Main Criteria: Structure and Style for Students Secondary Criteria: North Dakota Content Standards Subject: Language Arts

Grade: 7

Structure and Style for Students

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

North Dakota Content Standards

Reading Standards for Informational/Nonfiction Text

Language Arts

Grade 7 - Adopted: 2017

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text
INDICATOR	7.RI.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.RI.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.RI.1.c.	Provide an objective summary of the text.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text.
GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	7.SL.1.a.	Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed.
INDICATOR	7.SL.1.b.	Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONT ENT ST AND ARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration

GRADE LEVEL	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media
EXPECTATION		and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL	7.SL.4.	Present claims and findings, emphasizing significant points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

North Dakota Content Standards

Language Arts Grade 7 - Adopted: 2017

Reading Standards for Informational/Nonfiction Text

Language Standards

CONTENT STANDARD

EXPECTATION

BENCHMARK Key Ideas and Details **GRADE LEVEL** 7.RI.1. Read closely to comprehend text **EXPECTATION** 7.RI.1.a. Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may INDICATOR include graphs, charts, diagrams, maps, pictures as well as text.) INDICATOR 7.RI.1.b. Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) INDICATOR 7.RI.1.c. Provide an objective summary of the text. CONTENT Reading Standards for Informational/Nonfiction Text **STANDARD** BENCHMARK Key Ideas and Details **GRADE LEVEL** Determine two or more central ideas in a text and analyze their development over the course of the text. 7.RI.2.

GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	7.SL.1.a.	Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed.
INDICATOR	7.SL.1.b.	Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	7.SL.4.	Present claims and findings, emphasizing significant points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

North Dakota Content Standards

Language Arts

Grade 7 - Adopted: 2017

CONTENT
STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RL.1.	Read closely to comprehend text
INDICATOR	7.RL.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly.
INDICATOR	7.RL.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text.
INDICATOR	7.RL.1.c.	Provide an objective summary.
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
BENCHMARK		Key Ideas and Details

GRADE LEVEL 7.RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text.

GRADE LEVEL EXPECTATION	7.RL.3.	Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RL.5.	Analyze how an author uses an entire text's (e.g., short story, drama, poem) form or structure to develop ideas.
GRADE LEVEL EXPECTATION	7.RL.6.	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.
CONTENT ST ANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RL.10.	By the end of grade 7, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT ST ANDARD		Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
INDICATOR	7.SL.1.a.	Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed.	
INDICATOR	7.SL.1.b.	Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
INDICATOR	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
CONTENT ST ANDARD		Speaking and Listening Standards	
BENCHMARK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
CONTENT STANDARD		Speaking and Listening Standards	
BENCHMARK		Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	7.SL.4.	Present claims and findings, emphasizing significant points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Introduce:	
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.	
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECT AT ION	7.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Practice:	
	7.L.1.I.	Practice: Resolve issues of complex or contested usage, consulting reliable references as needed.	

BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION		monstrate command of the conventions of standard English capitalization, punctuation, and elling when writing.	
INDICATOR		Practice:	
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)	

CONTENT Language Standards

STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	7.L.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

North Dakota Content Standards

Language Arts

Grade 7 - Adopted: 2017

CONTENT **STANDARD**

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RL.1.	Read closely to comprehend text
INDICATOR	7.RL.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly.
INDICATOR	7.RL.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text.
INDICATOR	7.RL.1.c.	Provide an objective summary.
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text.

EXPECTATION

GRADE LEVEL EXPECTATION	7.RL.3.	Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RL.5.	Analyze how an author uses an entire text's (e.g., short story, drama, poem) form or structure to develop ideas.
GRADE LEVEL EXPECTATION	7.RL.6.	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.
CONTENT ST ANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RL.10.	By the end of grade 7, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT ST ANDARD		Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
INDICATOR	7.SL.1.a.	Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed.	
INDICATOR	7.SL.1.b.	Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
INDICATOR	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
CONTENT STANDARD		Speaking and Listening Standards	
BENCHMARK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
CONTENT ST ANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Introduce:	
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Practice:	
INDICATOR	7.L.1.I.	Resolve issues of complex or contested usage, consulting reliable references as needed.	
CONTENT ST ANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR		Practice:	
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)	

BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
INDICATOR	7.L.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

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

North Dakota Content Standards Language Arts Grade 7 - Adopted: 2017

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text
INDICATOR	7.Rl.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.Rl.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.RI.1.c.	Provide an objective summary of the text.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text.
GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

GRADE LEVEL EXPECTATION	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONTENT		Writing Standards

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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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CONTENT
STANDARD
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Writing Standards

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT Writing Standards

STANDARD

BENCHMARK **Research to Build and Present Knowledge** GRADE LEVEL 7.W.8. Gather relevant information from multiple print and digital sources. **EXPECTATION**

INDICATOR 7.W.8.c. Quote or paraphrase the information and conclusions of others.

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	7.SL.1.a.	Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed.
INDICATOR	7.SL.1.b.	Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONT ENT ST AND ARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONT ENT ST AND ARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	7.SL.4.	Present claims and findings, emphasizing significant points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.

INDICATOR 7.L.1.I. Resolve issues of complex or contested usage, consulting reliable references as needed.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT **STANDARD**

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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North Dakota Content Standards

Language Arts

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CONTENT **STANDARD**

EXPECTATION

- **Reading Standards for Informational/Nonfiction Text**

BENCHMARK Key Ideas and Details **GRADE LEVEL** 7.RI.1. Read closely to comprehend text **EXPECTATION** INDICATOR 7.RI.1.a. Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) INDICATOR 7.RI.1.b. Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) INDICATOR 7.RI.1.c. Provide an objective summary of the text. CONTENT Reading Standards for Informational/Nonfiction Text **STANDARD** BENCHMARK Key Ideas and Details **GRADE LEVEL** 7.RI.2. Determine two or more central ideas in a text and analyze their development over the course of the text.

GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
INDICATOR	7.W.8.c.	Quote or paraphrase the information and conclusions of others.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	7.SL.1.a.	Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed.
INDICATOR	7.SL.1.b.	Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONT ENT ST AND ARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CONTENT ST AND ARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT Language Standards STANDARD

 BENCHMARK
 Conventions of Standard English

 GRADE LEVEL EXPECT ATION
 7.L.2.
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 INDICATOR
 Practice:

 INDICATOR
 7.L.2.b.
 Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

Language Standards

clue to the meaning of a word or phrase.

 BENCHMARK
 Vocabulary Acquisition and Use

 GRADE LEVEL
 7.L.4.
 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

 INDICATOR
 7.L.4.a.
 Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a

CONTENT Language Standards BENCHMARK Vocabulary Acquisition and Use GRADE LEVEL 7.L.6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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North Dakota Content Standards

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CONTENT STANDARD

CONTENT

ST AND ARD

 BENCHMARK
 Key Ideas and Details

 GRADE LEVEL EXPECTATION
 7.Rl.1.
 Read closely to comprehend text

 INDICATOR
 7.Rl.1.a.
 Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

 INDICATOR
 7.Rl.1.b.
 Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

Reading Standards for Informational/Nonfiction Text

STANDARD		
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text.
GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Text Types and Purposes

GRADE LEVEL EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD	Writing Standards
BENCHMARK	Production, Distribution, and Range of Writing

GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
INDICATOR	7.W.8.c.	Quote or paraphrase the information and conclusions of others.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	7.SL.1.a.	Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed.
INDICATOR	7.SL.1.b.	Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:

INDICATOR

7.L.1.b.

Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CONTENT Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT Language Standards STANDARD

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	Practice:

CONTENT Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT ST AND ARD		Language Standards

STANDARD		
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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North Dakota Content Standards

Language Arts

Grade 7 - Adopted: 2017

 CONTENT
STANDARD
 Reading Standards for Informational/Nonfiction Text

 BENCHMARK
 Key Ideas and Details

BENCHMARK	Key Ideas and Details
GRADE LEVEL EXPECTATION	Read closely to comprehend text

INDICATOR	7.Rl.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.Rl.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text.
GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Text Types and Purposes

GRADE LEVEL EXPECTATION	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CONTENT Language Standards STANDARD

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Practice:

INDICATOR 7.L.1.i. Recognize and correct inappropriate shifts in verb tense.

INDICATOR	7.L.1.I.	Resolve issues of complex or contested usage, consulting reliable references as needed.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	7.L.1.r.	Explain the function of a prepositional phrase.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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		North Dakota Content Standards
		Language Art s Grade 7 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text

INDICATOR 7.RI.1.a. Cite several p

. Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR	7.Rl.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text.
GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters: organize an event sequence that unfolds naturally and logically.

characters; organize an event sequence that unfolds naturally and logically.

INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONT ENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONT ENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	7.L.1.i.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	7.L.1.I.	Resolve issues of complex or contested usage, consulting reliable references as needed.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	7.L.1.r.	Explain the function of a prepositional phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

North Dakota Content Standards

Language Arts

Grade 7 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text
INDICATOR	7.Rl.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.Rl.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

INDICATOR	7.RI.1.c.	Provide an objective summary of the text.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text.
GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.7.	Conduct short research projects to answer a question.
INDICATOR	7.W.7.b.	Generate additional related, focused questions for further research and investigation.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
INDICATOR	7.W.8.c.	Quote or paraphrase the information and conclusions of others.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	7.SL.1.a.	Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed.
INDICATOR	7.SL.1.b.	Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT ST AND ARD		Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONT ENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	7.L.1.r.	Explain the function of a prepositional phrase.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134

North Dakota Content Standards Language Arts

Grade 7 - Adopted: 2017

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text
INDICATOR	7.Rl.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.Rl.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.Rl.1.c.	Provide an objective summary of the text.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text.
GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
BENCHMARK GRADE LEVEL EXPECT ATION	7.W.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL	7.W.3. 7.W.3.d.	Write narratives to develop real or imagined experiences or events using effective technique, relevant
GRADE LEVEL EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and
GRADE LEVEL EXPECT ATION INDICATOR		Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE LEVEL EXPECT ATION INDICATOR		Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Writing Standards
GRADE LEVEL EXPECT ATION INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL	7.W.3.d.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Writing Standards Production, Distribution, and Range of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of
GRADE LEVEL EXPECT ATION INDICATOR GONT ENT BENCHMARK GRADE LEVEL EXPECTATION	7.W.3.d. 7.W.4.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Writing Standards Production, Distribution, and Range of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of
GRADE LEVEL EXPECT ATIONINDICATORCONT ENT ST ANDARDBENCHMARKGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATION	7.W.3.d. 7.W.4. 7.W.5.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Writing Standards Production, Distribution, and Range of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as

BENCHMARK Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	7.W.7.	Conduct short research projects to answer a question.
INDICATOR	7.W.7.b.	Generate additional related, focused questions for further research and investigation.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
INDICATOR	7.W.8.c.	Quote or paraphrase the information and conclusions of others.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	7.SL.1.a.	Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed.
INDICATOR	7.SL.1.b.	Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small

bag).

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Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	7.L.1.r.	Explain the function of a prepositional phrase.

CONTENT STANDARD

BENCHMARK	Conventions of Standard English

Language Standards

Language Standards

EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140

North Dakota Content Standards

Language Arts

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text
INDICATOR	7.RI.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.Rl.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.RI.1.c.	Provide an objective summary of the text.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text.
GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.7.	Conduct short research projects to answer a question.
INDICATOR	7.W.7.b.	Generate additional related, focused questions for further research and investigation.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
INDICATOR	7.W.8.a.	Use search terms effectively.
INDICATOR	7.W.8.c.	Quote or paraphrase the information and conclusions of others.
INDICATOR	7.W.8.e.	Follow a standard format for citation.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration

GRADE LEVEL7.SL.2.Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse mediaEXPECTATIONand formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CONTENT		Learning Chardende

CONTENT STANDARD Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Demonstrate proficiency in:

CONTENT STANDARD Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 13 Page 141-148
		North Dakota Content Standards

Language Arts

Grade 7 - Adonted 2017

Grade 7 - Adopted: 2017

CONTENT
STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD

Writing Standards

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
INDICATOR	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing

GRADE LEVEL 7.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of EXPECTATION tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)

GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONT ENT ST AND ARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

INDICATOR 7.L.1.f. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD

INDICATOR

7.L.1.c.

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	7.L.1.r.	Explain the function of a prepositional phrase.

CONTENT Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT	
STANDARD	

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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North Dakota Content Standards Language Arts Grade 7 - Adopted: 2017

CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT Writing Standards STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
INDICATOR	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT		Language Standarde

CONTENT Language Standards STANDARD

BENCHMARK **Conventions of Standard English** GRADE LEVEL 7.L.1. Within the context of authentic English writing and speaking... **EXPECTATION** Introduce: INDICATOR INDICATOR 7.L.1.b. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. INDICATOR 7.L.1.c. Explain the function of phrases and clauses in general and their function in specific sentences. INDICATOR 7.L.1.f. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CONTENT Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	7.L.1.r.	Explain the function of a prepositional phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 15 Page 155-163
		North Dakota Content Standards Language Arts Grade 7 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RL.1.	Read closely to comprehend text
INDICATOR	7.RL.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly.
INDICATOR	7.RL.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text.
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text.

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RL.6.	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RL.10.	By the end of grade 7, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and
		convey experiences and events.
CONTENT ST ANDARD		
		convey experiences and events.
STANDARD	7.W.4.	convey experiences and events. Writing Standards
BENCHMARK GRADE LEVEL		convey experiences and events. Writing Standards Production, Distribution, and Range of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of
ST ANDARD BENCHMARK GRADE LEVEL EXPECTATION GRADE LEVEL	7.W.4.	convey experiences and events. Writing Standards Production, Distribution, and Range of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of
ST ANDARD BENCHMARK GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	7.W.4. 7.W.5.	convey experiences and events. Writing Standards Production, Distribution, and Range of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as
ST ANDARD BENCHMARK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT	7.W.4. 7.W.5.	convey experiences and events. Writing Standards Production, Distribution, and Range of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
ST ANDARD BENCHMARK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT ST ANDARD	7.W.4. 7.W.5.	convey experiences and events. Writing Standards Production, Distribution, and Range of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. Speaking and Listening Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:

CONTENT Language Standards

STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	7.L.1.r.	Explain the function of a prepositional phrase.

CONTENT STANDARD Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

CONTENT Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180

North Dakota Content Standards

Language Arts

Grade 7 - Adopted: 2017

Reading Standards for Informational/Nonfiction Text

CONTENT STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text
INDICATOR	7.RI.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.RI.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.RI.1.c.	Provide an objective summary of the text.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text.
GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of

EXPECTATION

GRADE LEVEL

EXPECTATION

GRADE LEVEL

EXPECTATION

7.W.5.

7.W.6.

Writing Standards

 BENCHMARK
 Research to Build and Present Knowledge

 GRADE LEVEL
 7.W.7.
 Conduct short research projects to answer a question.

to interact and collaborate with others, including linking to and citing sources.

tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1-3.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing

on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of

Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as

INDICATOR 7.W.7.b. Generate additional related, focused questions for further research and investigation.

Language standards 1-3 up to and including grade 7.)

BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	Gather relevant information from multiple print and digital sources.

INDICATOR 7.W.8.c. Quote or paraphrase the information and conclusions of others.

Speaking and Listening Standards

Speaking and Listening Standards

CONTENT STANDARD

BENCHMARK **Comprehension and Collaboration GRADE LEVEL** 7.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **EXPECTATION** with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. INDICATOR 7.SL.1.a. Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed. INDICATOR 7.SL.1.b. Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed. INDICATOR 7.SL.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CONTENT STANDARD

 BENCHMARK
 Comprehension and Collaboration

 GRADE LEVEL
 7.SL.2.

 Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	7.L.1.	Within the context of authentic English writing and speaking

INDICATOR		Practice:
INDICATOR	7.L.1.I.	Resolve issues of complex or contested usage, consulting reliable references as needed.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	7.L.1.r.	Explain the function of a prepositional phrase.
CONT ENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD	l	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 181-186
		North Dakota Content Standards Language Arts Grade 7 - Adopted: 2017
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text

INDICATOR	7.Rl.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.Rl.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.Rl.1.c.	Provide an objective summary of the text.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text.
GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONT ENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
INDICATOR	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.7.	Conduct short research projects to answer a question.
INDICATOR	7.W.7.b.	Generate additional related, focused questions for further research and investigation.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
INDICATOR	7.W.8.a.	Use search terms effectively.
INDICATOR	7.W.8.c.	Quote or paraphrase the information and conclusions of others.
INDICATOR	7.W.8.e.	Follow a standard format for citation.

CONTENT	
STANDARD	

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CONTENT Language Standards STANDARD

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Practice:

INDICATOR 7.L.1.I. Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	7.L.1.r.	Explain the function of a prepositional phrase.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	7.L.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 187-196
		North Dakota Content Standards Language Arts Grade 7 - Adopted: 2017
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text
	7.Rl.1. 7.Rl.1.a.	Read closely to comprehend text Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
EXPECTATION		Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may
EXPECT AT ION	7.Rl.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include
EXPECT AT ION	7.Rl.1.a. 7.Rl.1.b. 7.Rl.1.c.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
EXPECT AT ION INDICATOR INDICATOR INDICATOR CONTENT	7.Rl.1.a. 7.Rl.1.b. 7.Rl.1.c.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) Provide an objective summary of the text.
EXPECT AT ION INDICATOR INDICATOR INDICATOR CONTENT STANDARD	7.Rl.1.a. 7.Rl.1.b. 7.Rl.1.c.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) Provide an objective summary of the text. Reading Standards for Informational/Nonfiction Text
EXPECT AT ION INDICATOR INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL	7.Rl.1.a. 7.Rl.1.b. 7.Rl.1.c.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) Provide an objective summary of the text. Reading Standards for Informational/Nonfiction Text Key Ideas and Details
EXPECT AT ION INDICATOR INDICATOR INDICATOR INDICATOR BENCHMARK GRADE LEVEL GRADE LEVEL GRADE LEVEL	7.RI.1.a. 7.RI.1.b. 7.RI.1.c. 7.RI.2. 7.RI.2.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) Provide an objective summary of the text. Reading Standards for Informational/Nonfiction Text Key Ideas and Details Determine two or more central ideas in a text and analyze their development over the course of the text. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or

GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.1.	Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.
INDICATOR	7.W.1.a.	Introduce claim(s), address alternate or opposing claims (counterclaims), and organize the reasons and evidence logically.
INDICATOR	7.W.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
INDICATOR	7.W.1.b. 7.W.1.e.	
		an understanding of the topic or text.
INDICATOR CONTENT		an understanding of the topic or text. Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR CONTENT STANDARD		an understanding of the topic or text. Provide a concluding statement or section that follows from and supports the argument presented. Writing Standards
INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL	7.W.1.e.	an understanding of the topic or text. Provide a concluding statement or section that follows from and supports the argument presented. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION	7.W.1.e. 7.W.2.	an understanding of the topic or text. Provide a concluding statement or section that follows from and supports the argument presented. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION INDICATOR CONTENT	7.W.1.e. 7.W.2.	an understanding of the topic or text. Provide a concluding statement or section that follows from and supports the argument presented. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing
EXPECTATION		on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of
		Language standards 1–3 up to and including grade 7.)

GRADE LEVEL7.W.6.Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as
to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD

7.W.7.b.

Writing Standards

BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL 7.W.7. EXPECT AT ION	Conduct short research projects to answer a question.

Generate additional related, focused questions for further research and investigation.

INDICATOR

Writing Standards

CONTENT STANDARD

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
INDICATOR	7.W.8.c.	Quote or paraphrase the information and conclusions of others.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
	7512	Use introductory note taking strategies to analyze the main ideas and supporting details presented in diverse media

GRADE LEVEL7.SL.2.Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse mediaEXPECTATIONand formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT Language Standards STANDARD

BENCHMARK **Conventions of Standard English GRADE LEVEL** 7.L.1. Within the context of authentic English writing and speaking ... **EXPECTATION** INDICATOR Introduce: INDICATOR 7.L.1.b. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. INDICATOR 7.L.1.c. Explain the function of phrases and clauses in general and their function in specific sentences. INDICATOR 7.L.1.f. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). CONTENT Language Standards **STANDARD**

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking

INDICATOR		Practice:
INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	7.L.1.r.	Explain the function of a prepositional phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226
		North Dakota Content Standards Language Arts Grade 7 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text

INDICATOR	7.RI.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.Rl.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)
INDICATOR	7.RI.1.c.	Provide an objective summary of the text.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text.
GRADE LEVEL EXPECTATION	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.Rl.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
INDICATOR	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT ST ANDARD		Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.7.	Conduct short research projects to answer a question.
INDICATOR	7.W.7.a.	Draw on several sources.
INDICATOR	7.W.7.b.	Generate additional related, focused questions for further research and investigation.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
INDICATOR	7.W.8.a.	Use search terms effectively.
INDICATOR	7.W.8.c.	Quote or paraphrase the information and conclusions of others.
CONT ENT ST AND ARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration

GRADE LEVEL7.SL.2.Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse mediaEXPECTATIONand formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CONTENT		Learning Chardende

CONTENT STANDARD Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Demonstrate proficiency in:

CONTENT STANDARD Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 227-234

North Dakota Content Standards

Language Arts

Grade 7 - Adopted: 2017

Reading Standards for Informational/Nonfiction Text

Reading Standards for Informational/Nonfiction Text

to the development of the ideas.

CONTENT STANDARD

BENCHMARK Key Ideas and Details 7.RI.1. **GRADE LEVEL** Read closely to comprehend text **EXPECTATION** INDICATOR 7.RI.1.a. Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) INDICATOR 7.RI.1.b. Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.) INDICATOR 7.RI.1.c. Provide an objective summary of the text.

CONTENT STANDARD

EXPECTATION

BENCHMARK Key Ideas and Details **GRADE LEVEL** 7.RI.2. Determine two or more central ideas in a text and analyze their development over the course of the text. **EXPECTATION** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or **GRADE LEVEL** 7.RI.3. **EXPECTATION** events, or how individuals influence ideas or events). CONTENT **Reading Standards for Informational/Nonfiction Text STANDARD** BENCHMARK **Craft and Structure** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **GRADE LEVEL** 7.RI.4. **EXPECTATION** technical meanings; analyze the impact of a specific word choice on meaning and tone. **GRADE LEVEL** 7.RI.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RI.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
INDICATOR	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)

GRADE LEVEL	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing
EXPECTATION		on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of
		Language standards 1–3 up to and including grade 7.)

GRADE LEVEL7.W.6.Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as
to interact and collaborate with others, including linking to and citing sources.

CONTENT	Writing Standards
STANDARD	

BENCHMARK Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	7.W.7.	Conduct short research projects to answer a question.
INDICATOR	7.W.7.a.	Draw on several sources.
INDICATOR	7.W.7.b.	Generate additional related, focused questions for further research and investigation.
CONTENT ST AND ARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
INDICATOR	7.W.8.a.	Use search terms effectively.
INDICATOR	7.W.8.c.	Quote or paraphrase the information and conclusions of others.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.
CONTENT		Language Standarde

CONTENT

STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	7.L.1.r.	Explain the function of a prepositional phrase.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 241-258
		North Dakota Content Standards Language Arts Grade 7 - Adopted: 2017
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECT ATION	7.RI.1.	Read closely to comprehend text
INDICATOR	7.RI.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly. (Textual evidence may

INDICATOR 7.RI.1.b. Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)

include graphs, charts, diagrams, maps, pictures as well as text.)

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text.
GRADE LEVEL EXPECTATION	7.Rl.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	7.Rl.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.Rl.10.	By the end of grade 7, read and comprehend grade-level 27 appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding28 as needed.

CONTENT Writing Standards

STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT Writing Standards STANDARD

 BENCHMARK
 Text Types and Purposes

 GRADE LEVEL
 7.W.3.
 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR 7.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

INDICATOR	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.7.	Conduct short research projects to answer a question.
INDICATOR	7.W.7.a.	Draw on several sources.
INDICATOR	7.W.7.b.	Generate additional related, focused questions for further research and investigation.

CONTENT Writing Standards STANDARD

 BENCHMARK
 Research to Build and Present Knowledge

 GRADE LEVEL
 7.W.8.
 Gather relevant information from multiple print and digital sources.

 INDICATOR
 7.W.8.a.
 Use search terms effectively.

 INDICATOR
 7.W.8.c.
 Quote or paraphrase the information and conclusions of others.

 CONTENT
 Speaking and Listening Standards

BENCHMARK	Comprehension and Collaboration
GRADE LEVEL 7.SL.2. EXPECTATION	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT Language Standards STANDARD

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Introduce:

INDICATOR	7.L.1.b.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CONTENT ST ANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	7.L.1.r.	Explain the function of a prepositional phrase.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	7.L.5.	Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings.
INDICATOR	7.L.5.a.	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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North Dakota Content Standards Language Arts

Grade 7 - Adopted: 2017

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RL.1.	Read closely to comprehend text
INDICATOR	7.RL.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly.
INDICATOR	7.RL.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text.
INDICATOR	7.RL.1.c.	Provide an objective summary.
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text.
GRADE LEVEL EXPECTATION	7.RL.3.	Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT ST ANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RL.5.	Analyze how an author uses an entire text's (e.g., short story, drama, poem) form or structure to develop ideas.
GRADE LEVEL EXPECTATION	7.RL.6.	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RL.10.	By the end of grade 7, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	7.W.3.b. 7.W.3.d.	
		characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and
INDICATOR	7.W.3.d.	characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
INDICATOR INDICATOR CONTENT	7.W.3.d.	characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.
INDICATOR INDICATOR CONTENT STANDARD	7.W.3.d.	characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. Writing Standards
INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL	7.W.3.d. 7.W.3.e.	characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. Writing Standards Production, Distribution, and Range of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of

Speaking and Listening Standards

Speaking and Listening Standards

BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	Gather relevant information from multiple print and digital sources.

INDICATOR 7.W.8.e. Follow a standard format for citation.

CONTENT STANDARD

BENCHMARK **Comprehension and Collaboration GRADE LEVEL** 7.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **EXPECTATION** with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. INDICATOR 7.SL.1.a. Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed. INDICATOR 7.SL.1.b. Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed. INDICATOR 7.SL.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CONTENT STANDARD

 BENCHMARK
 Comprehension and Collaboration

 GRADE LEVEL
 7.SL.2.

 Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CONTENT

STANDARD

Language Standards

 BENCHMARK
 Conventions of Standard English

 GRADE LEVEL EXPECTATION
 7.L.1.
 Within the context of authentic English writing and speaking...

 INDICATOR
 Fractice:

7.L.1.I.	Resolve issues of complex or contested usage, consulting reliable references as needed.
	Language Standards
	Conventions of Standard English
7.L.1.	Within the context of authentic English writing and speaking
	Demonstrate proficiency in:
7.L.1.r.	Explain the function of a prepositional phrase.
	Language Standards
	Conventions of Standard English
7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Practice:
7.L.2.b.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
	Language Standards
	Vocabulary Acquisition and Use
7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	Language Standards
	Vocabulary Acquisition and Use
7.L.5.	Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings.
7.L.5.a.	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)
	include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)
	7.L.1. 7.L.1.r. 7.L.2. 7.L.2.b. 7.L.2.b. 7.L.2.b. 7.L.2.b.

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North Dakota Content Standards

Language Arts

Grade 7 - Adopted: 2017

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RL.1.	Read closely to comprehend text
INDICATOR	7.RL.1.a.	Cite several pieces of textual evidence to support analysis of what the text says explicitly.
INDICATOR	7.RL.1.b.	Cite several pieces of textual evidence to support inferences drawn from the text.
INDICATOR	7.RL.1.c.	Provide an objective summary.
CONTENT ST ANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text.
GRADE LEVEL EXPECTATION	7.RL.3.	Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT ST ANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	7.RL.5.	Analyze how an author uses an entire text's (e.g., short story, drama, poem) form or structure to develop ideas.
GRADE LEVEL EXPECTATION	7.RL.6.	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.
CONT ENT ST AND ARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	7.RL.10.	By the end of grade 7, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

INDICATOR 7.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR 7.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR 7.W.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Standards CONTENT **STANDARD**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
INDICATOR	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GRADE LEVEL EXPECTATION	7.W.6.	Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT **STANDARD**

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
INDICATOR	7.W.8.e.	Follow a standard format for citation.
CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATOR	7.L.1.f.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CONTENT STANDARD

Language Standards

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Practice:

INDICATOR 7.L.1.I. Resolve issues of complex or contested usage, consulting reliable references as needed.

CONTENT Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
	714-	

INDICATOR 7.L.1.r. Explain the function of a prepositional phrase.

CONTENT STANDARD

Language Standards

 BENCHMARK
 Conventions of Standard English

 GRADE LEVEL EXPECTATION
 7.L.2.
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 INDICATOR
 7.L.2.b.
 Practice:

 INDICATOR
 7.L.2.b.
 Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT Language Standards STANDARD

BENCHMARK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATOR 7.L.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.5.	Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings.
INDICATOR	7.L.5.a.	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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North Dakota Content Standards Language Arts		
		Grade 7 - Adopted: 2017

CONTENT
STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Craft and Structure

GRADE LEVEL7.RI.4.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT Writing Standards STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing

GRADE LEVEL EXPECTATION	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	7.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
CONT ENT ST AND ARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	7.SL.2.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.