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# Oklahoma 7 English Language Arts / Reading

**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            | Oklahoma                                                     |
| Grade            | 7 (Middle)                                                   |
| Subject          | English Language Arts / Reading                              |
| Course category  | Core                                                         |
| Standards family | English Language Arts / Literacy                             |
| Framework        | Oklahoma Academic Standards for English Language Arts (2021) |
| Issuing agency   | Oklahoma State Department of Education                       |
| 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 — Sizing Up a Digital Source

### Unit 3: Digital Sources, Read Against Each Other · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Who made this, for whom, and why?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Standards          | <b>Subject, Occasion, Audience, Purpose, Tone -&gt; 7.1.S.3 Listening and Speaking: Speaking</b><br>— Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea while determining the purpose, content, and form to suit the audience. Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes. Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts. Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing. |
| Learning target    | "I can assess a digital source on all six counts."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

#### Measurable objectives

- Students will assess subject, occasion, audience, purpose, tone and credibility of various digital sources.
- Students will treat credibility as a judgement with reasons.

#### Success criteria (student-friendly)

- "I identify subject, occasion and audience."
- "I state purpose and tone."
- "I judge credibility with reasons."

#### Academic vocabulary

subject, occasion, audience, purpose, tone, credibility; source, author

#### Materials and technology

- A supplied set of digital sources
- Notebooks
- Chart paper
- Assessment frames
- Class devices

#### 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.                                   |

| Support area           | This week's plan                                                                                                                                                                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
| 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

A digital source assessed on all six counts with reasons.

### Family communication

Ask your child how they decided whether to trust something online.

## Day 41 — Six Questions, Every Time

### Week 9, Day 1 · Unit 3 · Standards: 7.1.S.3

|                   |                                                                         |
|-------------------|-------------------------------------------------------------------------|
| Focus             | The framework.                                                          |
| Learning target   | "I can assess a digital source on all six counts."                      |
| Vocabulary in use | subject, occasion, audience, purpose, tone, credibility; source, author |
| Local date        | _____                                                                   |

### Learning sequence

TEACHER NOTE: ALL DIGITAL SOURCES IN THIS UNIT ARE TEACHER-SUPPLIED. No pupil is sent to search the open internet in this plan, no account is created, and nothing is published outside the school. Connect: what pupils already do online. Teach: the six things this week's standard names, as a routine applied to every source. Try: shared assessment of one. Apply: pupils assess two. Reflect: a routine beats judgement because it runs even when you are in a hurry.

### Check for understanding

Student assesses a source on all six counts.

### 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 — Occasion Is the One Nobody Asks

Week 9, Day 2 · Unit 3 · Standards: 7.1.S.3

|                   |                                                                         |
|-------------------|-------------------------------------------------------------------------|
| Focus             | The overlooked term.                                                    |
| Learning target   | "I can assess a digital source on all six counts."                      |
| Vocabulary in use | subject, occasion, audience, purpose, tone, credibility; source, author |
| Local date        | _____                                                                   |

### Learning sequence

Connect: the six. Teach: occasion - what prompted this to be made, and when - which explains more about a source than almost anything else, and which dates it. Try: shared discussion. Apply: pupils establish occasion for three sources. Reflect: a source without a date is a source you cannot weigh.

### Check for understanding

Student establishes a source's occasion and date.

### 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 — Purpose and Tone Together

### Week 9, Day 3 · Unit 3 · Standards: 7.1.S.3

|                   |                                                                         |
|-------------------|-------------------------------------------------------------------------|
| Focus             | Two that interact.                                                      |
| Learning target   | "I can assess a digital source on all six counts."                      |
| Vocabulary in use | subject, occasion, audience, purpose, tone, credibility; source, author |
| Local date        | _____                                                                   |

### Learning sequence

Connect: occasion. Teach: reading tone as evidence of purpose - a source that is angry, cheerful or neutral is telling you what it wants from you. Try: shared reading. Apply: pupils infer purpose from tone for three sources. Reflect: this is Week 5's tone work applied to sources.

### Check for understanding

Student infers a source's purpose partly from its tone.

### 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 — Credibility Is Not a Feeling

### Week 9, Day 4 · Unit 3 · Standards: 7.1.S.3

|                   |                                                                         |
|-------------------|-------------------------------------------------------------------------|
| Focus             | Judgement with reasons.                                                 |
| Learning target   | "I can assess a digital source on all six counts."                      |
| Vocabulary in use | subject, occasion, audience, purpose, tone, credibility; source, author |
| Local date        | _____                                                                   |

### Learning sequence

Connect: purpose. Teach: the reasons that make a source more or less credible - who made it, what they know, what they want, whether it can be checked - and that a source wanting something is not thereby untrustworthy. Try: shared judgement. Apply: pupils judge three with stated reasons. Reflect: 'it looks professional' is not a reason.

### Check for understanding

Student judges credibility with stated reasons.

### 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 — A Source, Fully Assessed

### Week 9, Day 5 · Unit 3 · Standards: 7.1.S.3

|                   |                                                                         |
|-------------------|-------------------------------------------------------------------------|
| Focus             | 7.1.S.3 assessed.                                                       |
| Learning target   | "I can assess a digital source on all six counts."                      |
| Vocabulary in use | subject, occasion, audience, purpose, tone, credibility; source, author |
| Local date        | _____                                                                   |

### Learning sequence

Connect: the week. Teach: a written assessment of one unseen supplied source. Try: shared setup. Apply: pupils write. Reflect: this week's standard recorded.

### Check for understanding

Student produces a full six-part assessment of a digital source.

### 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.
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## Source citation

Oklahoma State Department of Education. Oklahoma Academic Standards for English Language Arts (2021). Codes are grade.standard.mode.objective. The eight standards are Listening and Speaking, Reading and Writing Process, Critical Reading and Writing, Vocabulary, Language, Research, Multimodal Literacies and Independent Reading and Writing; the letter is the mode within the standard (L listening, S speaking, R reading, W writing, plus the foundational modes PA, PC, F and SE). Oklahoma writes every grade from PreK through 12 individually rather than banding high school. Scope: grade 7. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/english-language-arts.html>