

Structure and Style for Students

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

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.)
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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.)
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INDICATOR	7.RI.1.c.	Provide an objective summary of the text.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
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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.
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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).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
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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.
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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 scaffolding ²⁸ as needed.
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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.)

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
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
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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
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GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text
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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.)
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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.)
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INDICATOR	7.RI.1.c.	Provide an objective summary of the text.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
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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.
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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).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
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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.
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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 scaffolding ²⁸ as needed.
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CONTENT STANDARD

Writing Standards

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

Writing Standards

BENCHMARK		Text Types and Purposes
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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.
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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.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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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.
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INDICATOR	7.SL.1.b.	Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Introduce:
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INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
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CONTENT STANDARD

Language Standards

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

Reading Standards for Literature/Fiction

BENCHMARK		Craft and Structure
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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.
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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.
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CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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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.
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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.
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INDICATOR	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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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.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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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
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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
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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
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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
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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 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.

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
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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
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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).
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CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Craft and Structure
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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.
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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.
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CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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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.
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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.
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INDICATOR	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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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.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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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
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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
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GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Introduce:
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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
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GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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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
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GRADE LEVEL EXPECTATION	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR		Practice:
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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.

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
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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

CONTENT STANDARD Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text
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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
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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
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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 scaffolding ²⁸ as needed.
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CONTENT STANDARD

Writing Standards

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

Writing Standards

BENCHMARK		Text Types and Purposes
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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.
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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.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD

Writing Standards

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

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 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 4: SUMMARIZING A REFERENCE Week 6 Page 61-70

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.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).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
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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.
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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 scaffolding ²⁸ as needed.
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CONTENT STANDARD

Writing Standards

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

Writing Standards

BENCHMARK		Text Types and Purposes
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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.
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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.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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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.
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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.
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INDICATOR	7.SL.1.b.	Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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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:
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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.
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INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
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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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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.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.

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.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
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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.
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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).
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

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

BENCHMARK		Range of Reading and Level of Text Complexity
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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 scaffolding ²⁸ as needed.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
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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.
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INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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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**Writing Standards**

BENCHMARK		Text Types and Purposes
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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.
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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.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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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.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 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.
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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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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.
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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)
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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.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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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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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.)
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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.)
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
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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.
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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).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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 scaffolding ²⁸ as needed.
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CONTENT STANDARD

Writing Standards

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

Writing Standards

BENCHMARK		Text Types and Purposes
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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.
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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 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.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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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.
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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)
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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.
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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.

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.)
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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.)
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
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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.
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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).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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 scaffolding ²⁸ as needed.
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CONTENT STANDARD

Writing Standards

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

Writing Standards

BENCHMARK		Text Types and Purposes
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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.
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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.
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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.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Introduce:
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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.
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INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
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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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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	7.L.1.i.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	7.L.1.l.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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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 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 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.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.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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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.
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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).
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

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

BENCHMARK		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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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 scaffolding ²⁸ as needed.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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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.
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INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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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 **Writing Standards**

BENCHMARK		Text Types and Purposes
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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.
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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.
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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.)
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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.)
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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.
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CONTENT STANDARD

Writing Standards

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

Writing Standards

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

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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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.
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INDICATOR	7.SL.1.b.	Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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CONTENT STANDARD

Speaking and Listening Standards

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

CONTENT STANDARD Language Standards

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

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

CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text
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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.

CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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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 scaffolding ²⁸ as needed.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
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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.
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INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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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**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.
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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.
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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.)
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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.)
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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.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	7.W.7.	Conduct short research projects to answer a question.
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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.
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INDICATOR 7.W.8.c. Quote or paraphrase the information and conclusions of others.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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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

Language Standards

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

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.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.
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 scaffolding ²⁸ 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.
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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 **Writing Standards**

BENCHMARK		Text Types and Purposes
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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.
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	7.W.7.	Conduct short research projects to answer a question.
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INDICATOR	7.W.7.b.	Generate additional related, focused questions for further research and investigation.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
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INDICATOR	7.W.8.a.	Use search terms effectively.
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INDICATOR	7.W.8.c.	Quote or paraphrase the information and conclusions of others.
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INDICATOR	7.W.8.e.	Follow a standard format for citation.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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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 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 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
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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.
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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
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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.

North Dakota Content Standards

Language Arts

Grade 7 - Adopted: 2017

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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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.
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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
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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.
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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
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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.)
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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.
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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.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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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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:
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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.
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INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
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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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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:
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INDICATOR	7.L.1.i.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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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.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.

**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 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.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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INDICATOR	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Introduce:
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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.
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INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
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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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CONTENT STANDARD

Language Standards

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

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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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.
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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.
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INDICATOR	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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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 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 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 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 8: FORMAL ESSAY MODELS Week 16 Page 165-180

**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.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.

CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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 scaffolding ²⁸ as needed.
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CONTENT STANDARD

Writing Standards

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

Writing Standards

BENCHMARK		Text Types and Purposes
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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.
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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.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	7.W.7.	Conduct short research projects to answer a question.
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INDICATOR	7.W.7.b.	Generate additional related, focused questions for further research and investigation.
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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 STANDARD**Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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 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:
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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	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.

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.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.

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 scaffolding ²⁸ 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.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
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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.
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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 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 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.
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.

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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
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
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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.
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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 scaffolding ²⁸ as needed.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	7.W.1.	Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.
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INDICATOR	7.W.1.a.	Introduce claim(s), address alternate or opposing claims (counterclaims), and organize the reasons and evidence logically.
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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.
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INDICATOR	7.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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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.
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INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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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.
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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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:
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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.
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INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
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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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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:
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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	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.

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.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.

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 scaffolding ²⁸ 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.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**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.

CONTENT STANDARD**Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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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 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 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
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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.
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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
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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.

North Dakota Content Standards

Language Arts

Grade 7 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	7.RI.1.	Read closely to comprehend text
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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
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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
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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 scaffolding ²⁸ 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.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**Writing Standards**

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

Writing Standards

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

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	7.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Introduce:
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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.
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INDICATOR	7.L.1.c.	Explain the function of phrases and clauses in general and their function in specific sentences.
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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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CONTENT STANDARD

Language Standards

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

**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.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
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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.
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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).
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

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

BENCHMARK		Range of Reading and Level of Text Complexity
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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 scaffolding ²⁸ as needed.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
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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.
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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.
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INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
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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.
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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.
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INDICATOR	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD **Writing Standards**

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

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
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INDICATOR	7.W.8.a.	Use search terms effectively.
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INDICATOR	7.W.8.c.	Quote or paraphrase the information and conclusions of others.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD **Language Standards**

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

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	7.L.5.	Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings.
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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
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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
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GRADE LEVEL EXPECTATION	7.RL.1.	Read closely to comprehend text
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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
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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 STANDARD Reading Standards for Literature/Fiction

BENCHMARK	Craft and Structure
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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 STANDARD Reading Standards for Literature/Fiction

BENCHMARK	Range of Reading and Level of Text Complexity	
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK	Text Types and Purposes	
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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.
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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.
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INDICATOR	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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CONTENT STANDARD **Writing Standards**

BENCHMARK	Text Types and Purposes	
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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.
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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.
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INDICATOR	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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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.
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INDICATOR	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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CONTENT STANDARD **Writing Standards**

BENCHMARK	Production, Distribution, and Range of Writing	
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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.)
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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.)
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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.
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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 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
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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.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.
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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.
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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)
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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.
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CONTENT STANDARD

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.)
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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.

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

BENCHMARK		Text Types and Purposes
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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.
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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.
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INDICATOR	7.W.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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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.
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INDICATOR	7.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	7.W.8.	Gather relevant information from multiple print and digital sources.
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INDICATOR	7.W.8.e.	Follow a standard format for citation.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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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 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 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 STANDARD**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 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**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
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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 STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
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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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