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# Ohio 7 Intervention / Academic Support

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Ohio                                                      |
| Grade            | 7 (Middle)                                                |
| Subject          | Intervention / Academic Support                           |
| Course category  | Local Program                                             |
| Standards family | Other / Local Standards                                   |
| Framework        | Ohio Learning Standards                                   |
| Issuing agency   | Ohio Department of Education and Workforce                |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Choosing Words on Purpose, and Precision

### Unit 3: Choosing Words, Choosing Operations · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Which word, for this reader, for this purpose?                                                                                                                                                                                                                 |
| Standards          | <b>Vocabulary That Conveys and Enhances</b> -> <b>SL.7.6 strand</b> — text<br><b>Words Suited to Purpose and Audience</b> -> <b>L.7.4 strand</b> — text<br><b>Practice: Attending to Precision</b> -> <b>W.7.2 strand</b> — text<br><b>W.7.3 strand</b> — text |
| Learning target    | "I can choose words for a purpose and a reader, and be precise in mathematics."                                                                                                                                                                                |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                |

#### Measurable objectives

- Students will use vocabulary that conveys and enhances meaning in writing.
- Students will choose words suited to purpose and audience.
- Students will attend to precision.

#### Success criteria (student-friendly)

- "I replace a vague word with an exact one."
- "I adjust vocabulary for a different reader."
- "I state units and round sensibly."

#### Academic vocabulary

precise, vague, audience, register, unit, degree of accuracy

#### Materials and technology

- Pupils' own drafts
- Notebooks
- Chart paper
- Rulers

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.              |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

### Assessment and evidence

Vocabulary revised for purpose and audience; a solution stated precisely.

### Family communication

Ask your child which word they changed and why.

## Day 41 — Replacing a Vague Word With an Exact One

Week 9, Day 1 · Unit 3 · Standards: SL.7.6, L.7.4, W.7.2, W.7.3

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | English: vocabulary in writing.                                                 |
| Learning target   | "I can choose words for a purpose and a reader, and be precise in mathematics." |
| Vocabulary in use | precise, vague, audience, register, unit, degree of accuracy                    |
| Local date        | _____                                                                           |

### Learning sequence

TEACHER NOTE: THIS IS ONE OF THREE WEEKS CARRYING TWO ENGLISH STANDARDS (Weeks 9, 21, 33), because Grade 7 English has 39 standards and there are 36 weeks. Connect: pupils' own writing. Teach: finding the vague words - things, stuff, good, a lot - and replacing each with the exact one, which usually requires deciding what was actually meant. Try: shared revision of a paragraph. Apply: pupils revise their own. Reflect: vagueness is usually undecided thinking, not a small vocabulary.

### Check for understanding

Student replaces vague vocabulary with precise vocabulary.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Writing It for a Different Reader

Week 9, Day 2 · Unit 3 · Standards: SL.7.6, L.7.4, W.7.2, W.7.3

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | English: words for purpose and audience.                                        |
| Learning target   | "I can choose words for a purpose and a reader, and be precise in mathematics." |
| Vocabulary in use | precise, vague, audience, register, unit, degree of accuracy                    |
| Local date        | _____                                                                           |

### Learning sequence

Connect: precision. Teach: that the right word depends on who is reading and why - the same content for a classmate, for a teacher, for someone who knows nothing about it. Try: shared rewriting of two sentences for two readers. Apply: pupils rewrite a paragraph for a stated reader. Reflect: 'simpler' and 'for a different reader' are not the same instruction.

### Check for understanding

Student adjusts vocabulary for a stated purpose and audience.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Saying Exactly What You Mean in Mathematics

Week 9, Day 3 · Unit 3 · Standards: SL.7.6, L.7.4, W.7.2, W.7.3

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | Mathematics: precision.                                                         |
| Learning target   | "I can choose words for a purpose and a reader, and be precise in mathematics." |
| Vocabulary in use | precise, vague, audience, register, unit, degree of accuracy                    |
| Local date        | _____                                                                           |

### Learning sequence

Connect: precision in writing. Teach: the mathematical version - stating units, defining symbols, using equals to mean equals, and not writing a chain that is not true. Try: shared correction of an imprecise solution. Apply: pupils correct two. Reflect: the equals sign is the most misused symbol in the subject.

### Check for understanding

Student writes a solution with correct units and symbols.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — How Accurate Is Accurate Enough

Week 9, Day 4 • Unit 3 • Standards: SL.7.6, L.7.4, W.7.2, W.7.3

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | Mathematics: rounding.                                                          |
| Learning target   | "I can choose words for a purpose and a reader, and be precise in mathematics." |
| Vocabulary in use | precise, vague, audience, register, unit, degree of accuracy                    |
| Local date        | _____                                                                           |

### Learning sequence

Connect: precision. Teach: choosing a degree of accuracy that suits the situation, and why a twelve-figure calculator answer is usually wrong to report. Try: shared discussion of three contexts. Apply: pupils round three answers appropriately and justify. Reflect: over-precision is its own kind of imprecision.

### Check for understanding

Student chooses and justifies an appropriate degree of accuracy.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Week 9 Check: Word Choice and Precision

Week 9, Day 5 • Unit 3 • Standards: SL.7.6, L.7.4, W.7.2, W.7.3

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | Both, proved.                                                                   |
| Learning target   | "I can choose words for a purpose and a reader, and be precise in mathematics." |
| Vocabulary in use | precise, vague, audience, register, unit, degree of accuracy                    |
| Local date        | _____                                                                           |

### Learning sequence

ENGLISH-ONLY: revise a paragraph for precision, then rewrite it for a different reader. MATHEMATICS-ONLY: two solutions written precisely with justified accuracy. BOTH: one of each. Connect: the week. Teach: the criteria. Try: shared modelling. Apply: pupils complete. Reflect: recorded against the standards.

### Check for understanding

Student completes the check for the subject(s) they are taught.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

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