Structure and Style for Students

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

Missouri Learning Standards
Language Arts
Grade **7** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	**RI.2.**	**Analyze Craft and Structure (Approaching Texts as a Writer)**
GLE / COMPONENT	**RI.2.C.**	**Craft and Meaning**

INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	**RI.3.**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)**
GLE / COMPONENT	**RI.3.D.**	**Comprehension**

INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Approaching the Task as a Researcher**
GLE / COMPONENT	**W.1.A.**	**Research**

INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.2.**	**Approaching the Task as a Writer**
GLE / COMPONENT	**W.2.A.**	**Development**
INDICATOR / PROFICIENCY	**7.W.2.A.**	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**

INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		**Writing**

CONCEPT: GLE / BENCHMARK	**W.3.**	**Approaching the Task as a Reader**
GLE / COMPONENT	**W.3.A.**	**Revise and Edit**
INDICATOR / PROFICIENCY	**7.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

STRAND: BIG IDEA / STANDARD		**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	**SL.1.**	**Collaborating**
GLE / COMPONENT	**SL.1.A.**	**Conversations**
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND: BIG IDEA / STANDARD		**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	**SL.1.**	**Collaborating**
GLE / COMPONENT	**SL.1.C.**	**Viewpoints of Others**
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

STRAND: BIG IDEA / STANDARD		**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	**SL.2.**	**Presenting**
GLE / COMPONENT	**SL.2.A.**	**Verbal Delivery**
INDICATOR / PROFICIENCY	7.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal
INDICATOR / PROFICIENCY	7.SL.2.B.	Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

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

Missouri Learning Standards
Language Arts
Grade **7** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	7.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal

INDICATOR / PROFICIENCY	7.SL.2.B.	Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44

Missouri Learning Standards
Language Arts
Grade **7** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme
INDICATOR / PROFICIENCY	7.RL.1.D.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.A.	Structure
INDICATOR / PROFICIENCY	7.RL.2.A.	Analyze how a text's form or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.B.	Point of View
INDICATOR / PROFICIENCY	7.RL.2.B.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

		Reading Literary Text
CONCEPT: GLE / BENCHMARK	**RL.2.**	**Analyze Craft and Structure (Approaching Texts as a Writer)**
GLE / COMPONENT	**RL.2.C.**	**Craft and Meaning**
INDICATOR / PROFICIENCY	7.RL.2.C.	Analyze how specific word choices contribute to meaning and tone.

STRAND: BIG IDEA / STANDARD		**Reading Literary Text**
CONCEPT: GLE / BENCHMARK	**RL.2.**	**Analyze Craft and Structure (Approaching Texts as a Writer)**
GLE / COMPONENT	**RL.2.D.**	**Interaction and Meaning**
INDICATOR / PROFICIENCY	7.RL.2.D.	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

STRAND: BIG IDEA / STANDARD		**Reading Literary Text**
CONCEPT: GLE / BENCHMARK	**RL.3.**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)**
GLE / COMPONENT	**RL.3.D.**	**Comprehension**
INDICATOR / PROFICIENCY	7.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.2.**	**Approaching the Task as a Writer**
GLE / COMPONENT	**W.2.A.**	**Development**
INDICATOR / PROFICIENCY	**7.W.2.A.**	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.a.	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.3.**	**Approaching the Task as a Reader**

GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	7.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.

STRAND: BIG IDEA / STANDARD		Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal
INDICATOR / PROFICIENCY	7.SL.2.B.	Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

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

Missouri Learning Standards
Language Arts
Grade **7** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme
INDICATOR / PROFICIENCY	7.RL.1.D.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.A.	Structure
INDICATOR / PROFICIENCY	7.RL.2.A.	Analyze how a text's form or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.B.	Point of View

INDICATOR / PROFICIENCY	7.RL.2.B.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

STRAND: BIG IDEA / STANDARD		**Reading Literary Text**
CONCEPT: GLE / BENCHMARK	**RL.2.**	**Analyze Craft and Structure (Approaching Texts as a Writer)**
GLE / COMPONENT	**RL.2.C.**	**Craft and Meaning**
INDICATOR / PROFICIENCY	7.RL.2.C.	Analyze how specific word choices contribute to meaning and tone.

STRAND: BIG IDEA / STANDARD		**Reading Literary Text**
CONCEPT: GLE / BENCHMARK	**RL.2.**	**Analyze Craft and Structure (Approaching Texts as a Writer)**
GLE / COMPONENT	**RL.2.D.**	**Interaction and Meaning**
INDICATOR / PROFICIENCY	7.RL.2.D.	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

STRAND: BIG IDEA / STANDARD		**Reading Literary Text**
CONCEPT: GLE / BENCHMARK	**RL.3.**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)**
GLE / COMPONENT	**RL.3.D.**	**Comprehension**
INDICATOR / PROFICIENCY	7.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.2.**	**Approaching the Task as a Writer**
GLE / COMPONENT	**W.2.A.**	**Development**
INDICATOR / PROFICIENCY	**7.W.2.A.**	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.a.	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60

Missouri Learning Standards
Language Arts
Grade **7** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	7.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal
INDICATOR / PROFICIENCY	7.SL.2.B.	Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

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STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	**RI.2.**	**Analyze Craft and Structure (Approaching Texts as a Writer)**
GLE / COMPONENT	**RI.2.C.**	**Craft and Meaning**
INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		**Reading Informational Text**
CONCEPT: GLE / BENCHMARK	**RI.3.**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)**
GLE / COMPONENT	**RI.3.D.**	**Comprehension**
INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.1.**	**Approaching the Task as a Researcher**
GLE / COMPONENT	**W.1.A.**	**Research**
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.2.**	**Approaching the Task as a Writer**
GLE / COMPONENT	**W.2.A.**	**Development**
INDICATOR / PROFICIENCY	**7.W.2.A.**	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.3.**	**Approaching the Task as a Reader**

GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80

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STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	**RI.1.**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)**
GLE / COMPONENT	**RI.1.C.**	**Text Features**

INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	**RI.1.**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)**
GLE / COMPONENT	**RI.1.D.**	**Summarize/Claim**

INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	**RI.2.**	**Analyze Craft and Structure (Approaching Texts as a Writer)**
GLE / COMPONENT	**RI.2.A.**	**Structure**

INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	**RI.2.**	**Analyze Craft and Structure (Approaching Texts as a Writer)**
GLE / COMPONENT	**RI.2.C.**	**Craft and Meaning**

INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	**RI.3.**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)**

GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

| INDICATOR | 7.W.3.A.e. | Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |

| STRAND: BIG IDEA / STANDARD | Speaking and Listening |

| CONCEPT: GLE / BENCHMARK | SL.1. | Collaborating |

| GLE / COMPONENT | SL.1.A. | Conversations |

| INDICATOR / PROFICIENCY | 7.SL.1.A. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |

| STRAND: BIG IDEA / STANDARD | Speaking and Listening |

| CONCEPT: GLE / BENCHMARK | SL.1. | Collaborating |

| GLE / COMPONENT | SL.1.C. | Viewpoints of Others |

| INDICATOR / PROFICIENCY | 7.SL.1.C. | Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views. |

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| STRAND: BIG IDEA / STANDARD | Reading Informational Text |

| CONCEPT: GLE / BENCHMARK | RI.1. | Comprehend and Interpret Texts (Approaching Texts as a Reader) |

| GLE / COMPONENT | RI.1.B. | Word Meanings |

| INDICATOR / PROFICIENCY | 7.RI.1.B. | Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials. |

| STRAND: BIG IDEA / STANDARD | Reading Informational Text |

| CONCEPT: GLE / BENCHMARK | RI.1. | Comprehend and Interpret Texts (Approaching Texts as a Reader) |

| GLE / COMPONENT | RI.1.C. | Text Features |

| INDICATOR / PROFICIENCY | 7.RI.1.C. | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). |

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	**RI.1.**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)**
GLE / COMPONENT	**RI.1.D.**	**Summarize/Claim**
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	**RI.3.**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)**
GLE / COMPONENT	**RI.3.D.**	**Comprehension**
INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.2.**	**Approaching the Task as a Writer**
GLE / COMPONENT	**W.2.A.**	**Development**
INDICATOR / PROFICIENCY	**7.W.2.A.**	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.3.**	**Approaching the Task as a Reader**
GLE / COMPONENT	**W.3.A.**	**Revise and Edit**
INDICATOR / PROFICIENCY	**7.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

<div align="center">UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100</div>

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STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	**RI.1.**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)**
GLE / COMPONENT	**RI.1.B.**	**Word Meanings**
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	**RI.1.**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)**
GLE / COMPONENT	**RI.1.C.**	**Text Features**
INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	**RI.1.**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)**
GLE / COMPONENT	**RI.1.D.**	**Summarize/Claim**
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	**RI.3.**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)**
GLE / COMPONENT	**RI.3.D.**	**Comprehension**

INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

CONCEPT: GLE / BENCHMARK	**W.2.**	**Approaching the Task as a Writer**
GLE / COMPONENT	**W.2.A.**	**Development**
INDICATOR / PROFICIENCY	**7.W.2.A.**	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD   **Writing**

CONCEPT: GLE / BENCHMARK	**W.3.**	**Approaching the Task as a Reader**
GLE / COMPONENT	**W.3.A.**	**Revise and Edit**
INDICATOR / PROFICIENCY	**7.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114

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CONCEPT: GLE / BENCHMARK	**RI.1.**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)**
GLE / COMPONENT	**RI.1.B.**	**Word Meanings**

INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features

INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning

INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	7.RI.3.A.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	7.RI.3.B.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning

INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms

INDICATOR / PROFICIENCY	7.RI.3.A.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts

INDICATOR / PROFICIENCY	7.RI.3.B.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating

GLE / COMPONENT	SL.1.C.	Viewpoints of Others

INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

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STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features

INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning

INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms

INDICATOR / PROFICIENCY	7.RI.3.A.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts

INDICATOR / PROFICIENCY	7.RI.3.B.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher

GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND: BIG IDEA / STANDARD		Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating

GLE / COMPONENT	SL.1.B.	Questioning

INDICATOR / PROFICIENCY	7.SL.1.B.	Delineate a speaker's argument and claims, evaluating reasoning in order to 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.

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STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher

GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer

GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	7.W.2.A.	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**

INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader

GLE / COMPONENT	W.3.A.	Revise and Edit

INDICATOR / PROFICIENCY	7.W.3.A.	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**

INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme
INDICATOR / PROFICIENCY	7.RL.1.D.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.B.	Point of View
INDICATOR / PROFICIENCY	7.RL.2.B.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)

GLE / COMPONENT	RL.2.C.	**Craft and Meaning**
INDICATOR / PROFICIENCY	7.RL.2.C.	Analyze how specific word choices contribute to meaning and tone.

STRAND: BIG IDEA / STANDARD		**Reading Literary Text**
CONCEPT: GLE / BENCHMARK	**RL.2.**	**Analyze Craft and Structure (Approaching Texts as a Writer)**
GLE / COMPONENT	**RL.2.D.**	**Interaction and Meaning**
INDICATOR / PROFICIENCY	7.RL.2.D.	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

STRAND: BIG IDEA / STANDARD		**Reading Literary Text**
CONCEPT: GLE / BENCHMARK	**RL.3.**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)**
GLE / COMPONENT	**RL.3.D.**	**Comprehension**
INDICATOR / PROFICIENCY	7.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.2.**	**Approaching the Task as a Writer**
GLE / COMPONENT	**W.2.A.**	**Development**
INDICATOR / PROFICIENCY	**7.W.2.A.**	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.a.	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.3.**	**Approaching the Task as a Reader**
GLE / COMPONENT	**W.3.A.**	**Revise and Edit**
INDICATOR / PROFICIENCY	**7.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**

INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	7.RI.3.A.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	7.RI.3.B.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

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STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	7.RI.3.A.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	7.RI.3.B.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)

GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning

INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms

INDICATOR / PROFICIENCY	7.RI.3.A.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts

INDICATOR / PROFICIENCY	7.RI.3.B.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.c.	Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning

INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	7.W.2.A.	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	**Approaching the Task as a Reader**
GLE / COMPONENT	**W.3.A.**	**Revise and Edit**
INDICATOR / PROFICIENCY	**7.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**

INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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STRAND: BIG IDEA / STANDARD		**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	**Comprehend and Interpret Texts (Approaching Texts as a Reader)**
GLE / COMPONENT	**RI.1.B.**	**Word Meanings**
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	**Comprehend and Interpret Texts (Approaching Texts as a Reader)**
GLE / COMPONENT	**RI.1.C.**	**Text Features**

INDICATOR / PROFICIENCY	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning

INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher

GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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Missouri Learning Standards
Language Arts
Grade **7** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme
INDICATOR / PROFICIENCY	7.RL.1.D.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.A.	Structure
INDICATOR / PROFICIENCY	7.RL.2.A.	Analyze how a text's form or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.B.	Point of View
INDICATOR / PROFICIENCY	7.RL.2.B.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	7.RL.2.C.	Analyze how specific word choices contribute to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	**RL.2.**	**Analyze Craft and Structure (Approaching Texts as a Writer)**
GLE / COMPONENT	**RL.2.D.**	**Interaction and Meaning**
INDICATOR / PROFICIENCY	7.RL.2.D.	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	**RL.3.**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)**
GLE / COMPONENT	**RL.3.D.**	**Comprehension**
INDICATOR / PROFICIENCY	7.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Approaching the Task as a Researcher**
GLE / COMPONENT	**W.1.A.**	**Research**
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.2.**	**Approaching the Task as a Writer**
GLE / COMPONENT	**W.2.A.**	**Development**
INDICATOR / PROFICIENCY	**7.W.2.A.**	**Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**
INDICATOR	7.W.2.A.a.	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		**Writing**

CONCEPT: GLE / BENCHMARK	**W.3.**	**Approaching the Task as a Reader**
GLE / COMPONENT	**W.3.A.**	**Revise and Edit**
INDICATOR / PROFICIENCY	**7.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND: BIG IDEA / STANDARD		**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	**SL.1.**	**Collaborating**
GLE / COMPONENT	**SL.1.A.**	**Conversations**
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND: BIG IDEA / STANDARD		**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	**SL.1.**	**Collaborating**
GLE / COMPONENT	**SL.1.C.**	**Viewpoints of Others**
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

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STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme
INDICATOR / PROFICIENCY	7.RL.1.D.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.A.	Structure
INDICATOR / PROFICIENCY	7.RL.2.A.	Analyze how a text's form or overall structure contributes to meaning.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.B.	Point of View
INDICATOR / PROFICIENCY	7.RL.2.B.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.C.	Craft and Meaning

INDICATOR / PROFICIENCY	7.RL.2.C.	Analyze how specific word choices contribute to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	7.RL.2.D.	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	7.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	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.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	7.W.2.A.a.	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader

GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	**7.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	**7.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	7.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.