Main Criteria: Structure and Style for Students

Secondary Criteria: Wyoming Content and Performance Standards

Subject: Language Arts

Grade: 7

Structure and Style for Students

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

Wyoming Content and Performance Standards

Language Arts

		Grade 7 - Adopted: 2012
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing

GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)				
GRADE LEVEL EXAMPLE	W.7.5.	Vith some guidance and support from peers and adults, develop and strengthen writing as needed by planning, evising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been ddressed.				
CONTENT STANDARD	WY.W.7.	Vriting Standards				
BENCHMARK		Research to Build and Present Knowledge				
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				
CONTENT STANDARD	WY.W.7.	Writing Standards				
BENCHMARK		Range of Writing				
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards				
BENCHMARK		Comprehension and Collaboration				
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.				
	SL.7.1.	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing				
EXAMPLE		with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				
EXAMPLE	SL.7.1(a)	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual				
EXPECTATION EXPECTATION	SL.7.1(a) SL.7.1(b) SL.7.1(c)	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations				
EXAMPLE EXPECTATION EXPECTATION	SL.7.1(a) SL.7.1(b) SL.7.1(c) SL.7.1(d)	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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.				
EXAMPLE EXPECTATION EXPECTATION EXPECTATION EXPECTATION CONTENT	SL.7.1(a) SL.7.1(b) SL.7.1(c) SL.7.1(d)	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Acknowledge new information expressed by others and, when warranted, modify their own views.				
EXAMPLE EXPECTATION EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD	SL.7.1(a) SL.7.1(b) SL.7.1(c) SL.7.1(d)	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Acknowledge new information expressed by others and, when warranted, modify their own views. Speaking and Listening Standards				
EXAMPLE EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION BENCHMARK GRADE LEVEL	SL.7.1(a) SL.7.1(b) SL.7.1(c) SL.7.1(d) WY.SL.7. SL.7.2.	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Acknowledge new information expressed by others and, when warranted, modify their own views. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,				

GRADE LEVEL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions,
EXAMPLE		facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

GRADE LEVELSL.7.6.Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or
appropriate.

CONTENT WY.L.7. Language Standards STANDARD

BENCHMARK		Knowledge of Language				
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.				
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.				
CONTENT STANDARD	WY.L.7.	Language Standards				
BENCHMARK		Vocabulary Acquisition and Use				
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.				
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
CONT ENT ST AND ARD	WY.L.7.	Language Standards				
BENCHMARK		Vocabulary Acquisition and Use				
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
		UNIT 2: WRITING FROM NOTES Week 2 Page 19-32				
		Wyoming Content and Performance Standards Language Arts Grade 7 - Adopted: 2012				
CONT ENT ST ANDARD	WY.RI.7.	Reading Standards for Informational Text				
BENCHMARK		Key Ideas and Details				
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
GRADE LEVEL	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an				

GRADE LEVELRI.7.3.Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or
events, or how individuals influence ideas or events).

BENCHMARK		Craft and Structure					
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.					
GRADE LEVEL EXAMPLE	RI.7.5.	alyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of the ideas.					
CONT ENT ST AND ARD	WY.W.7.	Writing Standards					
BENCHMARK		Text Types and Purposes					
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.					
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.					
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.					
CONTENT STANDARD	WY.W.7.	Writing Standards					
BENCHMARK		Production and Distribution of Writing					
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)					
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.					
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.					
CONT ENT ST AND ARD	WY.W.7.	Writing Standards					
BENCHMARK		Research to Build and Present Knowledge					
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.					
CONTENT STANDARD	WY.W.7.	Writing Standards					
BENCHMARK		Research to Build and Present Knowledge					
GRADE LEVEL EXAMPLE	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.					

EXPECTATION W.7.9(b) Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

CONTENT STANDARD	WY.W.7.	Writing Standards					
BENCHMARK		Range of Writing					
GRADE LEVEL EXAMPLE	W.7.10.	ite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a gle sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards					
BENCHMARK		Comprehension and Collaboration					
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.					
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.					
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.					
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.					
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.					
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards					
BENCHMARK		Comprehension and Collaboration					
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.					
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards					
BENCHMARK		Presentation of Knowledge and Ideas					
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.					
GRADE LEVEL EXAMPLE	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.					
CONTENT ST ANDARD	WY.L.7.	Language Standards					
BENCHMARK		Conventions of Standard English					
GRADE LEVEL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					

EXAMPLE

speaking.

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

CONTENT ST ANDARD	WY.L.7.	Language Standards			
BENCHMARK		Conventions of Standard English			
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
EXPECTATION	L.7.2(b)	Spell correctly.			
CONTENT STANDARD	WY.L.7.	Language Standards			
BENCHMARK		Knowledge of Language			
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.			
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			
CONTENT ST ANDARD	WY.L.7.	anguage Standards			
BENCHMARK		Vocabulary Acquisition and Use			
BENCHMARK GRADE LEVEL EXAMPLE	L.7.4.	Vocabulary Acquisition and Use 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.			
GRADE LEVEL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade			
GRADE LEVEL EXAMPLE		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. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a			
GRADE LEVEL EXAMPLE	L.7.4(a) L.7.4(d)	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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in			
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT	L.7.4(a) L.7.4(d)	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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
GRADE LEVEL EXAMPLEEXPECTATIONEXPECTATIONCONTENT STANDARD	L.7.4(a) L.7.4(d)	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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language Standards			
GRADE LEVELEXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL	L.7.4(a) L.7.4(d) WY.L.7.	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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language Standards Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather			

Language Arts

CONTENT STANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

CONTENT	WY.RL.7.	Reading	Standards fo	r Literature
STANDARD				

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
GRADE LEVEL EXAMPLE	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONT ENT ST ANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONT ENT ST AND ARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONT ENT ST AND ARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT	WV W 7	Writing Standards

CONTENT WY.W.7. Writing Standards STANDARD

BENCHMARK		Research to Build and Present Knowledge						
GRADE LEVEL EXAMPLE	W.7.8.	her relevant information from multiple print and digital sources, using search terms effectively; assess the dibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding giarism and following a standard format for citation.						
CONTENT STANDARD	WY.W.7.	Vriting Standards						
BENCHMARK		Range of Writing						
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards						
BENCHMARK		Comprehension and Collaboration						
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.						
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.						
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.						
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.						
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.						
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards						
BENCHMARK		Comprehension and Collaboration						
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.						
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards						
BENCHMARK		Presentation of Knowledge and Ideas						
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.						
GRADE LEVEL EXAMPLE	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.						
CONTENT STANDARD	WY.L.7.	Language Standards						
BENCHMARK		Conventions of Standard English						

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

CONTENT WY.L.7. Language Standards STANDARD

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

EXPECTATION L.7.2(b) Spell correctly.

CONTENT	WY.L.7.	Language Standards
STANDARD		

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

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

CONTENT WY.L.7. Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather
EXAMPLE		vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

Literature

CONTENT STANDARD	WY.RL.7.	Reading \$	Standards	for
DENOUNADY		Kanalalaa		

BENCHMARK

Key Ideas and Details

GRADE LEVEL EXAMPLE	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT ST ANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
GRADE LEVEL EXAMPLE	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONTENT ST ANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.W.7.	Writing Standards
	WY.W.7.	Writing Standards Text Types and Purposes
STANDARD	WY.W.7.	-
ST ANDARD BENCHMARK GRADE LEVEL		Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant
STANDARD BENCHMARK GRADE LEVEL EXAMPLE	W.7.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	W.7.3 . W.7.3(a) W.7.3(b)	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION	W.7.3 . W.7.3(a) W.7.3(b)	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD	W.7.3 . W.7.3(a) W.7.3(b)	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Writing Standards
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT ST ANDARD BENCHMARK GRADE LEVEL	W.7.3(a) W.7.3(b) WY.W.7.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60
		Wyoming Content and Performance Standards Language Arts Grade 7 - Adopted: 2012
CONT ENT ST AND ARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		Determine two or more control ideas in a text and analyze their development ever the source of the text previde on

GRADE LEVELRI.7.2.Determine two or more central ideas in a text and analyze their development over the course of the text; provide an
objective summary of the text.

GRADE LEVELRI.7.3.Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals orEXAMPLEevents, or how individuals influence ideas or events).

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GRADE LEVEL		Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding
GRADE LEVEL EXAMPLE CONTENT		Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WY.SL.7. Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXAMPLE	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.7.2(b) Spell correctly.

CONTENT WY.L.7. Language Standards STANDARD

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

CONTENT WY.L.7. Language Standards STANDARD

STANDARD		
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONT ENT ST AND ARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT ST ANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

GRADE LEVEL EXAMPLE		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONT ENT ST AND ARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT ST ANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration

GRADE LEVELSL.7.2.Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,EXAMPLEorally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT WY.L.7. Language Standards STANDARD

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

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

CONTENT WY.L.7. Language Standards STANDARD

BENCHMARK	Conventions of Standard English
GRADE LEVEL L. EXAMPLE	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.7.2(b) Spell correctly.

CONTENT WY.L.7. Language Standards STANDARD

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

CONTENT WY.L.7. Language Standards

redundancy.

STANDARD		
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Wyoming Content and Performance Standards Language Arts

WY.RI.7. Reading Standards for Informational Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT	WY.RI.7.	Reading Standards for Informational Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT WY.W.7. Writing Standards

ST AND ARD

STANDARD

BENCHMARK **Text Types and Purposes GRADE LEVEL** W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information EXAMPLE through the selection, organization, and analysis of relevant content. **EXPECTATION** W.7.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. EXPECTATION Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.7.2(b) **EXPECTATION** Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.2(d) CONTENT WY.W.7. Writing Standards **STANDARD** BENCHMARK **Production and Distribution of Writing GRADE LEVEL** W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXAMPLE purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, **GRADE LEVEL** EXAMPLE revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. GRADE LEVEL W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to EXAMPLE interact and collaborate with others, including linking to and citing sources. CONTENT WY.W.7. Writing Standards ST AND ARD BENCHMARK **Research to Build and Present Knowledge**

GRADE LEVEL W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the EXAMPLE credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a L.7.4(a) clue to the meaning of a word or phrase.

EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100
CONT ENT ST AND ARD	WY.RI.7.	Wyoming Content and Performance Standards Language Arts Grade 7 - Adopted: 2012 Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONT ENT ST AND ARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

EXAMPLE

GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT ST ANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114

Wyoming Content and Performance Standards

Language Art s Grade 7 - Adopted: 2012

CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration

GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT ST ANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134
		Wyoming Content and Performance Standards Language Arts Grade 7 - Adopted: 2012
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONT ENT ST AND ARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT STANDARD	WY.W.7.	Writing Standards

BENCHMARK Text Types and Purposes

GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONT ENT ST AND ARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT ST ANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONT ENT ST AND ARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140
		Wyoming Content and Performance Standards
		Language Arts Grade 7 - Adopted: 2012
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONT ENT ST AND ARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONT ENT ST AND ARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONT ENT ST AND ARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT	WY.W.7.	Writing Standards
STANDARD		
ST ANDARD BENCHMARK		Range of Writing
	W.7.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
BENCHMARK GRADE LEVEL		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK GRADE LEVEL EXAMPLE CONTENT		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards
BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL	WY.SL.7.	 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,
BENCHMARK GRADE LEVEL EXAMPLE CONTENT BENCHMARK GRADE LEVEL EXAMPLE CONTENT	WY.SL.7. SL.7.2.	 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration 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.
BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD	WY.SL.7. SL.7.2.	 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Language Standards
BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL CONTENT STANDARD	WY.SL.7. SL.7.2. WY.L.7.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE BENCHMARK GRADE LEVEL	WY.SL.7. SL.7.2. WY.L.7.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXAMPLE L.7.2.

EXPECTATION L.7.2(b) Spell correctly.

CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 13 Page 141-148

Wyoming Content and Performance Standards Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD WY.W.7. Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT WY.W.7. Writing Standards STANDARD

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT ST ANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT ST ANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT WY.W.7. Writing Standards STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing

GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language

GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 15 Page 155-163

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT ST ANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
GRADE LEVEL EXAMPLE	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONTENT STANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes

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

EXPECTATION	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
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BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180
		Wyoming Content and Performance Standards Language Arts Grade 7 - Adopted: 2012
CONT ENT ST AND ARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

events, or how individuals influence ideas or events).

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CONTENT STANDARD

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION CONTENT STANDARD		Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards
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CONTENT STANDARD		Writing Standards
CONTENT STANDARD BENCHMARK GRADE LEVEL	WY.W.7.	Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
CONTENT STANDARD BENCHMARK GRADE LEVEL GRADE LEVEL	WY.W.7 . W.7.4.	Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL GRADE LEVEL	WY.W.7. W.7.4. W.7.5. W.7.6.	Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT	WY.W.7. W.7.4. W.7.5. W.7.6.	Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

GRADE LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the
EXAMPLE		credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding
		plagiarism and following a standard format for citation.

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT WY.SL.7. Speaking and Listening Standards STANDARD

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT WY.L.7. Language Standards STANDARD

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

CONTENT WY.L.7. Language Standards STANDARD

GRADE LEVEL L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	
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BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CONT ENT ST AND ARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(a) W.7.2(b)	such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics
		such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(b) W.7.2(d) W.7.2(f)	such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION EXPECTATION EXPECTATION CONTENT	W.7.2(b) W.7.2(d) W.7.2(f)	such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented.
EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD	W.7.2(b) W.7.2(d) W.7.2(f)	such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented. Writing Standards
EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	W.7.2(b) W.7.2(d) W.7.2(f) WY.W.7.	such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented. Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL	W.7.2(b) W.7.2(d) W.7.2(f) WY.W.7.	such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented. Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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		Wyoming Content and Performance Standards
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		Grade 7 - Adopted: 2012

CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	W.7.1(a)	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
EXPECTATION	W.7.1(b)	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
EXPECTATION	W.7.1(c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
EXPECTATION	W.7.1(d)	Establish and maintain a formal style.
EXPECTATION	W.7.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONT ENT ST AND ARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CONT ENT ST AND ARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONT ENT ST AND ARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONT ENT ST AND ARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration

GRADE LEVELSL.7.2.Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,EXAMPLEorally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT WY.L.7. Language Standards STANDARD

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

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

CONTENT WY.L.7. Language Standards STANDARD

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

EXPECTATION L.7.2(b) Spell correctly.

CONTENT WY.L.7. Language Standards STANDARD

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

redundancy.

CONTENT	WY.L.7.	Language Standards
STANDARD		

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Wyoming Content and Performance Standards Language Arts

CONTENT
STANDARD

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONT ENT ST AND ARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing

GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

CONTENT WY.L.7. Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 241-258
CONTENT ST ANDARD	WY.RL.7.	Wyoming Content and Performance Standards Language Arts Grade 7 - Adopted: 2012 Reading Standards for Literature
STANDARD		
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXAMPLE	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GRADE LEVEL EXAMPLE	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT	WY.RL.7.	Reading	Standards	for L	iterature
STANDARD					

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
GRADE LEVEL EXAMPLE	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CONTENT WY.RL.7. Reading Standards for Literature STANDARD

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

BENCHMARK	Text Types and Purposes
GRADE LEVEL EXAMPLE	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	W.7.4. W.7.5.	
EXAMPLE GRADE LEVEL		purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been
EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL	W.7.5.	 purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to
EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT	W.7.5. W.7.6.	purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT STANDARD	W.7.5. W.7.6.	purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. Writing Standards
EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL	W.7.5. W.7.6. WY.W.7. W.7.8.	purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. Writing Standards Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding
EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT BENCHMARK GRADE LEVEL EXAMPLE CONTENT	W.7.5. W.7.6. WY.W.7. W.7.8.	 purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. Writing Standards Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD

WY.SL.7. Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT ST ANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT ST ANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
GRADE LEVEL EXAMPLE	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONTENT STANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity

GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXAMPLE	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge

GRADE LEVELW.7.8.Gather relevant information from multiple print and digital sources, using search terms effectively; assess theEXAMPLEcredibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding
plagiarism and following a standard format for citation.

CONTENT ST ANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
CONTENT ST ANDARD	WY.L.7.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT ST ANDARD	WY.L.7.	Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273
		Wyoming Content and Performance Standards Language Arts Grade 7 - Adopted: 2012
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	W.7.2. W.7.2(a)	
EXAMPLE		through the selection, organization, and analysis of relevant content. 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
EXPECTATION	W.7.2(a)	through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION EXPECTATION	W.7.2(a) W.7.2(b) W.7.2(d)	through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION EXPECTATION EXPECTATION CONTENT	W.7.2(a) W.7.2(b) W.7.2(d)	through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXAMPLE EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD	W.7.2(a) W.7.2(b) W.7.2(d)	through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards
EXAMPLE EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	W.7.2(a) W.7.2(b) W.7.2(d) WY.W.7.	through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
EXAMPLE EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION BENCHMARK GRADE LEVEL GRADE LEVEL	W.7.2(a) W.7.2(b) W.7.2(d) WY.W.7. W.7.4.	through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been

GRADE LEVEL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the
EXAMPLE		credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding
		plagiarism and following a standard format for citation.

CONTENT	WY.W.7.	Writing Standards
STANDARD		

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONT ENT ST AND ARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.