Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 7

L. 7. 1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

Essential Components
L.7.1.a-c
a. Explain the function of phrases and clauses in general and their function in specific sentences.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

*Extended Understanding
-Recognize and use all types of phrases (adjective, adverb, participial, gerund, infinitive, and appositive) and clauses (adjective, adverb, noun, independent, and dependent)

Academic Vocabulary/Language
-clause
-command
-convention
-dangling modifiers
-demonstrate
-grammar
-misplaced modifiers
-modifiers
-phrase
-sentence types (simple, compound, complex, and compound-complex)

ULTIMATE LEARNING TARGET TYPE: SKILL

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGET:
The student can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Underpinning Knowledge Learning Targets:
The student can identify and understand phrases and clauses, and explain their functions in specific sentences.

The student can identify and understand types of sentences (simple, compound, complex, and compound-complex).

The student can recognize misplaced or dangling modifiers and identify strategies for correctly placing phrases and clauses into sentences to avoid misplaced or dangling modifiers when writing and speaking.

Underpinning Reasoning/Skill Learning Targets:
The student can distinguish between clauses and phrases, and between independent and dependent clauses.

The student can distinguish between simple, compound, complex, and compound-complex sentences and choose among them to signal differing relationships among ideas.

The student can correct phrase/clause placement errors when writing or speaking.

Question Ideas

Types of Clauses. For each of the following select the type of clause that is underlined, then explain the function of that clause.

A. Adjective Clause   B. Adverb Clause   C. Noun Clause   D. Independent Clause

_____1. People in our department check the bulletin board weekly for <u>whatever messages might be posted</u>.

_____2. The coach said <u>we could end practice early tonight</u>.

_____3. Do you know <u>who is bringing the book to class</u>?

_____4. <u>Whenever we plan a picnic</u>, it rains.

Sentence Structure. For each of the following select the type of sentence, then explain the relationship among ideas in each sentence.

A. Simple   B. Compound   C. Complex   D. Compound-Complex

_____1. Dame Agatha Christie, who was born in 1890 and died in 1976, was an English novelist and a playwright.

_____2. Dame Christie began writing detective fiction during World War I, when she worked as a nurse.

Edit the following sentences, correcting any misplaced or dangling modifiers.

Use Quill.org or No Red Ink.com to practice with clauses and sentence types.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Sentence Combining

Use sentence-combining techniques to allow students to practice building simple sentences into complex sentences. For example, have students suggest/brainstorm simple sentences and model how to combine those using coordinating conjunctions, subordinating conjunctions, or punctuation. Follow with a worksheet that students develop to demonstrate their mastery.

L.6.1 (Prior Grade Standard)	L.8.1 (Future Grade Standard)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
b. Use intensive pronouns (e.g., *myself, ourselves*).	b. Form and use verbs in the active and passive voice.
c. Recognize and correct inappropriate shifts in pronoun number and person.	c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	d. Recognize and correct inappropriate shifts in verb voice and mood.
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	

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.

CCR Anchor: 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

ULTIMATE LEARNING TARGET TYPE: SKILL

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

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.

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

Peer Editing with Clock Partners Peer editing students' writing is a good way for them to demonstrate their understanding of language conventions, such as punctuation, spelling, and sentence structure. However, this can be an overwhelming task when checking for everything. To help, give students a picture of a clock. On the clock, assign certain "times" with the different language conventions that you want checked in their writing. Then, students will get with a different partner for each of those times and check just that particular convention. For example, for 12:00, they would meet with a partner and check each other's sentence structure. Then, they would meet with a different partner for 2:00 and check punctuation and so on. This will help the students focus on just one element at a time and allow different students to check their writing and defend their critique. This activity would lend itself easily to Google Docs; allowing students to share their work with one another digitally, and students would have the ability to insert comments to help improve their peers' writing.

L.6.2 (Prior Grade Standard)	L.8.2 (Future Grade Standard)
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. b. Spell correctly.	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. 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.
b. Recognize and eliminate 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.
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	**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.

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)	L.8.3 (Future Grade Standard)
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.	a. Use verbs in the active and passive voice (e.g., emphasizing the actor or the action). b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 7

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.

CCR Anchor: 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.

Essential Components
L.7.4.a-d

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
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.
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).

*Extended Understanding
-Extended etymology

Academic Vocabulary/Language
-affixes (Greek and Latin)
-clarify   -content
-context clues   -determine
-etymology   -flexibly
-infer
-multiple-meaning
-part of speech
-phrases
-precise
-preliminary
-pronunciation
-reference materials (general and specialized)
-roots (Greek and Latin)
-strategies

ULTIMATE LEARNING TARGET TYPE: REASONING	**BROAD LEARNING TARGET:** 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. **Underpinning Knowledge Learning Targets:** 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. The student can understand how to use print and digital reference materials, both general and specialized. **Underpinning Reasoning Learning Targets:** 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. The student can determine the pronunciation and part of speech of words by consulting reference materials.
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	

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 to help you to add it to your vocabulary.

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).

L.6.4 (Prior Grade Standard)	**L.8.4 (Future 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.	**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.**
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.	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.	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.
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).	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).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 7

L. 7. 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Essential Components
L.7.5.a-c
  a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  b. Use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words.
  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

Essential Understanding
  -Interpret words and phrases
  -Identify and understand figurative language

Academic Vocabulary/Language
-allusion (literary, biblical, mythological)
-analogy   -antonym
-connotation/connotative
-context
-demonstrate   -denotation
-determine   -diction
-distinguish
-figurative language
(See https://literarydevices.net/figurative-language/.)
-interpret
-nuance   -phrases
-synonym
-word relationships

ULTIMATE LEARNING TARGET TYPE: REASONING
 	
CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12
 	
(CAREER CONNECTIONS)
	BROAD LEARNING TARGETS:
	  The student can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	
	Underpinning Knowledge Learning Targets:
	  The student can identify and understand words and phrases that have connotative and figurative meaning, especially literary, biblical, and mythological allusions.
	
	  The student can identify and understand varied word relationships (e.g., synonym, antonym, analogy).
	
	Underpinning Reasoning Learning Targets:
	  The student can determine the figurative, literal, and connotative meanings of words and phrases.
	
	  The student can determine the relationship between words.
	
	  The student can determine the difference between words with similar meanings (e.g., *refined, respectful, polite, diplomatic, condescending*).

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. Why do you think the author chose to use that allusion?

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

Slang Dictionary This is a good lesson to use to introduce and help students really relate to connotation. Students make a slang dictionary of terms that they use, which are different than their actual meaning. Students use words in their own way, usually from things that are popular at the time. Students can make their dictionary using a flipbook, notebook, etc. How many words he or she needs to add is up to each teacher. You can discuss with the students the words they put in their dictionary and even create your own and share with the students. This helps to introduce connotation and how words can be used in multiple ways.

L.6.5 (Prior Grade Standard)	**L.8.5 (Future Grade Standard)**
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, thrifty*).	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 7

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.

CCR Anchor: Acquire and accurately use 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.

Essential Understanding
-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.

*Extended Understanding
-Acquire and use accurately above grade-appropriate general academic and domain-specific words and phrases

Academic Vocabulary/Language

-accurate
-acquire
-comprehension
-consider
-domain
-expression
-phrases
-tier two words (general academic)
-tier three words (domain-specific)
-vocabulary

ULTIMATE LEARNING TARGET TYPE: REASONING

BROAD LEARNING TARGETS:

The student can acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.

The student can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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(CAREER CONNECTIONS)

Underpinning Reasoning Learning Targets:

The student can apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression.

The student can select appropriate resources to aid in gathering vocabulary knowledge.

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 your 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)	**L.8.6 (Future Grade Standard)**
Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**