

BENCHMARKS WITH EXAMPLES REPORT

ENGLISH LANGUAGE ARTS GRADE 7



Key: **Status** = Benchmarks designated as "Focus" are aligned to the Terra Nova, third edition. Benchmarks designated "Supporting" are not.
OCS Code = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).
CCSS Code = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers (www.corestandards.org).
CRS Strand = ACT College Readiness Standards developed by ACT, Inc. (www.act.org).
The CRS Strands are: TOD = Topic Development, OUC = Organization & Unity, WCH = Word Choice, SSF = Sentence Structure, COU = Conventions of Usage, COP = Conventions of Punctuation, MID = Main Ideas, SUP = Supporting Details, REL = Sequential/Comparative/Cause, MOW = Meaning of Words, GEN = Generalizations.

DOMAIN: Reading Standards for Literature					
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.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.RL.KID.1	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Focus	7.RL.KID.1.1.b	Cite several pieces of evidence from a story, drama, or poem to support the explicit meaning of the text		RL.7.1	SUP
Supporting	7.RL.KID.1.2.c	Cite several pieces of evidence to support an inference drawn from a story, drama, or poem		RL.7.1	MID
	7.RL.KID.2	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.			
Focus	7.RL.KID.2.1.c	Infer a theme or central idea based on key details in a story, drama, or poem		RL.7.2	GEN
Focus	7.RL.KID.2.2.b	Describe the development of a theme over the course of a story, drama, or poem		RL.7.2	REL
Focus	7.RL.KID.2.3.c	Create an objective summary of a story, drama, and poem		RL.7.2	MID
	7.RL.KID.3	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).			
Focus	7.RL.KID.3.1.b	Describe the interaction of the literary elements of setting, characters, and plot in a story or drama	e.g., Interacting elements might include how a setting shapes the characters or plot	RL.7.3	REL
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.RL.CAS.4	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.			
Supporting	7.RL.CAS.4.1.b	Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem		RL.7.4	MOW
Supporting	7.RL.CAS.4.2.b	Determine the meaning of words and phrases that are used connotatively in a story, drama, or poem		RL.7.4	MOW
Supporting	7.RL.CAS.4.3.b	Relate the author's use of repetition of sounds to the meaning of a chapter, scene, or stanza in a story, drama, or poem	e.g., Rhymes, alliteration	RL.7.4	MID
Supporting	7.RL.CAS.4.4.a	Determine the meaning of words and phrases that are used in a story, drama, or poem		RL.7.4	MOW
	7.RL.CAS.5	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.			
Supporting	7.RL.CAS.5.1.b	Analyze how an author's use of structure contributes to the meaning of a drama or poem	e.g., Soliloquy, sonnet	RL.7.5	MID
	7.RL.CAS.6	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			
Supporting	7.RL.CAS.6.1.b	Compare and contrast the points of view of different characters or narrators in a story, drama, or poem		RL.7.6	REL
Supporting	7.RL.CAS.6.2.b	Describe the changes in the point of view of different characters over the course of a story, drama, or poem		RL.7.6	REL
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.RL.IKI.7	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).			

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Supporting	7.RL.IKI.7.1.b	Distinguish between the effects of reading a text with those of listening or viewing the same story, drama, or poem	e.g., Lighting, sound, color, or camera focus and angles in a film. Note: Audio, filmed, staged, or multimedia presentations.	RL.7.7	
	7.RL.IKI.9	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
Focus	7.RL.IKI.9.1.b	Compare and contrast a fictional portrayal of a time, setting, or character in a story, drama, or poem with a historical account of the same period	Note: Include an understanding of how an author might change history.	RL.7.9	REL
DOMAIN: Reading Standards for Informational Text					
By the end of the year, read and comprehend literary nonfiction, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.RI.KID.1	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Focus	7.RI.KID.1.1.b	Cite several pieces of evidence from a multiparagraph informational text to support the explicit meaning of the text		RI.7.1	SUP
Focus	7.RI.KID.1.2.b	Cite several pieces of evidence to support an inference drawn from a multiparagraph informational text		RI.7.1	MID
	7.RI.KID.2	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.			
Supporting	7.RI.KID.2.1.b	Determine two or more key ideas of a multiparagraph informational text by using sufficient evidence		RI.7.2	MID
Supporting	7.RI.KID.2.2.b	Describe the development of two or more key ideas over the course of a multiparagraph informational text		RI.7.2	REL
Focus	7.RI.KID.2.3.c	Create an objective summary of a multiparagraph informational text		RI.7.2	MID
	7.RI.KID.3	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).			
Supporting	7.RI.KID.3.1.b	Analyze the interaction of individuals, ideas, and events in a multiparagraph informational text	e.g., How ideas influence individuals or events, or how individuals influence ideas or events	RI.7.3	REL
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.RI.CAS.4	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.			
Supporting	7.RI.CAS.4.1.b	Determine the meaning of words and phrases that are used figuratively in an informational text		RI.7.4	MOW
Focus	7.RI.CAS.4.2.b	Determine the meaning of words and phrases that have connotative meanings in an informational text		RI.7.4	MOW
Focus	7.RI.CAS.4.3.b	Determine the meaning of words and phrases that have technical meanings in an informational text		RI.7.4	MOW
Supporting	7.RI.CAS.4.4.b	Analyze the impact of word choice on the meaning and tone of an informational text		RI.7.4	WCH
	7.RI.CAS.5	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.			
Supporting	7.RI.CAS.5.1.b	Analyze how the organizational structure of an informational text contributes to the meaning of the whole text	e.g., Including major sections	RI.7.5	TOD
Supporting	7.RI.CAS.5.2.b	Analyze how the organizational structure of an informational text contributes to the development of ideas	e.g., Including major sections	RI.7.5	TOD
	7.RI.CAS.6	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.			
Supporting	7.RI.CAS.6.1.b	Explain an author's point of view or purpose in an informational text		RI.7.6	MID
Supporting	7.RI.CAS.6.2.b	Analyze how an author's point of view or purpose is different from others presented in an informational text		RI.7.6	MID
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:

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	7.RI.IKI.7	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).			
Supporting	7.RI.IKI.7.1.b	Compare and contrast the portrayal of a subject in an informational text and another medium	e.g., Medium can include audio, video or multimedia version; how the delivery of a speech affects the impact of the words	RI.7.7	
	7.RI.IKI.8	8. 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.			
Supporting	7.RI.IKI.8.1.b	Evaluate an argument using specific details in an informational text		RI.7.8	
Supporting	7.RI.IKI.8.2.b	Cite claims in support of an argument presented in an informational text		RI.7.8	SUP
Supporting	7.RI.IKI.8.3.b	Evaluate the specific claims of an argument as presented in an informational text		RI.7.8	GEN
Supporting	7.RI.IKI.8.4.b	Evaluate whether the reasoning used to support specific claims in an informational text is sound		RI.7.8	GEN
Supporting	7.RI.IKI.8.5.b	Evaluate whether the evidence used to support specific claims in an informational text is relevant and sufficient		RI.7.8	GEN
	7.RI.IKI.9	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.			
Focus	7.RI.IKI.9.1.b	Analyze how two or more authors writing about the same topic in an informational text use the same or different evidence to support their conclusions		RI.7.9	REL
Supporting	7.RI.IKI.9.2.b	Compare and contrast the interpretations of facts presented by two or more authors writing about the same topic in an informational text		RI.7.9	REL
DOMAIN: Reading Standards for Literacy in History/Social Studies					
By the end of the year, read and comprehend history/social studies texts in the midrange of grades 6–8 text complexity band proficiently.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.RH.KID.1	1. Cite specific textual evidence to support analysis of primary and secondary sources.			
Supporting	7.RH.KID.1.1.b	Distinguish between a primary source and a secondary source		RH.6-8.1	REL
Focus	7.RH.KID.1.2.b	Locate two or more explicit facts or details in a multiparagraph primary and secondary source		RH.6-8.1	SUP
Supporting	7.RH.KID.1.3.b	Cite two or more explicit facts or details to support an idea in a multiparagraph primary and secondary source		RH.6-8.1	SUP
	7.RH.KID.2	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			
Focus	7.RH.KID.2.1.b	Describe the central idea of a multiparagraph primary or secondary source		RH.6-8.2	MID
Focus	7.RH.KID.2.2.c	Create an objective summary of a multiparagraph primary or secondary source		RH.6-8.2	MID
	7.RH.KID.3	3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).			
Focus	7.RH.KID.3.1.a	Describe the steps of a process described in a multiparagraph history/social studies text	e.g., How a bill becomes law, how interest rates are raised or lowered	RH.6-8.3	REL
Supporting	7.RH.KID.3.2.a	Identify the steps of a process described in a multiparagraph history/social studies text	e.g., How a bill becomes law, how interest rates are raised or lowered	RH.6-8.3	MID
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.RH.CAS.4	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			
Supporting	7.RH.CAS.4.1.b	Determine the meaning of content-related vocabulary found in a history/social studies text	e.g., Texts specifically related to domains related to history/social studies	RH.6-8.4	

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Supporting	7.RH.CAS.4.2.b	Determine the meaning of familiar words and phrases in the context of a history/social studies text		RH.6-8.4	MOW
	7.RH.CAS.5	5. Describe how a text presents information (e.g., sequentially, comparatively, causally).			
Supporting	7.RH.CAS.5.1.b	Explain the purpose of a sequential structure in a passage or chapter to present information in a history/social studies text		RH.6-8.5	REL
Supporting	7.RH.CAS.5.2.b	Explain the purpose of a comparative structure in a passage or chapter to present information in a history/social studies text		RH.6-8.5	REL
Supporting	7.RH.CAS.5.3.b	Explain the purpose of a causal structure in a passage or chapter to present information in a history/social studies text		RH.6-8.5	REL
Supporting	7.RH.CAS.5.4.b	Distinguish among history/social studies texts that use sequential, comparative, or causal structures to present information		RH.6-8.5	REL
	7.RH.CAS.6	6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).			
Supporting	7.RH.CAS.6.1.b	Locate examples of emotive language that reflect an author's point of view or purpose in a history/social studies text	e.g., Loaded language, inclusion or avoidance of particular facts	RH.6-8.6	MID
Supporting	7.RH.CAS.6.2.b	Locate examples of ideas from a history/social studies text that reflect an author's point of view or purpose	e.g., Inclusion or avoidance of particular facts	RH.6-8.6	MID
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.RH.IKI.7	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			
Supporting	7.RH.IKI.7.1.b	Integrate information in print and digital history/social studies texts to similar information presented visually	e.g., In charts, graphs, photographs, videos, or maps	RH.6-8.7	
	7.RH.IKI.8	8. Distinguish among fact, opinion, and reasoned judgment in a text.			
Supporting	7.RH.IKI.8.1.b	Distinguish between fact and opinion in a passage or chapter of a history/social studies text		RH.6-8.8	REL
Supporting	7.RH.IKI.8.2.b	Locate examples of an opinion in a passage or chapter of a history/social studies text		RH.6-8.8	GEN
Supporting	7.RH.IKI.8.3.c	Cite facts and evidence presented in a passage or chapter of a history/social studies text that support a conclusion		RH.6-8.8	GEN
Focus	7.RH.IKI.8.4.b	Evaluate the evidence cited in a history/social studies text that is used to support an informed conclusion	Note: An informed conclusion is supported by evidence that is pertinent and sufficient.	RH.6-8.8	GEN
	7.RH.IKI.9	9. Analyze the relationship between a primary and secondary source on the same topic.			
Supporting	7.RH.IKI.9.1.b	Analyze the treatment of the same historical topic in both a primary and secondary source		RH.6-8.9	REL
Supporting	7.RH.IKI.9.2.b	Compare and contrast the treatments of the same historical topic in a primary and secondary source		RH.6-8.9	REL
DOMAIN: Reading Standards for Literacy in Science and Technical Subjects					
By the end of the year, read and comprehend science and technical texts in the midrange of grades 6–8 text complexity band proficiently.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.RST.KID.1	1. Cite specific textual evidence to support analysis of science and technical texts.			
Supporting	7.RST.KID.1.1.b	Cite several pieces evidence from a multiparagraph science or technical text to support the explicit meaning of the text		RST.6-8.1	SUP
	7.RST.KID.2	2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.			
Focus	7.RST.KID.2.1.b	Determine a key idea using several pieces of evidence from a multiparagraph science or technical text		RST.6-8.2	MID

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Supporting	7.RST.KID.2.2.c	Create an objective summary of a multiparagraph science or technical text	e.g., Distinct from prior knowledge or opinions	RST.6-8.2	MID
Focus	7.RST.KID.2.3.c	Develop a conclusion from a multiparagraph science or technical text		RST.6-8.2	GEN
	7.RST.KID.3	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.			
Supporting	7.RST.KID.3.1.c	Follow a multistep procedure from a multiparagraph science or technical text when carrying out an experiment		RST.6-8.3	
Supporting	7.RST.KID.3.2.c	Follow a multistep procedure from a multiparagraph science or technical text when taking measurements		RST.6-8.3	
Supporting	7.RST.KID.3.3.c	Follow a multistep procedure in a science or technical text when performing technical tasks		RST.6-8.3	
Status:	OCS Code:	Strand: Craft and Structure (CAS)	Examples and Notes:	CCSS Code:	CRS Strand:
	7.RST.CAS.4	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.			
Supporting	7.RST.CAS.4.1.a	Recognize the meaning of symbols that are found in a science or technical text		RST.6-8.4	
Focus	7.RST.CAS.4.2.b	Determine the meaning of key terms used in the context of a science or technical text		RST.6-8.4	MOW
Supporting	7.RST.CAS.4.3.b	Determine the meaning of domain-specific words and phrases found in a science or technical text	e.g., Scientific or technical context relevant to grades 6-8 texts and topics	RST.6-8.4	
	7.RST.CAS.5	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.			
Focus	7.RST.CAS.5.1.b	Analyze how the organizational structure of a science or technical text contributes to an understanding of the topics presented	e.g., Including how the major sections contribute to the whole and to an understanding of the topic	RST.6-8.5	TOD
Supporting	7.RST.CAS.5.2.b	Analyze how the organizational structure of a science or technical text contributes to the whole		RST.6-8.5	TOD
	7.RST.CAS.6	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.			
Supporting	7.RST.CAS.6.1.b	Describe an author's purpose in including an explanation in a science or technical text		RST.6-8.6	MID
Supporting	7.RST.CAS.6.2.b	Describe an author's purpose in including a procedure in a science or technical text		RST.6-8.6	MID
Supporting	7.RST.CAS.6.3.b	Describe an author's purpose in including an experiment in a science or technical text		RST.6-8.6	MID
Status:	OCS Code:	Strand: Integration of Knowledge and Ideas (IKI)	Examples and Notes:	CCSS Code:	CRS Strand:
	7.RST.IKI.7	7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).			
Supporting	7.RST.IKI.7.1.c	Integrate a visual representation of quantitative or technical information with the same information expressed in scientific or technical words	e.g., In a flowchart, diagram, model, graph, or table	RST.6-8.7	
	7.RST.IKI.8	8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.			
Supporting	7.RST.IKI.8.1.b	Locate examples of fact, reasoned judgment based on research, and speculation in a science or technical text		RST.6-8.8	SUP
Supporting	7.RST.IKI.8.2.b	Distinguish among fact, reasoned judgment based on research, and speculation in a science or technical text		RST.6-8.8	REL
	7.RST.IKI.9	9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.			
Focus	7.RST.IKI.9.1.b	Compare and contrast information gained from science or technical text with information gained from experiments, simulations, video, or multimedia sources		RST.6-8.9	
DOMAIN: Writing Standards					

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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 tasks, purposes, and audiences.					
Status:	OCS Code:	Strand: <i>Text Types and Purposes (TTP)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.W.TTP.1	1. Write arguments to support claims with clear reasons and relevant evidence.			
Supporting	7.W.TTP.1.1-1.c	Introduce claim(s) when writing an argumentative essay		W7.1a	OUC
Supporting	7.W.TTP.1.1-2.c	Address alternate or opposing claims when writing an argumentative essay		W7.1a	TOD
Supporting	7.W.TTP.1.1-3.c	Organize reasons and evidence logically when writing an argumentative essay	e.g., Effective use of paragraphs	W7.1a	OUC
Supporting	7.W.TTP.1.2-1.c	Cite logical reasons and relevant evidence to support claims when writing an argumentative essay		W7.1b	TOD
Supporting	7.W.TTP.1.2-2.c	Use accurate, credible sources when writing an argumentative essay		W7.1b	TOD
Supporting	7.W.TTP.1.2-3.c	Write accurately about a topic or text when writing an argumentative essay		W7.1b	TOD
Focus	7.W.TTP.1.3-1.c	Use words, phrases, and clauses to create cohesion when writing an argumentative essay		W7.1c	WCH
Supporting	7.W.TTP.1.3-2.c	Use transitions to clarify the relationships among claim(s), reasons, and evidence when writing an argumentative essay	e.g., Words, phrases, and clauses	W7.1c	WCH
Supporting	7.W.TTP.1.4.c	Maintain a formal style when writing an argumentative essay		W7.1d	WCH
Supporting	7.W.TTP.1.5.c	Write a concluding statement or section that follows from and supports an argument when writing an argumentative essay		W7.1e	OUC
	7.W.TTP.2	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
Focus	7.W.TTP.2.1-1.c	Introduce a topic when writing an informative/explanatory text by previewing what is to follow		W7.2a	OUC
Supporting	7.W.TTP.2.1-2.c	Use strategies to organize ideas, concepts, and information when writing an informative/explanatory text	e.g., Definition, classification, comparison/contrast, and cause/effect	W7.2a	OUC
Supporting	7.W.TTP.2.2-1.c	Use a variety of methods to aid comprehension when writing an informative/explanatory text	e.g., Formatting (headings), graphics (charts, tables), and multimedia	W7.2b	
Focus	7.W.TTP.2.2-2.c	Develop a topic with relevant information and examples when writing an informative/explanatory text	e.g., Facts, definitions, concrete details, and quotations	W7.2b	TOD
Supporting	7.W.TTP.2.3-1.c	Use appropriate transitions to create cohesion when writing an informative/explanatory text		W7.2c	WCH
Supporting	7.W.TTP.2.3-2.c	Use appropriate transitions to clarify the relationships among ideas and concepts when writing an informative/explanatory text		W7.2c	WCH
Supporting	7.W.TTP.2.4.c	Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text		W7.2d	WCH
Supporting	7.W.TTP.2.5.c	Maintain a formal style when writing an informative/explanatory text		W7.2e	WCH
Supporting	7.W.TTP.2.6.c	Write a concluding statement or section that follows from and supports the information when writing an informative/explanatory text		W7.2f	OUC
	7.W.TTP.3	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
Supporting	7.W.TTP.3.1-1.c	Introduce a narrator and/or characters when writing a narrative		W7.3a	TOD
Supporting	7.W.TTP.3.1-2.c	Organize an event sequence that unfolds naturally and logically when writing a narrative		W7.3a	OUC
Supporting	7.W.TTP.3.1-3.c	Orient the reader by establishing a context and point of view when writing a narrative		W7.3a	TOD
Supporting	7.W.TTP.3.2.c	Develop experiences, events, and/or characters when writing a narrative	e.g., Use narrative techniques, such as dialogue, pacing, and description	W7.3b	TOD

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Supporting	7.W.TTP.3.3-1.c	Use a variety of transition words, phrases, and clauses to convey sequence <u>when writing a narrative</u>		W7.3c	WCH
Supporting	7.W.TTP.3.3-2.c	Use a variety of transition words, phrases, and clauses to signal shifts from one time frame or setting to another when writing a narrative		W7.3c	WCH
Supporting	7.W.TTP.3.4.c	Use appropriate words and phrases to convey experiences and events <u>when writing a narrative</u>	e.g., Relevant descriptive details, and sensory language	W7.3d	WCH
Supporting	7.W.TTP.3.5.c	Write a conclusion that follows from and reflects on the narrated events <u>when writing a narrative</u>		W7.3e	OUC
Status:	OCS Code:	Strand: <i>Production and Distribution of Writing (PDW)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.W.PDW.4	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 Writing Standards 1–3.)			
Supporting	7.W.PDW.4.1.c	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Note: Grade-specific expectations for writing types are defined in Text Type and Purposes.	W7.4	
	7.W.PDW.5	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. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 7.)			
Supporting	7.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	Note: With some guidance and support from peers and adults. Grade-specific expectations for conventions are defined in the benchmarks on Conventions of Standard English.	W7.5	
Supporting	7.W.PDW.5.2.c	Strengthen writing as needed by focusing on the appropriateness of writing for its purpose and audience	Note: With some guidance and support from peers and adults.	W7.5	
	7.W.PDW.6	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.			
Supporting	7.W.PDW.6.1.c	Use technology to produce and publish writing	Note: Using the internet should be part of the technology.	W7.6	
Supporting	7.W.PDW.6.2.c	Use technology to link to and cite sources when producing and publishing <u>writing</u>	Note: Using the internet should be part of the technology.	W7.6	
Supporting	7.W.PDW.6.3.c	Use technology to collaborate with others when producing and publishing <u>writing</u>		W7.6	
Status:	OCS Code:	Strand: <i>Research to Build and Present Knowledge (RBK)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.W.RBK.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.			
Supporting	7.W.RBK.7.1.c	Conduct short research projects to answer a question		W7.7	
Supporting	7.W.RBK.7.2.b	Generate additional questions for future research investigations by using <u>several sources of information</u>		W7.7	
	7.W.RBK.8	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.			
Supporting	7.W.RBK.8.1.b	Gather relevant information from multiple print and digital sources for <u>use in a short research project</u>		W7.8	
Supporting	7.W.RBK.8.2.b	Gather information for a short research project by using search terms <u>effectively</u>		W7.8	
Focus	7.W.RBK.8.3.b	Evaluate the credibility and accuracy of each source of information <u>considered for use in a short research project</u>		W7.8	
Supporting	7.W.RBK.8.4.b	Quote sources of information appropriately to avoid plagiarism in a short <u>research project</u>		W7.8	
Supporting	7.W.RBK.8.5.b	Paraphrase sources of information to avoid plagiarism in a short <u>research project</u>		W7.8	
Supporting	7.W.RBK.8.6.a	Use a standard format for the citation of sources in a short <u>research project</u>		W7.8	
	7.W.RBK.9	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Supporting	7.W.RBK.9.1.b	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project	e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”	W7.9a	

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Supporting	7.W.RBK.9.2.b	Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project	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."	W7.9b	
DOMAIN: Speaking and Listening Standards					
By the end of the year, use oral language skills with appropriate complexity for grade 7.					
Status:	OCS Code:	Strand: <i>Comprehension and Collaboration (CAC)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.SL.CAC.1	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.			
Supporting	7.SL.CAC.1.1-1.b	Prepare for group discussion by reading or researching material under study		SL7.1a	
Supporting	7.SL.CAC.1.1-2.c	Provide evidence about a topic based on preparation during a group discussion		SL7.1a	
Supporting	7.SL.CAC.1.2-1.c	Follow rules established for a collegial group discussion	e.g., Gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion	SL7.1b	
Supporting	7.SL.CAC.1.2-2.c	Track progress toward specific goals and deadlines in a group discussion		SL7.1b	
Supporting	7.SL.CAC.1.2-3.c	Define individual roles as needed in a group discussion		SL7.1b	
Supporting	7.SL.CAC.1.3-1.c	Ask questions that elicit elaboration in a group discussion		SL7.1c	
Supporting	7.SL.CAC.1.3-2.c	Respond to others' questions and comments with relevant ideas in a group discussion		SL7.1c	
Supporting	7.SL.CAC.1.3-3.c	Focus a group on a topic during a group discussion		SL7.1c	
Supporting	7.SL.CAC.1.4-1.c	Acknowledge group members who share new information during a group discussion		SL7.1d	
Supporting	7.SL.CAC.1.4-2.b	Evaluate one's own views in light of the evidence presented in group discussion		SL7.1d	
	7.SL.CAC.2	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.			
Supporting	7.SL.CAC.2.1.b	Relate main ideas presented in diverse media and formats to supporting details presented orally	e.g., Visually, quantitatively, orally	SL7.2	
Supporting	7.SL.CAC.2.2.b	Explain how ideas presented in diverse media and formats clarify a topic presented orally	e.g., Visually, quantitatively, orally	SL7.2	
	7.SL.CAC.3	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.			
Supporting	7.SL.CAC.3.1.b	Describe the specific claims that support an argument in a presentation		SL7.3	
Supporting	7.SL.CAC.3.2.b	Evaluate the soundness of reasoning presented by a speaker		SL7.3	
Supporting	7.SL.CAC.3.3.b	Evaluate the relevance of evidence presented by a speaker		SL7.3	
Status:	OCS Code:	Strand: <i>Presentation of Knowledge and Ideas (PKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.SL.PKI.4	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.			
Supporting	7.SL.PKI.4.1.c	Present claims and findings in an oral presentation to emphasize important points		SL7.4	
Supporting	7.SL.PKI.4.2.c	Present claims and findings in an oral presentation by including pertinent descriptions, facts, details, and examples		SL7.4	
Supporting	7.SL.PKI.4.3.c	Use appropriate eye contact, volume, and pronunciation when presenting orally		SL7.4	
	7.SL.PKI.5	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			
Supporting	7.SL.PKI.5.1.c	Present claims and findings by including multimedia components and visual displays in an oral presentation		SL7.5	
Supporting	7.SL.PKI.5.2.c	Emphasize important points in an oral presentation by including multimedia components and visual displays		SL7.5	

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	7.SL.PKI.6	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)			
Supporting	7.SL.PKI.6.1.c	Adapt a speech to a variety of contexts and tasks		SL7.6	
Supporting	7.SL.PKI.6.2.c	Use formal English in an oral presentation when it is appropriate to the task and situation	Note: See grade 7 Language standards 1 and 3 for specific expectations.	SL7.6	
DOMAIN: Language Standards					
By the end of the year, use language with appropriate complexity for grade 7.					
Status:	OCS Code:	Strand: <i>Conventions of Standard English (CSE)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.L.CSE.1	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Supporting	7.L.CSE.1.1-1.a	Define the general function of phrases and clauses		L7.1a	SSF
Supporting	7.L.CSE.1.1-2.b	Explain the function of phrases and clauses in particular sentences		L7.1a	SSF
Focus	7.L.CSE.1.2.c	Relate ideas by using appropriate simple, compound, complex, and compound-complex sentences when writing or speaking		L7.1b	SSF
Supporting	7.L.CSE.1.3-1.c	Use phrases and clauses correctly within a sentence when writing or speaking		L7.1c	WCH
Focus	7.L.CSE.1.3-2.b	Edit writing with misplaced and dangling modifiers		L7.1c	SSF
	7.L.CSE.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Supporting	7.L.CSE.2.1.c	Use a comma to separate coordinate adjectives when writing	e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt	L7.2a	COP
Focus	7.L.CSE.2.2.c	Spell grade-appropriate words correctly when writing		L7.2b	
Status:	OCS Code:	Strand: <i>Knowledge of Language (KOL)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.L.KOL.3	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			
Focus	7.L.KOL.3.1-1.c	Convey ideas precisely and concisely using chosen language when writing		L7.3a	WCH
Focus	7.L.KOL.3.1-2.c	Convey ideas precisely and concisely by eliminating language when writing		L7.3a	WCH
Status:	OCS Code:	Strand: <i>Vocabulary Acquisition and Use (VAU)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	7.L.VAU.4	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.			
Supporting	7.L.VAU.4.1.b	Determine the meaning of a word or phrase by using a range of strategies	e.g., The overall meaning of a sentence or paragraph; a word's position or function in a sentence	L7.4a	
Supporting	7.L.VAU.4.2.b	Determine the meaning of a word by using common Greek or Latin affixes and roots as clues	e.g., Belligerent, bellicose, rebel	L7.4b	
Supporting	7.L.VAU.4.3-1.a	Find the pronunciation of a word by consulting general and specialized reference materials	e.g., Dictionaries, glossaries, thesauruses, both print and digital	L7.4c	
Supporting	7.L.VAU.4.3-2.a	Clarify a word's precise meaning by consulting general and specialized reference materials	e.g., Dictionaries, glossaries, thesauruses, both print and digital	L7.4c	
Supporting	7.L.VAU.4.3-3.a	Clarify the part of speech of a word in context by consulting general and specialized reference materials	e.g., Dictionaries, glossaries, thesauruses, both print and digital	L7.4c	
Supporting	7.L.VAU.4.4.b	Verify the preliminary determination of the meaning of a word or phrase using strategies	e.g., By checking the inferred meaning in context or in a dictionary	L7.4d	MOW
	7.L.VAU.5	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Supporting	7.L.VAU.5.1.b	Interpret figures of speech in context when presented orally or in writing	e.g., Literary, biblical, and mythological allusions	L7.5a	MOW
Supporting	7.L.VAU.5.2.b	Determine the meaning of words when compared to selected words		L7.5b	

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Supporting	7.L.VAU.5.3.b	Distinguish among connotative and denotative words that are presented orally or in writing	e.g., Refined, respectful, polite, diplomatic, condescending. Note: Connotations are associations and denotations are definitions.	L7.5c	MOW
	7.L.VAU.6	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.			
Supporting	7.L.VAU.6.1.c	Use general academic words and phrases accurately		L7.6	WCH
Supporting	7.L.VAU.6.2.c	Use domain-specific words and phrases accurately		L7.6	WCH
Supporting	7.L.VAU.6.3.c	Apply vocabulary knowledge when considering which word or phrase to use for comprehension or expression		L7.6	WCH