Ohio English Language Arts

Grade 7

Reading Literature RL

1 **Cite several pieces of text evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.** RL.7.1

2 **Analyze literary text development.** RL.7.2

- a Determine and explain a theme of a literary text and how it is developed over the course of the text. RL.7.2.A
- b. Provide an objective summary of the text, including theme and story details. RL.7.2.B

3 **Analyze how key elements of a story or drama impact plot and character development.** RL.7.3

4 **Explain how words and phrases shape meaning and tone in a literary text.** RL.7.4

- a Determine word and phrase meanings, including figurative and/or connotative meanings. RL.7.4.A
- b Analyze the impact of specific word choices, including rhyme and alliteration, on meaning and tone. RL.7.4.B

5 **Analyze how the form or structure (e.g. soliloquy, sonnet) of a drama or poem contributes to its meaning.** RL.7.5

6 **Analyze how an author uses point of view to develop and contrast the perspectives of different narrators, speakers, or characters in a literary text.** RL.7.6

7 **Compare and contrast a literary text to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).** RL.7.7

8 **(Not applicable to literature)** RL.7.8

9 **Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to help understand how authors of fiction use or alter history.** RL.7.9

10 **Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-toworld connections and comparisons.** RL.7.10

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Reading Informational RI

1. **Cite several pieces of text evidence to support analysis of what an informational text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.** RI.7.1

2. **Analyze informational text development.** RI.7.2
   - a Determine two or more central ideas in a text and analyze their development over the course of the text. RI.7.2.A
   - b Provide an objective summary of the text that includes central ideas and their development. RI.7.2.B

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).** RI.7.3

4. **Explain how words and phrases shape meaning and tone in an informational text.** RI.7.4
   - a Determine word and phrase meanings, including figurative, connotative, and technical meanings. RI.7.4.A
   - b Analyze the impact of specific word choices on meaning and tone. RI.7.4.B

5. **Analyze the structure an author uses to organize a text, including how the major sections and text features contribute to the whole and to the development of the ideas.** RI.7.5

6. **Determine an author's perspective and/or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.** RI.7.6

7. **Compare and contrast an informational text to an audio, video, or multimedia version, analyzing each medium's portrayal of the topic (e.g., how the delivery of a speech affects the impact of the words).** RI.7.7

8. **Trace and evaluate the argument in an informational text.** RI.7.8
   - a Identify specific claims in a text. RI.7.8.A
   - b Assess the soundness of reasoning. RI.7.8.B
   - c Assess if evidence is relevant and sufficient. RI.7.8.C
   - d Recognize when irrelevant evidence is introduced. RI.7.8.D

9. **Analyze how two or more authors writing about the same topic present information differently by choosing different evidence or offering different interpretations of facts.** RI.7.9

10. **Read and comprehend grade-level informational texts, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, textto-text, and text-to-world connections and comparisons.** RI.7.10

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Reading Foundations RF

4 **Read grade-level texts with sufficient fluency to support comprehension.** RF.7.4

- a Orally read grade-level text with accuracy (targeting 95% or greater), automaticity, and appropriate expression to gain meaning from text, targeting 146 or greater words correct per minute (wcpm) by the end of seventh grade. RF.7.4.A
- b Self-monitor word recognition and understanding, rereading as necessary. RF.7.4.B

Decode words by applying morphological analysis, word recognition, and etymology including: RF.7.3.A

1 **Roots** RF.7.3.A.1

2 **Prefixes** RF.7.3.A.2

3 **Suffixes** RF.7.3.A.3

Read common high-frequency words with automaticity such as: RF.7.3.B

1 **Phonetically regular words: winter, test, beside** RF.7.3.B.1

2 **Partially regular words: square, region, believe** RF.7.3.B.2

3 **Irregular words: average, effect, verify** RF.7.3.B.3

Identify and know the meaning of common Latin and Greek: RF.7.3.C

1 **Roots** RF.7.3.C.1

2 **Prefixes** RF.7.3.C.2

3 **Suffixes** RF.7.3.C.3

Writing Foundations WF

1 **Write argumentative pieces that include:** W.7.1

- a A clear thesis statement, within the introduction, to present an argument; W.7.1.A
- b An introduction of claim(s), with clearly organized reasons and an acknowledgement of alternate or opposing claims; W.7.1.B
- c Clear reasons and relevant evidence to support claim(s) that are well organized, include logical reasoning, and demonstrate an understanding of the topic or text; W.7.1.C
- d Words, phrases, and clauses that create cohesion and clarify the relationships among claim(s), reasons, and evidence; W.7.1.D
- e Precise language and domain-specific vocabulary; W.7.1.E
- f Language appropriate to the audience and purpose; W.7.1.F
- g Use of accurate, credible sources; and W.7.1.G
- h A concluding statement or section that supports the argument presented. W.7.1.H

2 **Write informative/explanatory pieces that include:** W.7.2

A clear thesis statement, within the introduction, previewing what is to follow; W.7.2.A

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b Relevant facts, definitions, concrete details, quotations, or other information or details to develop the topic; W.7.2.B

c Organized text structure such as description, chronology/sequence, problem/solution, compare/contrast, and cause/effect; W.7.2.C

d Appropriate transitions to create cohesion and clarify relationships among ideas and concepts; W.7.2.D

e Precise language and domain-specific vocabulary; W.7.2.E

f Language appropriate to the audience and purpose; W.7.2.F

g Formatting, graphics, and multimedia to clarify information presented, if needed; W.7.2.G

h Use of accurate, credible sources; and W.7.2.H

i A concluding statement or section that supports the information or explanation presented. W.7.2.I

3 **Write narratives that develop real or imagined sequenced events that include:** W.7.3

a An introduction to engage and orient the reader that establishes context and introduces a narrator and/or characters; W.7.3.A

b An organized event sequence; W.7.3.B

c Dialogue, pacing, and description to develop experiences, events, and/or characters; W.7.3.C

d A variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; W.7.3.D

e Precise language, relevant descriptive details, and sensory language; and W.7.3.E

f A conclusion that follows from and reflects on the narrated experiences or events. W.7.3.F

4 **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.** W.7.4

5 **With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.** W.7.5

6 **Use a variety of digital skills (e.g. keyboarding) and tools (e.g. multimedia platforms) to produce and publish writing, link and/or cite sources, and collaborate with others.** W.7.6

7 **Conduct independent research projects to answer a question by:** W.7.7

a Using multiple sources on a topic; W.7.7.A

b Recording relevant evidence; W.7.7.B

c Evaluating and determining the relevancy of evidence; and W.7.7.C

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d Generating additional, related questions for further research and investigation. W.7.7.D

8 **Gather and use relevant information from multiple print and digital resources.** W.7.8

a Use search terms effectively. W.7.8.A

b Assess the credibility and accuracy of each source. W.7.8.B

c Accurately quote or paraphrase the data and conclusions of others to avoid plagiarism. W.7.8.C

d Cite sources to avoid plagiarism, using a standard format. W.7.8.D

9 **Use evidence from grade-appropriate literary or informational texts to support analysis, elaboration, reflection, and research.** W.7.9

10 **Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.** W.7.10

Speaking and Listening SL

1 **Participate in discussions about seventh grade topics and texts in small groups or whole-class settings, following agreed upon rules.** SL.7.1

a Come to discussions prepared (having read and/or studied materials). SL.7.1.A

b Explicitly use the information known about the topic to explore ideas under discussion. SL.7.1.B

c Define individual assigned roles; set and track progress toward specific goals and deadlines as needed. SL.7.1.C

d Make comments that further the discussion, elaborating on and drawing conclusions from the remarks of others. SL.7.1.D

e Pose questions that elicit elaboration and respond to specific questions with relevant observations and ideas. SL.7.1.E

f Acknowledge new information expressed by others and, when warranted, modify personal views. SL.7.1.F

2 **Analyze the main ideas and supporting details presented in diverse media (e.g. video, audio, primary source document) and other formats (e.g. charts, tables, infographics) and explain how the ideas clarify a text, topic, or issue under study.** SL.7.2

3 **Delineate a speaker's argument and specific claims, evaluating soundness of reasoning and the relevance, accuracy, and sufficiency of the evidence.** SL.7.3

4 **Present claims and findings using:** SL.7.4

a An emphasis on the most notable points in a focused, coherent manner; SL.7.4.A

b Relevant descriptions, facts, details, and examples; SL.7.4.B

c Appropriate eye contact; and SL.7.4.C

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d Clear speech at an understandable pace. SL.7.4.D

5 **Include multimedia components and visual displays in presentations when appropriate to clarify claims and findings and emphasize the most notable points.** SL.7.5

6 **Adapt speech to a variety of contexts and tasks, demonstrating command of formal language when indicated or appropriate.** SL.7.6

Language L

1 **Know and apply formal American English grammar, usage, and mechanics when writing or speaking.** L.7.1

a Explain the function of phrases and clauses in general and within the context of specific sentences. L.7.1.A

b Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.7.1.B

c Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph. L.7.1.C

d Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.7.1.D

2 **Know and apply formal American English capitalization, punctuation, and spelling when writing.** L.7.2

a Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie). L.7.2.A

b Spell words accurately, using gradelevel spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed. L.7.2.B

3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** L.7.3

a Use language that expresses ideas precisely and concisely. L.7.3.A

b Recognize and eliminate wordiness and redundancy. L.7.3.B

c Maintain consistent style and tone appropriate to the audience and purpose. L.7.3.C

4 **Determine or clarify the meaning of unknown words or multiple-meaning words or phrases.** L.7.4

a Use context within and beyond a sentence to determine the intended meaning of a word or phrase. L.7.4.A

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). L.7.4.B

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c Consult print and/or digital resources (e.g. dictionaries, glossaries, thesauruses), to support the pronunciation of a word and verify its precise meaning or part of speech. L.7.4.C

5 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** L.7.5

a Explain figurative language, including allusions (e.g. literary, biblical, and mythological) in context. L.7.5.A

b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. L.7.5.B

c Distinguish among the connotations (implied meanings, associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). L.7.5.C

6 **Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through reading, writing, listening, and speaking.** L.7.6