-command</li> <li>-convention</li> <li>-dangling modifiers</li> <li>-demonstrate</li> <li>-grammar</li> <li>-misplaced modifiers</li> <li>-modifiers</li> <li>-phrase</li> <li>-sentence types (simple, compound, complex, and compound-complex)</li> </ul>
<p>CCR Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>*Extended Understanding</b>  <b>-Recognize and use all types of phrases (adjective, adverb, participial, gerund, infinitive, and appositive) and clauses (adjective, adverb, noun, independent, and dependent)</b></p>	
<p><b>ULTIMATE LEARNING TARGET TYPE: SKILL</b></p>	<p><b><u>BROAD LEARNING TARGET:</u></b>  <b>The student can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>          The student can identify and understand phrases and clauses, and explain their functions in specific sentences.</p> <p>The student can identify and understand types of sentences (simple, compound, complex, and compound-complex).</p> <p>The student can recognize misplaced or dangling modifiers and can identify strategies for correctly placing phrases and clauses into sentences to avoid misplaced or dangling modifiers when writing and speaking.</p>	
<p><b>Career Connections</b></p> <p><a href="http://www.ccssoh.us/ELA6-12.aspx">http://www.ccssoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b><u>Underpinning Reasoning/Skill Learning Targets:</u></b>          The student can distinguish between clauses and phrases, and between independent and dependent clauses.</p> <p>The student can distinguish between simple, compound, complex, and compound-complex sentences and choose among them to signal differing relationships among ideas.</p> <p>The student can correct phrase/clause placement errors when writing or speaking.</p>	



# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 7

**L. 7. 2**

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

**Essential Components**  
**L.7.2.a-b**

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

- Essential Understanding**
- Rules of capitalization
  - Rules of punctuation
  - Spelling conventions

- \*Extended Understanding**
- Use ellipses, colons, and semicolons correctly

**Academic Vocabulary/Language**

- capitalization
- comma
- command
- convention
- coordinate adjectives
- demonstrate
- grammar
- parts of speech
- punctuation
- spelling conventions
- usage

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

**ULTIMATE LEARNING TARGET TYPE: SKILL**

**BROAD LEARNING TARGETS:**

**The student can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**Underpinning Knowledge/Reasoning Learning Targets:**

**The student can identify, understand, and distinguish between sequential and coordinate adjectives.**

**The student can understand and apply the varied uses for commas.**

**The student can identify and correct misspelled words, as well as recall and apply spelling conventions.**

**The student can identify and correct mistakes in punctuation and capitalization, as well as recall and apply punctuation and capitalization rules.**

**Underpinning Skill Learning Targets:**

**The student can correctly use commas, especially to separate coordinate adjectives in writing.**

**Career Connections**

<http://www.ccssoh.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

**Question Ideas**

Which of these sentences uses commas appropriately between adjectives?

- We were prepared for a long, tedious, planning session.
- Allen owns several blue, wool sweaters.
- In order to get home, we must travel over several narrow, winding, treacherous roads.

How can you distinguish between sequential adjectives that are coordinate and those that are not? What is the difference in the way both are punctuated?

Which sentences need commas between coordinate adjectives?

- In the attic we found old thin paper cutouts we used to play with when we were children.
- The poster depicted a brown-haired blue-eyed child wearing a red denim shirt.
- For breakfast we ate two oversized blueberry muffins.
- We bought two dozen boxes of mouth-watering peanut butter Girl Scout cookies.

**Ohio Department of Education Model Curriculum Instructional Strategies and Resources**

**Enduring Understanding**

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

**L.6.2 (Prior Grade Standard)**

**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** [Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.]

**L.8.2 (Future Grade Standard)**

**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** [Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.]

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Language, Grade 7

**L. 7. 3**

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

**CCR Anchor:** 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.

**Essential Components**  
**L.7.3.a**

**a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.**

**Essential Understanding**  
**-Strategies for eliminating wordiness**  
**-Distinguish between concise and wordy sentences.**

**\*Extended Understanding**  
**-Active and passive voice**

**Academic Vocabulary/Language**

- concise      -eliminate
- express
- language conventions
- parts of speech
- precise      -punctuation
- redundant
- sentence patterns
- spelling patterns
- style
- syntax
- tone

**ULTIMATE LEARNING TARGET TYPE: SKILL**

**BROAD LEARNING TARGETS:**

**The student can use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**Underpinning Knowledge/Skill Learning Targets:**

**The student can recognize wordiness/patterns of wordiness and redundancy in his/her own and others' writing and speaking.**

**Underpinning Reasoning/Skill Learning Targets:**

**The student can distinguish between concise and wordy or redundant language when writing, speaking, reading, or listening.**

**The student can use strategies for eliminating wordiness or redundancy.**

**The student can choose language that expresses ideas precisely and concisely.**

**Career Connections**

<http://www.ccssoh.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

## Question Ideas

Mark sections of your writing that you struggled to produce. If you had a hard time getting your ideas down on paper, chances are you included some redundancy or wordiness. Eliminate any instances where your language is not precise and concise.

Use the following list of patterns of wordiness to edit your paper. Consider which patterns are typical of your writing and note them in your interactive notebook.

1. Omit the filler phrases "it is," "there is," and "there are" at the beginning of sentences; these often delay the sentence's true subject and verb.

Wordy-It is expensive to upgrade computer systems. Concise-Upgrading computer systems is expensive.

2. Omit "this" from the beginning of a sentence by joining it to the preceding sentence with a comma.

Wordy-Chlorofluorocarbons have been banned from aerosols. This has lessened the ozone layer's depletion. Concise-Chlorofluorocarbons have been banned from aerosols, lessening the ozone layer's depletion.

3. Change "which" or "that" constructions to an "-ing" word.

Wordy-The committee, which meets monthly, oversees accounting procedures and audits. Concise-The committee, meeting monthly, oversees accounting procedures and audits.

4. Omit "which" or "that" altogether when possible.

Wordy-Because the fluid, which was brown and poisonous, was dumped into the river, the company that was negligent had to shut down.

Concise-Because the brown, poisonous fluid was dumped into the river, the negligent company had to shut down.

5. Replace passive verbs with active verbs. In passive constructions, the subject of the sentence is being acted upon; in active constructions, the subject is the actor.

Wordy-Rain forests are being destroyed by uncontrolled logging. Concise-Uncontrolled logging is destroying rain forests.

6. Change "is" or "was" when they occur alone to a strong verb.

Wordy-A new fire curtain is necessary for the stage. Concise-The stage needs a new fire curtain.

7. Replace "is," "are," "was," "were," or "have + an -ing word" to a simple present or past tense verb.

Wordy-The South African government was undergoing significant changes. Concise-The South African government underwent significant changes.

8. Replace "should," "would," or "could" with strong verbs.

Wordy-The environmental council could see several solutions. Concise-The environmental council saw several solutions.

9. Substitute strong verbs for "-tion" and "-sion" words whenever possible.

Wordy-I submitted an application for the job. Concise-I applied for the job.

10. Replace prepositional phrases with one-word modifiers when possible. Prepositional phrases, those little relationship words like "of," "from," "after," etc., tend to bring in a lot of "-tion" and "-sion" words too.

Wordy-The President of the Student Senate was in charge of the lobbying against the merger at the Minnesota Congress.

Concise-The Student Senate President oversaw lobbying the Minnesota Congress against the merger.

11. Use a colon after a statement preceding a sentence of explanation, and leave out the beginning of the next sentence

Wordy-The theater has three main technical areas. These areas are costumes, scenery, and lighting. Concise-The theater has three main technical areas: costumes, scenery, and lighting.

12. Combine two closely related short sentences by omitting part of one.

Wordy-The director is concerned about problems. Typical problems may occur with lighting, sound, and props. Concise-The director is concerned about typical problems with lighting, sound, and props.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Technology translation

Have students take a paragraph from a text and change it to a text message they would send-this helps students identify the main ideas and points, precisely and concisely conveying that information. Students also can change a text message to a paragraph to expand on ideas and practice sentence complexity and language choice.

### L.6.3 (Prior Grade Standard)

**Use knowledge of language and its conventions when writing, speaking, reading, or listening.** (Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone.)

### L.8.3 (Future Grade Standard)

**Use knowledge of language and its conventions when writing, speaking, reading, or listening.** [Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).]

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Language, Grade 7

<p><b>L. 7. 4</b> 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.</p>	<p><b>Essential Components</b> <b>L.7.4.a-d</b></p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>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 its part of speech.</p> <p>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).</p> <p><b>*Extended Understanding</b> -Extended etymology</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-affixes (Greek and Latin)</li> <li>-clarify</li> <li>-context clues</li> <li>-etymology</li> <li>-infer</li> <li>-multiple-meaning</li> <li>-part of speech</li> <li>-phrases</li> <li>-precise</li> <li>-preliminary</li> <li>-pronunciation</li> <li>-reference materials (general and specialized)</li> <li>-roots (Greek and Latin)</li> <li>-strategies</li> </ul>
<p><b>CCR Anchor:</b> 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.</p>	<p><b>BROAD LEARNING TARGET:</b> The student can 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.</p> <p><b>Underpinning Knowledge Learning Targets:</b></p> <p>The student can identify and understand context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), varied Greek/Latin affixes and roots, and pronunciation guides.</p> <p>The student can understand how to use print and digital reference materials, both general and specialized.</p> <p><b>Underpinning Reasoning Learning Targets:</b></p> <p>The student can determine, clarify, or verify the meaning of unknown and multiple-meaning words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.</p> <p>The student can determine the pronunciation and part of speech of words by consulting reference materials.</p>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>		
<p><b>Career Connections</b></p> <p><a href="http://www.ccsok.us/E/EA6-12.aspx">http://www.ccsok.us/E/EA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>		

## Question/Activity Ideas

Prepare a Frayer Model for each of the words from the passage that are frequently used on the ACT test. (They are in bold). Then make a motion/gesture to associate with that word.

Choose one of the vocabulary words and become that word. In pairs, take turn interviewing each of the vocabulary words.

Look at each of the bold words in the text. Determine the meaning of each word by using context clues.

After learning each of the new Greek root words, determine the meaning of each of the following words.

Using the dictionaries, determine both the pronunciation of each word and its part(s) of speech.

Take each of the vocabulary words and sort them. Have your partner determine the strategy you used to sort them (e.g., part of speech, similar affixes, same meaning, etc.)

How does the position of the word in the sentence help you determine its meaning?

When a word has multiple meanings in a dictionary, how do you determine which meaning is being used in a passage?

Explain how it is possible for a word to have a meaning that cannot be found in reference materials.

List four tools that you can use to determine the meaning of a word.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Word Mountains

Students give the root word at the “top of the mountain.” Then they give the definition on the next line. Below that, there are two more words that use the same root as above. Student then produce a sentence for each of the words (roots).

### Standardized Test Sample Question Stems

-The word **metamorphic** is used in both “Collecting Rocks” and “Xenolith.” Based on the information in the articles, what does **metamorphic** mean?

- A. Growing in size                      B. Becoming something else  
C. Rising to the surface                D. Containing crystals

### L.6.4 (Prior Grade Standard)

**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.** [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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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).]

### L.8.4 (Future Grade Standard)

**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.** [Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). 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 its part of speech. 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).]



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Language, Grade 7

<p><b>L. 7.5</b> <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>	<p><b>Essential Components</b>  <b>L.7.5.a-c</b>  <b>a.</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  <b>b.</b> Use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words.  <b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p><b>Academic Vocabulary/Language</b>          -analogy          -connotation/connotative          -context          -denotation          -diction          -figurative language          (See your adopted textbook's glossary for grade-level appropriate figurative language devices as they are too numerous to list here.)          -interpret          -nuance          -phrases          -word relationships</p>
<p><b>CCR Anchor:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>Essential Understanding</b>          -Interpret words and phrases          -Identify and understand figurative language</p>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can identify and understand words and phrases that have connotative and figurative meaning, especially literary, biblical, and mythological allusions.</b></p> <p><b>The student can identify and understand varied word relationships (e.g., synonym, antonym, analogy).</b></p>	
<p><b>Career Connections</b>  <a href="http://www.ccsok.us/E/EA6-12.aspx">http://www.ccsok.us/E/EA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>The student can determine the figurative, literal, and connotative meanings of words and phrases.</b></p> <p><b>The student can determine the relationship between words.</b></p> <p><b>The student can determine the difference between words with similar meanings (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</b></p>	

## Question Ideas

What does the word/phrase \_\_\_ mean in this selection? Is there a feeling or emotion associated with the word \_\_\_\_\_?

Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?

Which of the following synonyms is closest in meaning to the word \_\_\_?

Using your vocabulary words, finish the analogy. Then write the relationship beside the question.

Ex. contaminated: pure :: \_\_\_\_\_: feeble

What kind of allusion (biblical, historical, literary, or mythological) is being used in paragraph 5? Explain its meaning.

Write a brief narrative using the word present five times. Each time use a different denotative, figurative, or connotative meaning of the word in its context.

Although these words are very similar in meaning, how does their meaning differ?

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Enduring Understanding

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication.

### L.6.5 (Prior Grade Standard)

**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** [Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).]

### L.8.5 (Future Grade Standard)

**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** [Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).]

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Language, Grade 7

<p><b>L. 7. 6</b> <b>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.</b></p>	<p><b>Essential Understanding</b>          -Acquire and demonstrate command of grade-level general academic and domain-specific vocabulary          -Gather vocabulary knowledge during reading comprehension          -Gather vocabulary knowledge through speaking, listening, and writing.</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-accurate</li> <li>-acquire</li> <li>-comprehension</li> <li>-consider</li> <li>-domain</li> <li>-expression</li> <li>-phrases</li> <li>-tier two words (general academic)</li> <li>-tier three words (domain-specific)</li> <li>-vocabulary</li> </ul>
<p><b>CCR Anchor:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>*Extended Understanding</b>          -Acquire and use accurately above grade-appropriate general academic and domain-specific words and phrases</p>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</b>  <b>The student can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	
<p><b>Career Connections</b>  <a href="http://www.csoh.us/ELA6-12.aspx">http://www.csoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>The student can apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression.</b>  <b>The student can select appropriate resources to aid in gathering vocabulary knowledge.</b></p>	

**Question Ideas**

Give examples of how the word \_\_\_\_\_ is used in each of your classes.

What strategies do you use to identify, understand, and use the power word of the day?

Prepare a gallery walk of your word wall. Be sure that you can distinguish between tier two and tier three words for you audience.

Choose one of the vocabulary words and become that word. In pairs, take turn interviewing each of the vocabulary words.

Look at each of the bold words in the text. Determine the meaning of each word by using context clues.

Read through the outline of the speech. Has the speaker used words with which you are not familiar? Add these words to your vocabulary list.

**Ohio Department of Education Model Curriculum Instructional Strategies and Resources****Word Mountains**

Students give the root word at the “top of the mountain.” Then they give the definition on the next line. Below that, there are two more words that use the same root as above. Student then produce a sentence for each of the words (roots).

**L.6.6 (Prior Grade Standard)**

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

**L.8.6 (Future Grade Standard)**

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