Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

Hawaii Content and Performance Standards
Language Arts
Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7 . Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

UNIT 2: WRITING FROM NOTES Week 2 Page 19-32

Hawaii Content and Performance Standards
Language Arts
Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RI. 7. Reading Standards for Informational Text	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	**Reading Standards for Informational Text**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7 .	**Writing Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	**Writing Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	**HI.CC.W. 7.**	**Writing Standards**
STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	**HI.CC.W.7 .**	**Writing Standards**
STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
EXPECTATION / TOPIC	W.7.9(b)	Apply grade 7 reading standards 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'').

CONTENT STANDARD / COURSE	**HI.CC.W. 7.**	**Writing Standards**
STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	**HI.CC.SL. 7.**	**Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE	HI.CC.SL.7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.SL.7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	L.7.4(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.

EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7 . Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

Hawaii Content and Performance Standards
Language Arts
Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RL. 7.	Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / COURSE	HI.CC.RL. 7.	Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CONTENT STANDARD / COURSE	HI.CC.RL. 7.	Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION / TOPIC	W.7.3(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.
EXPECTATION / TOPIC	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

EXPECTATION / TOPIC	SL.7.1(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.

EXPECTATION / TOPIC	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION / TOPIC	SL.7.1(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.

EXPECTATION / TOPIC	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.7.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Knowledge of Language**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7 .	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52

Hawaii Content and Performance Standards
Language Arts
Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RL. 7.	Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.2.	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / COURSE	HI.CC.RL. 7.	Reading Standards for Literature

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CONTENT STANDARD / COURSE	HI.CC.RL. 7.	Reading Standards for Literature

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7 .	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION / TOPIC	W.7.3(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.
EXPECTATION / TOPIC	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.7.1(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.

EXPECTATION / TOPIC	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.7.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Knowledge of Language**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7 . Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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Hawaii Content and Performance Standards
Language Arts
Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RI. 7. Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7 .	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	**HI.CC.L.7. Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	**HI.CC.L.7. Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	L.7.4(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.

EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	**HI.CC.L.7. Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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Hawaii Content and Performance Standards

Language Arts

Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7 .	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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Hawaii Content and Performance Standards
Language Arts
Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RI. 7. Reading Standards for Informational Text	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).
CONTENT STANDARD / COURSE	**HI.CC.RI. 7.**	**Reading Standards for Informational Text**
STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.
CONTENT STANDARD / COURSE	**HI.CC.W.7 .**	**Writing Standards**
STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	**HI.CC.W. 7.**	**Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.7.1(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.

EXPECTATION / TOPIC	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.7.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Knowledge of Language**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	L.7.4(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.

EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7 .	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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Hawaii Content and Performance Standards
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Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

Hawaii Content and Performance Standards
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CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	L.7.4(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.

EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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Hawaii Content and Performance Standards
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CONTENT STANDARD / COURSE	HI.CC.RI.7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI.7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.9.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7 .	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

EXPECTATION / TOPIC	W.7.2(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.

EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134

Hawaii Content and Performance Standards
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CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.9.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7 .	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	**Writing Standards**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	**Writing Standards**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	**Speaking and Listening Standards**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE	HI.CC.SL. Speaking and Listening Standards 7.	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.**
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RI.7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI.7.	Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.9.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7 .	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	L.7.4(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.

EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

EXPECTATION / TOPIC	SL.7.1(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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE **HI.CC.L.7. Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE **HI.CC.L.7 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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CONTENT STANDARD / COURSE **HI.CC.RL. 7. Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / COURSE	HI.CC.RL. 7.	Reading Standards for Literature

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CONTENT STANDARD / COURSE	HI.CC.RL. 7.	Reading Standards for Literature

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7 .	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.3.	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION / TOPIC	W.7.3(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.
EXPECTATION / TOPIC	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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CONTENT STANDARD / COURSE	HI.CC.RI.7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI.7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.9.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7 .	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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Language Arts
Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RL.7.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.4.	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.

CONTENT STANDARD / COURSE	HI.CC.RI.7.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.9.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION / TOPIC	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / TOPIC	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

CONTENT STANDARD / COURSE	HI.CC.L.7 .	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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Language Arts
Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RI.7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI.7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.RI.7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.9.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION / TOPIC	W.7.1(a)	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
EXPECTATION / TOPIC	W.7.1(b)	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

EXPECTATION / TOPIC	W.7.1(c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

EXPECTATION / TOPIC	W.7.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

CONTENT STANDARD / COURSE	HI.CC.W.7 .	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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CONTENT STANDARD / COURSE	HI.CC.RL.7.	Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.4.	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.

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7 Language Standards .

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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Hawaii Content and Performance Standards
Language Arts
Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RL. Reading Standards for Literature 7.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.4.	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.

CONTENT STANDARD / COURSE	HI.CC.RI. Reading Standards for Informational Text 7.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI.7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION / TOPIC	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7 .	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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Hawaii Content and Performance Standards
Language Arts
Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RL. 7.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.4.	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.

CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.2.	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.3.	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).

CONTENT STANDARD / COURSE	HI.CC.RI.7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL.7.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.7.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Knowledge of Language**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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.**

EXPECTATION / TOPIC	L.7.4(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.

EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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Hawaii Content and Performance Standards
Language Arts
Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RL. 7.	Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.2.	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / COURSE	HI.CC.RL. 7.	Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.4.	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CONTENT STANDARD / COURSE   **HI.CC.RL. Reading Standards for Literature**
7.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.10.	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.

CONTENT STANDARD / COURSE   **HI.CC.W.7 Writing Standards**
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STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE   **HI.CC.W.7 Writing Standards**
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STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION / TOPIC	W.7.3(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.

EXPECTATION / TOPIC	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STANDARD / COURSE	**HI.CC.W. 7.**	**Writing Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	**HI.CC.W. 7.**	**Writing Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	**HI.CC.W. 7.**	**Writing Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	**HI.CC.SL. 7.**	**Speaking and Listening Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION / TOPIC	SL.7.1(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.
EXPECTATION / TOPIC	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Knowledge of Language**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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.**
EXPECTATION / TOPIC	L.7.4(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.
EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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Hawaii Content and Performance Standards
Language Arts
Grade **7** - Adopted: **2010**

CONTENT STANDARD / COURSE	HI.CC.RL.7. Reading Standards for Literature	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.2.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / COURSE	HI.CC.RL.7.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.4.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CONTENT STANDARD / COURSE	HI.CC.RL.7.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / COURSE	HI.CC.W.7 .	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION / TOPIC	W.7.3(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.
EXPECTATION / TOPIC	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.6.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL. 7.	Speaking and Listening Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.7.2(b)	Spell correctly.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7. Language Standards	

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.**

EXPECTATION / TOPIC	L.7.4(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.

EXPECTATION / TOPIC	L.7.4(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).

CONTENT STANDARD / COURSE	HI.CC.L.7 .	Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

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CONTENT STANDARD / COURSE	HI.CC.RI. 7.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.7.4.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7 .	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION / TOPIC	W.7.2(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.
EXPECTATION / TOPIC	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.4.	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 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.5.	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.

CONTENT STANDARD / COURSE	HI.CC.W. 7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.8.	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.

CONTENT STANDARD / COURSE	HI.CC.W.7.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.7.10.	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.

CONTENT STANDARD / COURSE	HI.CC.SL.7.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.7.2.	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.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / COURSE	HI.CC.L.7.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.