

BENCHMARK SEQUENCE REPORT

ENGLISH LANGUAGE ARTS GRADE 7 BY QUARTER



This planning tool can be used to sequence the teaching and assessing of the OCS Benchmarks. Benchmarks should be assessed formatively in multiple ways and over multiple times to guide reteaching/relearning. Benchmarks that are assessed summatively should be sequenced throughout the school year to determine student mastery.

| Quarter 1 | | Quarter 2 | | Quarter 3 | | Quarter 4 | | OCS Benchmarks | |
|--|----------|-----------|----------|-----------|----------|-----------|----------|----------------|--|
| Taught | Assessed | Taught | Assessed | Taught | Assessed | Taught | Assessed | OCS Codes | Benchmarks |
| 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. | | | | | | | | | |
| Strand: Key Ideas and Details (KID) | | | | | | | | | |
| 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. | | | | | | | | | |
| | | | | | | | | 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 |
| | | | | | | | | 7.RL.KID.1.2.c | Cite several pieces of evidence to support an inference drawn from a story, drama, or poem |
| 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. | | | | | | | | | |
| | | | | | | | | 7.RL.KID.2.1.c | Infer a theme or central idea based on key details in a story, drama, or poem |
| | | | | | | | | 7.RL.KID.2.2.b | Describe the development of a theme over the course of a story, drama, or poem |
| | | | | | | | | 7.RL.KID.2.3.c | Create an objective summary of a story, drama, and poem |
| 7.RL.KID.3 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | | | | | | | | | |
| | | | | | | | | 7.RL.KID.3.1.b | Describe the interaction of the literary elements of setting, characters, and plot in a story or drama |
| Strand: Craft and Structure (CAS) | | | | | | | | | |
| 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. | | | | | | | | | |
| | | | | | | | | 7.RL.CAS.4.1.b | Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem |
| | | | | | | | | 7.RL.CAS.4.2.b | Determine the meaning of words and phrases that are used connotatively in a story, drama, or poem |
| | | | | | | | | 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 |
| | | | | | | | | 7.RL.CAS.4.4.a | Determine the meaning of words and phrases that are used in a story, drama, or poem |
| 7.RL.CAS.5 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | | | | | | | | | |
| | | | | | | | | 7.RL.CAS.5.1.b | Analyze how an author's use of structure contributes to the meaning of a drama or poem |
| 7.RL.CAS.6 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | | | | | | | | | |
| | | | | | | | | 7.RL.CAS.6.1.b | Compare and contrast the points of view of different characters or narrators in a story, drama, or poem |
| | | | | | | | | 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 |
| Strand: Integration of Knowledge and Ideas (IKI) | | | | | | | | | |
| 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). | | | | | | | | | |

BENCHMARK SEQUENCE REPORT
ENGLISH LANGUAGE ARTS GRADE 7 BY QUARTER



| | | | | | | | | | |
|--|--|--|--|--|--|--|--|----------------|---|
| | | | | | | | | 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 |
| 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. | | | | | | | | | |
| | | | | | | | | 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 |
| 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. | | | | | | | | | |
| <i>Strand: Key Ideas and Details (KID)</i> | | | | | | | | | |
| 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. | | | | | | | | | |
| | | | | | | | | 7.RI.KID.1.1.b | Cite several pieces of evidence from a multiparagraph informational text to support the explicit meaning of the text |
| | | | | | | | | 7.RI.KID.1.2.b | Cite several pieces of evidence to support an inference drawn from a multiparagraph informational text |
| 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. | | | | | | | | | |
| | | | | | | | | 7.RI.KID.2.1.b | Determine two or more key ideas of a multiparagraph informational text by using sufficient evidence |
| | | | | | | | | 7.RI.KID.2.2.b | Describe the development of two or more key ideas over the course of a multiparagraph informational text |
| | | | | | | | | 7.RI.KID.2.3.c | Create an objective summary of a multiparagraph informational text |
| 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). | | | | | | | | | |
| | | | | | | | | 7.RI.KID.3.1.b | Analyze the interaction of individuals, ideas, and events in a multiparagraph informational text |
| <i>Strand: Craft and Structure (CAS)</i> | | | | | | | | | |
| 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. | | | | | | | | | |
| | | | | | | | | 7.RI.CAS.4.1.b | Determine the meaning of words and phrases that are used figuratively in an informational text |
| | | | | | | | | 7.RI.CAS.4.2.b | Determine the meaning of words and phrases that have connotative meanings in an informational text |
| | | | | | | | | 7.RI.CAS.4.3.b | Determine the meaning of words and phrases that have technical meanings in an informational text |
| | | | | | | | | 7.RI.CAS.4.4.b | Analyze the impact of word choice on the meaning and tone of an informational text |
| 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. | | | | | | | | | |
| | | | | | | | | 7.RI.CAS.5.1.b | Analyze how the organizational structure of an informational text contributes to the meaning of the whole text |
| | | | | | | | | 7.RI.CAS.5.2.b | Analyze how the organizational structure of an informational text contributes to the development of ideas |
| 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. | | | | | | | | | |
| | | | | | | | | 7.RI.CAS.6.1.b | Explain an author's point of view or purpose in an informational text |

BENCHMARK SEQUENCE REPORT
ENGLISH LANGUAGE ARTS GRADE 7 BY QUARTER



| | | | | | | | | | |
|---|--|--|--|--|--|--|--|----------------|---|
| | | | | | | | | 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 |
| Strand: Integration of Knowledge and Ideas (IKI) | | | | | | | | | |
| 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). | | | | | | | | | |
| | | | | | | | | 7.RI.IKI.7.1.b | Compare and contrast the portrayal of a subject in an informational text and another medium |
| 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. | | | | | | | | | |
| | | | | | | | | 7.RI.IKI.8.1.b | Evaluate an argument using specific details in an informational text |
| | | | | | | | | 7.RI.IKI.8.2.b | Cite claims in support of an argument presented in an informational text |
| | | | | | | | | 7.RI.IKI.8.3.b | Evaluate the specific claims of an argument as presented in an informational text |
| | | | | | | | | 7.RI.IKI.8.4.b | Evaluate whether the reasoning used to support specific claims in an informational text is sound |
| | | | | | | | | 7.RI.IKI.8.5.b | Evaluate whether the evidence used to support specific claims in an informational text is relevant and sufficient |
| 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. | | | | | | | | | |
| | | | | | | | | 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 |
| | | | | | | | | 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 |
| 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. | | | | | | | | | |
| Strand: Key Ideas and Details (KID) | | | | | | | | | |
| 7.RH.KID.1.1. Cite specific textual evidence to support analysis of primary and secondary sources. | | | | | | | | | |
| | | | | | | | | 7.RH.KID.1.1.b | Distinguish between a primary source and a secondary source |
| | | | | | | | | 7.RH.KID.1.2.b | Locate two or more explicit facts or details in a multiparagraph primary and secondary source |
| | | | | | | | | 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 |
| 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. | | | | | | | | | |
| | | | | | | | | 7.RH.KID.2.1.b | Describe the central idea of a multiparagraph primary or secondary source |
| | | | | | | | | 7.RH.KID.2.2.c | Create an objective summary of a multiparagraph primary or secondary source |
| 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). | | | | | | | | | |
| | | | | | | | | 7.RH.KID.3.1.a | Describe the steps of a process described in a multiparagraph history/social studies text |
| | | | | | | | | 7.RH.KID.3.2.a | Identify the steps of a process described in a multiparagraph history/social studies text |
| Strand: Craft and Structure (CAS) | | | | | | | | | |
| 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. | | | | | | | | | |

BENCHMARK SEQUENCE REPORT
ENGLISH LANGUAGE ARTS GRADE 7 BY QUARTER



| | | | | | | | | | |
|---|--|--|--|--|--|--|--|----------------|--|
| | | | | | | | | 7.RH.CAS.4.1.b | Determine the meaning of content-related vocabulary found in a history/social studies text |
| | | | | | | | | 7.RH.CAS.4.2.b | Determine the meaning of familiar words and phrases in the context of a history/social studies text |
| 7.RH.CAS.5 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). | | | | | | | | | |
| | | | | | | | | 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 |
| | | | | | | | | 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 |
| | | | | | | | | 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 |
| | | | | | | | | 7.RH.CAS.5.4.b | Distinguish among history/social studies texts that use sequential, comparative, or causal structures to present information |
| 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). | | | | | | | | | |
| | | | | | | | | 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 |
| | | | | | | | | 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 |
| Strand: Integration of Knowledge and Ideas (IKI) | | | | | | | | | |
| 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. | | | | | | | | | |
| | | | | | | | | 7.RH.IKI.7.1.b | Integrate information in print and digital history/social studies texts to similar information presented visually |
| 7.RH.IKI.8 8. Distinguish among fact, opinion, and reasoned judgment in a text. | | | | | | | | | |
| | | | | | | | | 7.RH.IKI.8.1.b | Distinguish between fact and opinion in a passage or chapter of a history/social studies text |
| | | | | | | | | 7.RH.IKI.8.2.b | Locate examples of an opinion in a passage or chapter of a history/social studies text |
| | | | | | | | | 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 |
| | | | | | | | | 7.RH.IKI.8.4.b | Evaluate the evidence cited in a history/social studies text that is used to support an informed conclusion |
| 7.RH.IKI.9 9. Analyze the relationship between a primary and secondary source on the same topic. | | | | | | | | | |
| | | | | | | | | 7.RH.IKI.9.1.b | Analyze the treatment of the same historical topic in both a primary and secondary source |
| | | | | | | | | 7.RH.IKI.9.2.b | Compare and contrast the treatments of the same historical topic in a primary and secondary source |
| 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. | | | | | | | | | |
| Strand: Key Ideas and Details (KID) | | | | | | | | | |
| 7.RST.KID.1 1. Cite specific textual evidence to support analysis of science and technical texts. | | | | | | | | | |

BENCHMARK SEQUENCE REPORT
ENGLISH LANGUAGE ARTS GRADE 7 BY QUARTER



| | | | | | | | | | |
|--|--|--|--|--|--|--|--|-----------------|---|
| | | | | | | | | 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 |
| 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. | | | | | | | | | |
| | | | | | | | | 7.RST.KID.2.1.b | Determine a key idea using several pieces of evidence from a multiparagraph science or technical text |
| | | | | | | | | 7.RST.KID.2.2.c | Create an objective summary of a multiparagraph science or technical text |
| | | | | | | | | 7.RST.KID.2.3.c | Develop a conclusion from a multiparagraph science or technical text |
| 7.RST.KID.3 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | | | | | | | | | |
| | | | | | | | | 7.RST.KID.3.1.c | Follow a multistep procedure from a multiparagraph science or technical text when carrying out an experiment |
| | | | | | | | | 7.RST.KID.3.2.c | Follow a multistep procedure from a multiparagraph science or technical text when taking measurements |
| | | | | | | | | 7.RST.KID.3.3.c | Follow a multistep procedure in a science or technical text when performing technical tasks |
| Strand: Craft and Structure (CAS) | | | | | | | | | |
| 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. | | | | | | | | | |
| | | | | | | | | 7.RST.CAS.4.1.a | Recognize the meaning of symbols that are found in a science or technical text |
| | | | | | | | | 7.RST.CAS.4.2.b | Determine the meaning of key terms used in the context of a science or technical text |
| | | | | | | | | 7.RST.CAS.4.3.b | Determine the meaning of domain-specific words and phrases found in a science or technical text |
| 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. | | | | | | | | | |
| | | | | | | | | 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 |
| | | | | | | | | 7.RST.CAS.5.2.b | Analyze how the organizational structure of a science or technical text contributes to the whole |
| 7.RST.CAS.6 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | | | | | | | | | |
| | | | | | | | | 7.RST.CAS.6.1.b | Describe an author's purpose in including an explanation in a science or technical text |
| | | | | | | | | 7.RST.CAS.6.2.b | Describe an author's purpose in including a procedure in a science or technical text |
| | | | | | | | | 7.RST.CAS.6.3.b | Describe an author's purpose in including an experiment in a science or technical text |
| Strand: Integration of Knowledge and Ideas (IKI) | | | | | | | | | |
| 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). | | | | | | | | | |
| | | | | | | | | 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 |
| 7.RST.IKI.8 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | | | | | | | | | |
| | | | | | | | | 7.RST.IKI.8.1.b | Locate examples of fact, reasoned judgment based on research, and speculation in a science or technical text |
| | | | | | | | | 7.RST.IKI.8.2.b | Distinguish among fact, reasoned judgment based on research, and speculation in a science or technical text |

BENCHMARK SEQUENCE REPORT
ENGLISH LANGUAGE ARTS GRADE 7 BY QUARTER



| | | | | | | | | |
|---|--|--|--|--|--|--|-----------------|--|
| 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. | | | | | | | | |
| | | | | | | | 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 |
| DOMAIN: Writing Standards | | | | | | | | |
| 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. | | | | | | | | |
| Strand: Text Types and Purposes (TTP) | | | | | | | | |
| 7.W.TTP.1 1. Write arguments to support claims with clear reasons and relevant evidence. | | | | | | | | |
| | | | | | | | 7.W.TTP.1.1-1.c | Introduce claim(s) when writing an argumentative essay |
| | | | | | | | 7.W.TTP.1.1-2.c | Address alternate or opposing claims when writing an argumentative essay |
| | | | | | | | 7.W.TTP.1.1-3.c | Organize reasons and evidence logically when writing an argumentative essay |
| | | | | | | | 7.W.TTP.1.2-1.c | Cite logical reasons and relevant evidence to support claims when writing an argumentative essay |
| | | | | | | | 7.W.TTP.1.2-2.c | Use accurate, credible sources when writing an argumentative essay |
| | | | | | | | 7.W.TTP.1.2-3.c | Write accurately about a topic or text when writing an argumentative essay |
| | | | | | | | 7.W.TTP.1.3-1.c | Use words, phrases, and clauses to create cohesion when writing an argumentative essay |
| | | | | | | | 7.W.TTP.1.3-2.c | Use transitions to clarify the relationships among claim(s), reasons, and evidence when writing an argumentative essay |
| | | | | | | | 7.W.TTP.1.4.c | Maintain a formal style when writing an argumentative essay |
| | | | | | | | 7.W.TTP.1.5.c | Write a concluding statement or section that follows from and supports an argument when writing an argumentative essay |
| 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. | | | | | | | | |
| | | | | | | | 7.W.TTP.2.1-1.c | Introduce a topic when writing an informative/explanatory text by previewing what is to follow |
| | | | | | | | 7.W.TTP.2.1-2.c | Use strategies to organize ideas, concepts, and information when writing an informative/explanatory text |
| | | | | | | | 7.W.TTP.2.2-1.c | Use a variety of methods to aid comprehension when writing an informative/explanatory text |
| | | | | | | | 7.W.TTP.2.2-2.c | Develop a topic with relevant information and examples when writing an informative/explanatory text |
| | | | | | | | 7.W.TTP.2.3-1.c | Use appropriate transitions to create cohesion when writing an informative/explanatory text |
| | | | | | | | 7.W.TTP.2.3-2.c | Use appropriate transitions to clarify the relationships among ideas and concepts when writing an informative/explanatory text |
| | | | | | | | 7.W.TTP.2.4.c | Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text |
| | | | | | | | 7.W.TTP.2.5.c | Maintain a formal style when writing an informative/explanatory text |
| | | | | | | | 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 |
| 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. | | | | | | | | |
| | | | | | | | 7.W.TTP.3.1-1.c | Introduce a narrator and/or characters when writing a narrative |
| | | | | | | | 7.W.TTP.3.1-2.c | Organize an event sequence that unfolds naturally and logically when writing a narrative |

BENCHMARK SEQUENCE REPORT
ENGLISH LANGUAGE ARTS GRADE 7 BY QUARTER



| | | | | | | | | | |
|--|--|--|--|--|--|--|--|-----------------|---|
| | | | | | | | | 7.W.TTP.3.1-3.c | Orient the reader by establishing a context and point of view when writing a narrative |
| | | | | | | | | 7.W.TTP.3.2.c | Develop experiences, events, and/or characters when writing a narrative |
| | | | | | | | | 7.W.TTP.3.3-1.c | Use a variety of transition words, phrases, and clauses to convey sequence when writing a narrative |
| | | | | | | | | 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 |
| | | | | | | | | 7.W.TTP.3.4.c | Use appropriate words and phrases to convey experiences and events when writing a narrative |
| | | | | | | | | 7.W.TTP.3.5.c | Write a conclusion that follows from and reflects on the narrated events when writing a narrative |
| Strand: Production and Distribution of Writing (PDW) | | | | | | | | | |
| 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.) | | | | | | | | | |
| | | | | | | | | 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 |
| 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.) | | | | | | | | | |
| | | | | | | | | 7.W.PDW.5.1.c | Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach |
| | | | | | | | | 7.W.PDW.5.2.c | Strengthen writing as needed by focusing on the appropriateness of writing for its purpose and audience |
| 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. | | | | | | | | | |
| | | | | | | | | 7.W.PDW.6.1.c | Use technology to produce and publish writing |
| | | | | | | | | 7.W.PDW.6.2.c | Use technology to link to and cite sources when producing and publishing writing |
| | | | | | | | | 7.W.PDW.6.3.c | Use technology to collaborate with others when producing and publishing writing |
| Strand: Research to Build and Present Knowledge (RBK) | | | | | | | | | |
| 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. | | | | | | | | | |
| | | | | | | | | 7.W.RBK.7.1.c | Conduct short research projects to answer a question |
| | | | | | | | | 7.W.RBK.7.2.b | Generate additional questions for future research investigations by using several sources of information |
| 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. | | | | | | | | | |
| | | | | | | | | 7.W.RBK.8.1.b | Gather relevant information from multiple print and digital sources for use in a short research project |
| | | | | | | | | 7.W.RBK.8.2.b | Gather information for a short research project by using search terms effectively |
| | | | | | | | | 7.W.RBK.8.3.b | Evaluate the credibility and accuracy of each source of information considered for use in a short research project |
| | | | | | | | | 7.W.RBK.8.4.b | Quote sources of information appropriately to avoid plagiarism in a short research project |
| | | | | | | | | 7.W.RBK.8.5.b | Paraphrase sources of information to avoid plagiarism in a short research project |
| | | | | | | | | 7.W.RBK.8.6.a | Use a standard format for the citation of sources in a short research project |
| 7.W.RBK.9 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | | | | |
| | | | | | | | | 7.W.RBK.9.1.b | Use Reading Standards for Literature to support analysis, reflection, and research for a short research project |

BENCHMARK SEQUENCE REPORT
ENGLISH LANGUAGE ARTS GRADE 7 BY QUARTER



| | | | | | | | | | |
|--|--|--|--|--|--|--|--|------------------|---|
| | | | | | | | | 7.W.RBK.9.2.b | Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project |
| DOMAIN: Speaking and Listening Standards | | | | | | | | | |
| By the end of the year, use oral language skills with appropriate complexity for grade 7. | | | | | | | | | |
| Strand: Comprehension and Collaboration (CAC) | | | | | | | | | |
| 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. | | | | | | | | | |
| | | | | | | | | 7.SL.CAC.1.1-1.b | Prepare for group discussion by reading or researching material under study |
| | | | | | | | | 7.SL.CAC.1.1-2.c | Provide evidence about a topic based on preparation during a group discussion |
| | | | | | | | | 7.SL.CAC.1.2-1.c | Follow rules established for a collegial group discussion |
| | | | | | | | | 7.SL.CAC.1.2-2.c | Track progress toward specific goals and deadlines in a group discussion |
| | | | | | | | | 7.SL.CAC.1.2-3.c | Define individual roles as needed in a group discussion |
| | | | | | | | | 7.SL.CAC.1.3-1.c | Ask questions that elicit elaboration in a group discussion |
| | | | | | | | | 7.SL.CAC.1.3-2.c | Respond to others' questions and comments with relevant ideas in a group discussion |
| | | | | | | | | 7.SL.CAC.1.3-3.c | Focus a group on a topic during a group discussion |
| | | | | | | | | 7.SL.CAC.1.4-1.c | Acknowledge group members who share new information during a group discussion |
| | | | | | | | | 7.SL.CAC.1.4-2.b | Evaluate one's own views in light of the evidence presented in group discussion |
| 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. | | | | | | | | | |
| | | | | | | | | 7.SL.CAC.2.1.b | Relate main ideas presented in diverse media and formats to supporting details presented orally |
| | | | | | | | | 7.SL.CAC.2.2.b | Explain how ideas presented in diverse media and formats clarify a topic presented orally |
| 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. | | | | | | | | | |
| | | | | | | | | 7.SL.CAC.3.1.b | Describe the specific claims that support an argument in a presentation |
| | | | | | | | | 7.SL.CAC.3.2.b | Evaluate the soundness of reasoning presented by a speaker |
| | | | | | | | | 7.SL.CAC.3.3.b | Evaluate the relevance of evidence presented by a speaker |
| Strand: Presentation of Knowledge and Ideas (PKI) | | | | | | | | | |
| 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. | | | | | | | | | |
| | | | | | | | | 7.SL.PKI.4.1.c | Present claims and findings in an oral presentation to emphasize important points |
| | | | | | | | | 7.SL.PKI.4.2.c | Present claims and findings in an oral presentation by including pertinent descriptions, facts, details, and examples |
| | | | | | | | | 7.SL.PKI.4.3.c | Use appropriate eye contact, volume, and pronunciation when presenting orally |
| 7.SL.PKI.5 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | | | | | | | | | |
| | | | | | | | | 7.SL.PKI.5.1.c | Present claims and findings by including multimedia components and visual displays in an oral presentation |
| | | | | | | | | 7.SL.PKI.5.2.c | Emphasize important points in an oral presentation by including multimedia components and visual displays |
| 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.) | | | | | | | | | |
| | | | | | | | | 7.SL.PKI.6.1.c | Adapt a speech to a variety of contexts and tasks |

BENCHMARK SEQUENCE REPORT
ENGLISH LANGUAGE ARTS GRADE 7 BY QUARTER



| | | | | | | | | | |
|--|--|--|--|--|--|--|--|-----------------|--|
| | | | | | | | | 7.SL.PK1.6.2.c | Use formal English in an oral presentation when it is appropriate to the task and situation |
| DOMAIN: Language Standards | | | | | | | | | |
| By the end of the year, use language with appropriate complexity for grade 7. | | | | | | | | | |
| Strand: Conventions of Standard English (CSE) | | | | | | | | | |
| 7.L.CSE.1 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | | | | |
| | | | | | | | | 7.L.CSE.1.1-1.a | Define the general function of phrases and clauses |
| | | | | | | | | 7.L.CSE.1.1-2.b | Explain the function of phrases and clauses in particular sentences |
| | | | | | | | | 7.L.CSE.1.2.c | Relate ideas by using appropriate simple, compound, complex, and compound-complex sentences when writing or speaking |
| | | | | | | | | 7.L.CSE.1.3-1.c | Use phrases and clauses correctly within a sentence when writing or speaking |
| | | | | | | | | 7.L.CSE.1.3-2.b | Edit writing with misplaced and dangling modifiers |
| 7.L.CSE.2 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | | | | | |
| | | | | | | | | 7.L.CSE.2.1.c | Use a comma to separate coordinate adjectives when writing |
| | | | | | | | | 7.L.CSE.2.2.c | Spell grade-appropriate words correctly when writing |
| Strand: Knowledge of Language (KOL) | | | | | | | | | |
| 7.L.KOL.3 a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | | | | |
| | | | | | | | | 7.L.KOL.3.1-1.c | Convey ideas precisely and concisely using chosen language when writing |
| | | | | | | | | 7.L.KOL.3.1-2.c | Convey ideas precisely and concisely by eliminating language when writing |
| Strand: Vocabulary Acquisition and Use (VAU) | | | | | | | | | |
| 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. | | | | | | | | | |
| | | | | | | | | 7.L.VAU.4.1.b | Determine the meaning of a word or phrase by using a range of strategies |
| | | | | | | | | 7.L.VAU.4.2.b | Determine the meaning of a word by using common Greek or Latin affixes and roots as clues |
| | | | | | | | | 7.L.VAU.4.3-1.a | Find the pronunciation of a word by consulting general and specialized reference materials |
| | | | | | | | | 7.L.VAU.4.3-2.a | Clarify a word's precise meaning by consulting general and specialized reference materials |
| | | | | | | | | 7.L.VAU.4.3-3.a | Clarify the part of speech of a word in context by consulting general and specialized reference materials |
| | | | | | | | | 7.L.VAU.4.4.b | Verify the preliminary determination of the meaning of a word or phrase using strategies |
| 7.L.VAU.5 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | | | | | | |
| | | | | | | | | 7.L.VAU.5.1.b | Interpret figures of speech in context when presented orally or in writing |
| | | | | | | | | 7.L.VAU.5.2.b | Determine the meaning of words when compared to selected words |
| | | | | | | | | 7.L.VAU.5.3.b | Distinguish among connotative and denotative words that are presented orally or in writing |
| 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. | | | | | | | | | |
| | | | | | | | | 7.L.VAU.6.1.c | Use general academic words and phrases accurately |
| | | | | | | | | 7.L.VAU.6.2.c | Use domain-specific words and phrases accurately |

BENCHMARK SEQUENCE REPORT
ENGLISH LANGUAGE ARTS GRADE 7 BY QUARTER



| | | | | | | | | | |
|--|--|--|--|--|--|--|--|---------------|---|
| | | | | | | | | 7.L.VAU.6.3.c | Apply vocabulary knowledge when considering which word or phrase to use for comprehension or expression |
|--|--|--|--|--|--|--|--|---------------|---|