

	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	1. (A) (B) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Explain the meaning of a cite textual evidence in a reading selection. -Identify and show both inferences and textual evidence in a reading selection.	<ul style="list-style-type: none"> • Textual evidence • Inferences
	2. (A) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (B) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	-Identify the events that occur in a text that help develop the main idea (theme). -Write an objective summary of the text. -Pick out two or more central ideas in a text and show how they are developed in the text. -Write an objective summary of the text.	<ul style="list-style-type: none"> • Central idea • Objective summary
	3. (A) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (B) 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).	-Show how elements in a story are related to each other. -Analyze the interactions in a text between individuals, events and/or ideas.	<ul style="list-style-type: none"> • Interactions
	4. (A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of 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.	-Determine the meaning of words or phrases in a text. -Explain the impact of rhymes and other sounds.	<ul style="list-style-type: none"> • Alliteration • Figurative • Connotative

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	<p>(B) 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.</p>	<p>-Determine the meaning of words or phrases in a text. -Explain the impact of word choice on meaning and tone.</p>	<ul style="list-style-type: none"> • Technical meanings
<p>Reading: Literature (A)/Informational Text (B)</p>	<p>5. (A) Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>(B) 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.</p>	<p>-Explain how a drama’s or poem’s form helps with the meaning. -Show that the organization of a text contributes to the development of its ideas.</p>	<ul style="list-style-type: none"> • Soliloquy • Sonnet
	<p>6. (A) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>(B) Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>-Show how an author develops and contrasts different points of view from different characters in the same text. -Explain the author’s point of view. -Show how an author’s point of view can be different from others.</p>	<ul style="list-style-type: none"> • Points of view
	<p>7. (A) Compare and contrast a written story, drama, or poem 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).</p> <p>(B) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>-Compare and contrast a written story to an audio, film or multimedia version by analyzing the effects of the techniques. -Compare and contrast an audio, video, or multimedia version of a text by analyzing the portrayal of the subject.</p>	

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	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	8. (A) Not applicable to literature) (B) 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.	-Identify the argument and the author’s claims. -Identify if the claims are fact or opinion. -Determine if the author’s claim is relevant.	
	9. (A) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (B) 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.	-Compare and contrast a fictional portrayal of a historical account. -Compare two or more authors writing about the same topic by looking at their interpretation of facts. -Contrast two or more authors writing about the same topic by looking at their interpretation of facts.	
	10. (A) 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. (B) By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	-Read and comprehend literature appropriate to the 6-8 complexity level. -Read and comprehend nonfiction appropriate to the 6-8 complexity level.	

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Writing	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>-Write an argument using claims that are clear and supported by relevant evidence followed with a logical concluding statement.</p>	<ul style="list-style-type: none"> • Argument • Logical reasoning • Relevant evidence • Cohesion
	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. 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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>-Choose an organizational style that best fits my topic.</p> <p>-Introduce my topic, preview what follows, use supporting detail with smooth transitions and provide a conclusion.</p>	<ul style="list-style-type: none"> • Relevant facts • Formal style • transitions

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	Cluster	I Can...	Key Vocabulary
Writing	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>-Write a narrative about either a real or imaginary experience using descriptive details with a structured sequence of events and a conclusion.</p>	<ul style="list-style-type: none"> • Narrative techniques • Transition words, phrases and/or clauses
	<p>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.)</p>	<p>-Explain the different writing styles (argument, informative/explanatory, narrative) with their appropriate purpose and audience and write to each style.</p>	
	<p>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.</p>	<p>-Using comments from peers and adults strengthen my writing as needed.</p>	
	<p>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.</p>	<p>-Use technology to write and publish my writing and when appropriate cite and link to other sources.</p>	

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Writing	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	-Using several resources conduct and write a short research project that answers a question and leads to more questions.	<ul style="list-style-type: none"> • Short research project • Focused questions
	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.	-Assess the credibility and accuracy of sources. -Quote or paraphrase the conclusions of others. -Define and avoid plagiarism.	<ul style="list-style-type: none"> • Plagiarism • Paraphrase
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply <i>grade 7 Reading standards</i> 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”).	-Use evidence from literary or informational texts that strengthen my analysis, reflection or research.	<ul style="list-style-type: none"> • Analysis • Reflection • Research
	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.	-Write for a variety of reasons using an appropriate time frame.	

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	Cluster	I Can...	Key Vocabulary
Speaking & Listening	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>-Come to discussions prepared to talk about the topic.</p> <p>-Follow the established rules for discussions.</p> <p>-Ask questions that require more than an “yes” or “no” response.</p>	<ul style="list-style-type: none"> • Elaboration • Range of collaborative discussions • Elicit
	<p>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.</p>	<p>-Pick out main ideas and supporting ideas found in media that help to clarify the topic.</p>	<ul style="list-style-type: none"> • Diverse formats • Diverse media
	<p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>-Evaluate a speaker’s argument as to its soundness and relevance.</p>	<ul style="list-style-type: none"> • Delineate
	<p>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.</p>	<p>-Select important points in my presentation that convey my message.</p> <p>-Present my material using appropriate eye contact, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> • Salient points • Pertinent

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	Cluster	I Can...	Key Vocabulary
Speaking & Listening	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	-When appropriate include multimedia that helps to clarify the important points in my presentation.	
	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	-Create a speech that is appropriate to the audience.	
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.	-Explain when phrases and clauses are appropriate in sentences. -Use different sentence structures when appropriate. -Recognize and correct misplaced and dangling modifiers.	<ul style="list-style-type: none"> • Sentence structures • Misplaced modifiers • Dangling modifiers
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly.	-Accurately follow the rules for capitalization. -Use commas to separate coordinate adjectives. -Accurately spell words.	<ul style="list-style-type: none"> • Coordinate adjectives
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	-Use words that express my ideas precisely and concisely.	<ul style="list-style-type: none"> • Wordiness • Redundancy

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Language	<p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</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, bellicose, 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>-Use context clues to determine the meaning of a word.</p> <p>-Use Greek/Latin affixers to help determine the meaning of a word.</p> <p>-Go to the appropriate reference materials to find the pronunciation or the precise meaning of a word.</p>	<ul style="list-style-type: none"> • Reference materials • Affixes (Greek/Latin) • Inferred meaning • Roots
	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>-Interpret figures of speech.</p> <p>-Use the relationship between words to better understand the meaning of each word.</p> <p>-Understand that words that with similar definitions can have different applied meanings.</p>	<ul style="list-style-type: none"> • Figures of speech • Synonym • Antonym • Connotations • Denotations • Analogy
	<p>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.</p>	<p>-Learn and used grade appropriate words and phrases.</p>	

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