

**BENCHMARK COMPLEXITY REPORT  
ENGLISH LANGUAGE ARTS GRADE 7**

**Key:** 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).  
**Benchmark** = The wording of the benchmark.  
**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.

a. Acquire				b. Make Meaning				c. Transfer/Apply			
OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand
<b>DOMAIN: Reading Standards for Literature</b>											
<b>Key Ideas and Details</b>											
				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	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.b	Describe the development of a theme over the course of a story, drama, or poem	RL.7.2	REL	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
				7.RL.KID.3.1.b	Describe the interaction of the literary elements of setting, characters, and plot in a story or drama	RL.7.3	REL	7.RL.KID.2.3.c	Create an objective summary of a story, drama, and poem	RL.7.2	MID
<b>Craft and Structure</b>											
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.4.1.b	Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem	RL.7.4	MOW				
				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				
				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	RL.7.4	MID				
				7.RL.CAS.5.1.b	Analyze how an author's use of structure contributes to the meaning of a drama or poem	RL.7.5	MID				
				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				
				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				
<b>Integration of Knowledge and Ideas</b>											
				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	RL.7.7					
				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	RL.7.9	REL				
<b>DOMAIN: Reading Standards for Informational Text</b>											
<b>Key Ideas and Details</b>											
				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	7.RI.KID.2.3.c	Create an objective summary of a multiparagraph informational text	RI.7.2	MID
				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.2.1.b	Determine two or more key ideas of a multiparagraph informational text by using sufficient evidence	RI.7.2	MID				
				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				
				7.RI.KID.3.1.b	Analyze the interaction of individuals, ideas, and events in a multiparagraph informational text	RI.7.3	REL				
<b>Craft and Structure</b>											
				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				



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				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				
				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				
				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.5.1.b	Analyze how the organizational structure of an informational text contributes to the meaning of the whole text	RI.7.5	TOD				
				7.RI.CAS.5.2.b	Analyze how the organizational structure of an informational text contributes to the development of ideas	RI.7.5	TOD				
				7.RI.CAS.6.1.b	Explain an author's point of view or purpose in an informational text	RI.7.6	MID				
				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				
<b>Integration of Knowledge and Ideas</b>											
				7.RI.IKI.7.1.b	Compare and contrast the portrayal of a subject in an informational text and another medium	RI.7.7					
				7.RI.IKI.8.1.b	Evaluate an argument using specific details in an informational text	RI.7.8					
				7.RI.IKI.8.2.b	Cite claims in support of an argument presented in an informational text	RI.7.8	SUP				
				7.RI.IKI.8.3.b	Evaluate the specific claims of an argument as presented in an informational text	RI.7.8	GEN				
				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				
				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.9.1.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				
				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				
<b>DOMAIN: Reading Standards for Literacy in History/Social Studies</b>											
<b>Key Ideas and Details</b>											
7.RH.KID.3.1.a	Describe the steps of a process described in a multiparagraph history/social studies text	RH.6-8.3	REL	7.RH.KID.1.1.b	Distinguish between a primary source and a secondary source	RH.6-8.1	REL	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.3.2.a	Identify the steps of a process described in a multiparagraph history/social studies text	RH.6-8.3	MID	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				
				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.2.1.b	Describe the central idea of a multiparagraph primary or secondary source	RH.6-8.2	MID				
<b>Craft and Structure</b>											
				7.RH.CAS.4.1.b	Determine the meaning of content-related vocabulary found in a history/social studies text	RH.6-8.4					



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				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.5.1.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				
				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				
				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				
				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.6.1.b	Locate examples of emotive language that reflect an author's point of view or purpose in a history/social studies text	RH.6-8.6	MID				
				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	RH.6-8.6	MID				
<b>Integration of Knowledge and Ideas</b>											
				7.RH.IKI.7.1.b	Integrate information in print and digital history/social studies texts to similar information presented visually	RH.6-8.7		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
				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				
				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				
				7.RH.IKI.8.4.b	Evaluate the evidence cited in a history/social studies text that is used to support an informed conclusion	RH.6-8.8	GEN				
				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				
				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				
<b>DOMAIN: Reading Standards for Literacy in Science and Technical Subjects</b>											
<b>Key Ideas and Details</b>											
				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.c	Create an objective summary of a multiparagraph science or technical text	RST.6-8.2	MID
				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	7.RST.KID.2.3.c	Develop a conclusion from a multiparagraph science or technical text	RST.6-8.2	GEN
								7.RST.KID.3.1.c	Follow a multistep procedure from a multiparagraph science or technical text when carrying out an experiment	RST.6-8.3	
								7.RST.KID.3.2.c	Follow a multistep procedure from a multiparagraph science or technical text when taking measurements	RST.6-8.3	
								7.RST.KID.3.3.c	Follow a multistep procedure in a science or technical text when performing technical tasks	RST.6-8.3	
<b>Craft and Structure</b>											
7.RST.CAS.4.1.a	Recognize the meaning of symbols that are found in a science or technical text	RST.6-8.4		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				



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				7.RST.CAS.4.3.b	Determine the meaning of domain-specific words and phrases found in a science or technical text	RST.6-8.4					
				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	RST.6-8.5	TOD				
				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.6.1.b	Describe an author's purpose in including an explanation in a science or technical text	RST.6-8.6	MID				
				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				
				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				
<b>Integration of Knowledge and Ideas</b>											
				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	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	RST.6-8.7	
				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.9.1.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					
<b>DOMAIN: Writing Standards</b>											
<b>Text Types and Purposes</b>											
								7.W.TTP.1.1-1.c	Introduce claim(s) when writing an argumentative essay	W7.1a	OUC
								7.W.TTP.1.1-2.c	Address alternate or opposing claims when writing an argumentative essay	W7.1a	TOD
								7.W.TTP.1.1-3.c	Organize reasons and evidence logically when writing an argumentative essay	W7.1a	OUC
								7.W.TTP.1.2-1.c	Cite logical reasons and relevant evidence to support claims when writing an argumentative essay	W7.1b	TOD
								7.W.TTP.1.2-2.c	Use accurate, credible sources when writing an argumentative essay	W7.1b	TOD
								7.W.TTP.1.2-3.c	Write accurately about a topic or text when writing an argumentative essay	W7.1b	TOD
								7.W.TTP.1.3-1.c	Use words, phrases, and clauses to create cohesion when writing an argumentative essay	W7.1c	WCH
								7.W.TTP.1.3-2.c	Use transitions to clarify the relationships among claim(s), reasons, and evidence when writing an argumentative essay	W7.1c	WCH
								7.W.TTP.1.4.c	Maintain a formal style when writing an argumentative essay	W7.1d	WCH
								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.2.1-1.c	Introduce a topic when writing an informative/explanatory text by previewing what is to follow	W7.2a	OUC
								7.W.TTP.2.1-2.c	Use strategies to organize ideas, concepts, and information when writing an informative/explanatory text	W7.2a	OUC



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								7.W.TTP.2.2-1.c	Use a variety of methods to aid comprehension when writing an informative/explanatory text	W7.2b	
								7.W.TTP.2.2-2.c	Develop a topic with relevant information and examples when writing an informative/explanatory text	W7.2b	TOD
								7.W.TTP.2.3-1.c	Use appropriate transitions to create cohesion when writing an informative/explanatory text	W7.2c	WCH
								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
								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
								7.W.TTP.2.5.c	Maintain a formal style when writing an informative/explanatory text	W7.2e	WCH
								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.3.1-1.c	Introduce a narrator and/or characters when writing a narrative	W7.3a	TOD
								7.W.TTP.3.1-2.c	Organize an event sequence that unfolds naturally and logically when writing a narrative	W7.3a	OUC
								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
								7.W.TTP.3.2.c	Develop experiences, events, and/or characters when writing a narrative	W7.3b	TOD
								7.W.TTP.3.3-1.c	Use a variety of transition words, phrases, and clauses to convey sequence when writing a narrative	W7.3c	WCH
								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
								7.W.TTP.3.4.c	Use appropriate words and phrases to convey experiences and events when writing a narrative	W7.3d	WCH
								7.W.TTP.3.5.c	Write a conclusion that follows from and reflects on the narrated events when writing a narrative	W7.3e	OUC
<b>Production and Distribution of Writing</b>											
								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	W7.4	
								7.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W7.5	
								7.W.PDW.5.2.c	Strengthen writing as needed by focusing on the appropriateness of writing for its purpose and audience	W7.5	
								7.W.PDW.6.1.c	Use technology to produce and publish writing	W7.6	
								7.W.PDW.6.2.c	Use technology to link to and cite sources when producing and publishing writing	W7.6	
								7.W.PDW.6.3.c	Use technology to collaborate with others when producing and publishing writing	W7.6	
<b>Research to Build and Present Knowledge</b>											



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7.W.RBK.8.6.a	Use a standard format for the citation of sources in a short research project	W7.8		7.W.RBK.7.2.b	Generate additional questions for future research investigations by using several sources of information	W7.7		7.W.RBK.7.1.c	Conduct short research projects to answer a question	W7.7	
				7.W.RBK.8.1.b	Gather relevant information from multiple print and digital sources for use in a short research project	W7.8					
				7.W.RBK.8.2.b	Gather information for a short research project by using search terms effectively	W7.8					
				7.W.RBK.8.3.b	Evaluate the credibility and accuracy of each source of information considered for use in a short research project	W7.8					
				7.W.RBK.8.4.b	Quote sources of information appropriately to avoid plagiarism in a short research project	W7.8					
				7.W.RBK.8.5.b	Paraphrase sources of information to avoid plagiarism in a short research project	W7.8					
				7.W.RBK.9.1.b	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project	W7.9a					
				7.W.RBK.9.2.b	Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project	W7.9b					
<b>DOMAIN: Speaking and Listening Standards</b>											
<b>Comprehension and Collaboration</b>											
				7.SL.CAC.1.1-1.b	Prepare for group discussion by reading or researching material under study	SL7.1a		7.SL.CAC.1.1-2.c	Provide evidence about a topic based on preparation during a group discussion	SL7.1a	
				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.1.2-1.c	Follow rules established for a collegial group discussion	SL7.1b	
				7.SL.CAC.2.1.b	Relate main ideas presented in diverse media and formats to supporting details presented orally	SL7.2		7.SL.CAC.1.2-2.c	Track progress toward specific goals and deadlines in a group discussion	SL7.1b	
				7.SL.CAC.2.2.b	Explain how ideas presented in diverse media and formats clarify a topic presented orally	SL7.2		7.SL.CAC.1.2-3.c	Define individual roles as needed in a group discussion	SL7.1b	
				7.SL.CAC.3.1.b	Describe the specific claims that support an argument in a presentation	SL7.3		7.SL.CAC.1.3-1.c	Ask questions that elicit elaboration in a group discussion	SL7.1c	
				7.SL.CAC.3.2.b	Evaluate the soundness of reasoning presented by a speaker	SL7.3		7.SL.CAC.1.3-2.c	Respond to others' questions and comments with relevant ideas in a group discussion	SL7.1c	
				7.SL.CAC.3.3.b	Evaluate the relevance of evidence presented by a speaker	SL7.3		7.SL.CAC.1.3-3.c	Focus a group on a topic during a group discussion	SL7.1c	
								7.SL.CAC.1.4-1.c	Acknowledge group members who share new information during a group discussion	SL7.1d	
<b>Presentation of Knowledge and Ideas</b>											
								7.SL.PKI.4.1.c	Present claims and findings in an oral presentation to emphasize important points	SL7.4	
								7.SL.PKI.4.2.c	Present claims and findings in an oral presentation by including pertinent descriptions, facts, details, and examples	SL7.4	
								7.SL.PKI.4.3.c	Use appropriate eye contact, volume, and pronunciation when presenting orally	SL7.4	
								7.SL.PKI.5.1.c	Present claims and findings by including multimedia components and visual displays in an oral presentation	SL7.5	
								7.SL.PKI.5.2.c	Emphasize important points in an oral presentation by including multimedia components and visual displays	SL7.5	
								7.SL.PKI.6.1.c	Adapt a speech to a variety of contexts and tasks	SL7.6	



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								7.SL.PK1.6.2.c	Use formal English in an oral presentation when it is appropriate to the task and situation	SL7.6	
<b>DOMAIN: Language Standards</b>											
<b>Conventions of Standard English</b>											
7.L.CSE.1.1-1.a	Define the general function of phrases and clauses	L7.1a	SSF	7.L.CSE.1.1-2.b	Explain the function of phrases and clauses in particular sentences	L7.1a	SSF	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
				7.L.CSE.1.3-2.b	Edit writing with misplaced and dangling modifiers	L7.1c	SSF	7.L.CSE.1.3-1.c	Use phrases and clauses correctly within a sentence when writing or speaking	L7.1c	WCH
								7.L.CSE.2.1.c	Use a comma to separate coordinate adjectives when writing	L7.2a	COP
								7.L.CSE.2.2.c	Spell grade-appropriate words correctly when writing	L7.2b	
<b>Knowledge of Language</b>											
								7.L.KOL.3.1-1.c	Convey ideas precisely and concisely using chosen language when writing	L7.3a	WCH
								7.L.KOL.3.1-2.c	Convey ideas precisely and concisely by eliminating language when writing	L7.3a	WCH
<b>Vocabulary Acquisition and Use</b>											
7.L.VAU.4.3-1.a	Find the pronunciation of a word by consulting general and specialized reference materials	L7.4c		7.L.VAU.4.1.b	Determine the meaning of a word or phrase by using a range of strategies	L7.4a		7.L.VAU.6.1.c	Use general academic words and phrases accurately	L7.6	WCH
7.L.VAU.4.3-2.a	Clarify a word's precise meaning by consulting general and specialized reference materials	L7.4c		7.L.VAU.4.2.b	Determine the meaning of a word by using common Greek or Latin affixes and roots as clues	L7.4b		7.L.VAU.6.2.c	Use domain-specific words and phrases accurately	L7.6	WCH
7.L.VAU.4.3-3.a	Clarify the part of speech of a word in context by consulting general and specialized reference materials	L7.4c		7.L.VAU.4.4.b	Verify the preliminary determination of the meaning of a word or phrase using strategies	L7.4d	MOW	7.L.VAU.6.3.c	Apply vocabulary knowledge when considering which word or phrase to use for comprehension or expression	L7.6	WCH
				7.L.VAU.5.1.b	Interpret figures of speech in context when presented orally or in writing	L7.5a	MOW				
				7.L.VAU.5.2.b	Determine the meaning of words when compared to selected words	L7.5b					
				7.L.VAU.5.3.b	Distinguish among connotative and denotative words that are presented orally or in writing	L7.5c	MOW				