

Main Criteria: Journeys In Writing

Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: 7

Journeys In Writing

Lesson 01: Unit 1 Note Making and Outlines, pp. 11-18

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS
OF PROGRESS

7.1.2.2.

At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS
OF PROGRESS

7.1.4.1.

Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

INDICATORS
OF PROGRESS

7.1.4.2.

Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS
OF PROGRESS

7.1.4.4.

Analyze the interactions between individuals, events or concepts in informational text.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas

INDICATORS OF PROGRESS / STRAND	LSVEI1.	Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.
INDICATORS OF PROGRESS	7.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.

INDICATOR 7.3.1.1.a. acknowledge and elaborate on others' ideas.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.

INDICATORS OF PROGRESS 7.3.2.1. Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone in communicating with others, considering audience and context.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI3.	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.

INDICATORS OF PROGRESS 7.3.3.1. Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices; collaborate with peers, such that multiple aspects of a topic are explored (e.g. collaborative magazine, blog or presentation).

Lesson 02: Unit 2 Writing from Notes, pp. 19-28

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.4.1.	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
INDICATORS OF PROGRESS	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
INDICATORS OF PROGRESS	7.1.4.4.	Analyze the interactions between individuals, events or concepts in informational text.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 03: Unit 3 Retelling Narrative Stories, pp. 29-36

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	7.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, making predictions, recalling purpose of reading, and activating prior knowledge to confirm understanding.
INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.4.1.	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
INDICATORS OF PROGRESS	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
INDICATORS OF PROGRESS	7.1.4.3.	Analyze the interactions between characters, settings, events or ideas in literary text.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.

INDICATORS OF PROGRESS	7.3.2.1.	Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone in communicating with others, considering audience and context.
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Lesson 04: Unit 3 Retelling Narrative Stories, pp. 37-48

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R3.	Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS OF PROGRESS	7.1.3.1.	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.4.1.	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
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INDICATORS OF PROGRESS	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
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INDICATORS OF PROGRESS	7.1.4.4.	Analyze the interactions between individuals, events or concepts in informational text.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.5.2.	Analyze the informational text structure (including, but not limited to, compare/contrast, cause/effect and problem/solution) used, including how the major sections contribute to the whole and to the development of ideas.
INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS
OF PROGRESS

7.2.5.1.

Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS
OF PROGRESS

7.2.6.1.

Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.

INDICATORS
OF PROGRESS

7.3.2.1.

Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone in communicating with others, considering audience and context.

Lesson 05: Unit 3 Retelling Narrative Stories, pp. 47-54

Minnesota Academic Standards**Language Arts**

Grade 7 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
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INDICATORS OF PROGRESS

7.1.4.1.

Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS

7.2.1.3.

Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS OF PROGRESS

7.2.2.1.

Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS

7.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.

INDICATORS OF PROGRESS

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Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

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Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

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**CONTENT
STANDARD /
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.

INDICATORS
OF PROGRESS

7.3.2.1.

Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone in communicating with others, considering audience and context.

Lesson 06: Unit 4 Summarizing a Reference, pp. 55-62**Minnesota Academic Standards****Language Arts****Grade 7 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

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At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
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CONTENT STANDARD / DOMAIN	Grade 7	
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INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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**CONTENT
STANDARD /
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INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.

INDICATORS OF PROGRESS	7.3.2.1.	Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone in communicating with others, considering audience and context.
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Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN**
Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS 7.1.2.2. At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN**
Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS 7.1.4.1. Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

INDICATORS OF PROGRESS 7.1.4.2. Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS OF PROGRESS 7.1.4.4. Analyze the interactions between individuals, events or concepts in informational text.

**CONTENT
STANDARD /
DOMAIN**
Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS 7.1.5.3. Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS
OF PROGRESS

7.1.6.1.

Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS
OF PROGRESS

7.2.1.3.

Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS
OF PROGRESS

7.2.2.1.

Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS
OF PROGRESS

7.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.

INDICATORS
OF PROGRESS

7.2.3.2.

Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 7
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
CONTENT STANDARD / DOMAIN		Grade 7
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
CONTENT STANDARD / DOMAIN		Grade 7
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.

INDICATORS OF PROGRESS	7.3.2.1.	Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone in communicating with others, considering audience and context.
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Lesson 08: Unit 4 Summarizing a Reference: pp. 73-82

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 7
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS 7.1.2.2. At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS 7.1.4.1. Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

INDICATORS OF PROGRESS 7.1.4.2. Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS OF PROGRESS 7.1.4.4. Analyze the interactions between individuals, events or concepts in informational text.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS 7.1.5.3. Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS 7.1.6.1. Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.
INDICATORS OF PROGRESS	7.3.2.1.	Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone in communicating with others, considering audience and context.

Lesson 09: Unit 4 Summarizing a Reference, pp. 83-92

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.4.1.	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
INDICATORS OF PROGRESS	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS OF PROGRESS	7.1.4.4.	Analyze the interactions between individuals, events or concepts in informational text.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.6.1.	Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.

INDICATORS OF PROGRESS	7.3.2.1.	Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone in communicating with others, considering audience and context.
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Lesson 10: Unit 5 Writing from Pictures, pp. 93-102

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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Lesson 11: Unit 5 Writing from Pictures, pp. 103-110

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R3.	Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS OF PROGRESS	7.1.3.1.	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
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Lesson 12: Unit 6 Summarizing Multiple References, pp. 111-118**Minnesota Academic Standards****Language Arts****Grade 7 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R3.	Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS OF PROGRESS	7.1.3.1.	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.4.1.	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
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INDICATORS OF PROGRESS	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
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INDICATORS OF PROGRESS	7.1.4.4.	Analyze the interactions between individuals, events or concepts in informational text.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
INDICATORS OF PROGRESS	7.1.9.2.	Evaluate perspective, credibility, relevancy and sufficiency of sources related to task and purpose.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.
INDICATORS OF PROGRESS	7.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.
INDICATOR	7.3.1.1.a.	acknowledge and elaborate on others' ideas.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas

INDICATORS OF PROGRESS / STRAND	LSVEI3.	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.
INDICATORS OF PROGRESS	7.3.3.1.	Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices; collaborate with peers, such that multiple aspects of a topic are explored (e.g. collaborative magazine, blog or presentation).

Lesson 13: Unit 6 Summarizing Multiple References, pp. 119-124

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Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS 7.1.2.2. At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R3.	Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS OF PROGRESS 7.1.3.1. Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS 7.1.4.1. Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

INDICATORS OF PROGRESS	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
INDICATORS OF PROGRESS	7.1.4.4.	Analyze the interactions between individuals, events or concepts in informational text.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
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INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
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INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
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INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 14: Unit 6 Summarizing Multiple References, pp. 125-130

Minnesota Academic Standards

Language Arts

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS
OF PROGRESS

7.1.2.2.

At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R3.	Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS
OF PROGRESS

7.1.3.1.

Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS
OF PROGRESS

7.1.4.1.

Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

INDICATORS
OF PROGRESS

7.1.4.2.

Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS
OF PROGRESS

7.1.4.4.

Analyze the interactions between individuals, events or concepts in informational text.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
INDICATORS OF PROGRESS	7.1.9.2.	Evaluate perspective, credibility, relevancy and sufficiency of sources related to task and purpose.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.
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INDICATORS OF PROGRESS	7.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.
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INDICATOR	7.3.1.1.a.	acknowledge and elaborate on others' ideas.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI3.	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.
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INDICATORS OF PROGRESS	7.3.3.1.	Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices; collaborate with peers, such that multiple aspects of a topic are explored (e.g. collaborative magazine, blog or presentation).
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Lesson 15: Unit 6 Summarizing Multiple References, pp. 131-136

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
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INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.

Lesson 16: Unit 7 Inventive Writing, pp. 137-142

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS 7.1.4.1. Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS 7.2.1.3. Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS OF PROGRESS 7.2.2.1. Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS 7.2.3.1. Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.

INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

Lesson 17: Unit 7 Inventive Writing, pp. 143-150

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Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.

INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 18: Unit 7 Inventive Writing, pp. 151-154

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 7
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS 7.1.4.1. Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS 7.2.1.3. Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS OF PROGRESS 7.2.2.1. Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS 7.2.3.1. Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.

INDICATORS OF PROGRESS 7.2.3.2. Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).

Lesson 19: Unit 7 Inventive Writing, pp. 155-161

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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CONTENT STANDARD / DOMAIN **Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
CONTENT STANDARD / DOMAIN	Grade 7	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 20: Unit 8 Formal Essay Models, pp. 161-166

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R3.	Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS OF PROGRESS	7.1.3.1.	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.4.1.	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
INDICATORS OF PROGRESS	7.1.4.4.	Analyze the interactions between individuals, events or concepts in informational text.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
INDICATORS OF PROGRESS	7.1.9.2.	Evaluate perspective, credibility, relevancy and sufficiency of sources related to task and purpose.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
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CONTENT STANDARD / DOMAIN **Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 21: Unit 8 Formal Essay Models, pp. 167-176

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R3.	Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS OF PROGRESS

7.1.3.1.

Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS

7.1.4.1.

Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS

7.1.9.1.

Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS

7.2.1.3.

Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS OF PROGRESS

7.2.2.1.

Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R3.	Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS
OF PROGRESS

7.1.3.1.

Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS
OF PROGRESS

7.1.4.1.

Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

INDICATORS
OF PROGRESS

7.1.4.4.

Analyze the interactions between individuals, events or concepts in informational text.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS
OF PROGRESS

7.1.9.1.

Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN		Grade 7
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
CONTENT STANDARD / DOMAIN		Grade 7
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 7
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS
OF PROGRESS

7.2.8.1.

Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

Lesson 23: Unit 8 Formal Essay Models, pp. 185-190

Minnesota Academic Standards**Language Arts**

Grade 7 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R3.	Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS
OF PROGRESS

7.1.3.1.

Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS
OF PROGRESS

7.1.4.1.

Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

INDICATORS
OF PROGRESS

7.1.4.4.

Analyze the interactions between individuals, events or concepts in informational text.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN		Grade 7
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
CONTENT STANDARD / DOMAIN		Grade 7
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
CONTENT STANDARD / DOMAIN		Grade 7
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

Lesson 24: Unit 9 Formal Critique, pp. 191-206

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS 7.1.2.2. At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS 7.1.4.1. Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

INDICATORS OF PROGRESS 7.1.4.2. Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS OF PROGRESS	7.1.4.3.	Analyze the interactions between characters, settings, events or ideas in literary text.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.5.1.	Analyze how the sequence of events is told and developed in a story, drama or poem to contribute to its meaning.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.8.2.	Analyze the impact of specific word choices on meaning and tone in academic, technical and domain-specific text.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).

Lesson 25: Unit 9 Formal Critique, pp. 207-212

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.4.1.	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
INDICATORS OF PROGRESS	7.1.4.3.	Analyze the interactions between characters, settings, events or ideas in literary text.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.5.1.	Analyze how the sequence of events is told and developed in a story, drama or poem to contribute to its meaning.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.6.1.	Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 26: Unit 9 Formal Critique, pp. 213-222

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
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INDICATORS OF PROGRESS	7.1.4.3.	Analyze the interactions between characters, settings, events or ideas in literary text.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.5.1.	Analyze how the sequence of events is told and developed in a story, drama or poem to contribute to its meaning.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).

Lesson 27: Unit 9 Formal Critique, pp. 223-228

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.4.3.	Analyze the interactions between characters, settings, events or ideas in literary text.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.5.1.	Analyze how the sequence of events is told and developed in a story, drama or poem to contribute to its meaning.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS
OF PROGRESS

7.1.6.1.

Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS
OF PROGRESS

7.2.1.3.

Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS
OF PROGRESS

7.2.2.1.

Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS
OF PROGRESS

7.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.

INDICATORS
OF PROGRESS

7.2.3.2.

Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 28: Response to Literature, pp. 229-240

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN

Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
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INDICATORS OF PROGRESS	7.1.4.3.	Analyze the interactions between characters, settings, events or ideas in literary text.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.5.1.	Analyze how the sequence of events is told and developed in a story, drama or poem to contribute to its meaning.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.6.1.	Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.

INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).

Lesson 29: Response to Literature, pp. 2441-244

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
CONTENT STANDARD / DOMAIN	Grade 7	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS 7.2.8.1. Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

Lesson 30: Response to Literature, pp. 245-249

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS 7.1.4.3. Analyze the interactions between characters, settings, events or ideas in literary text.

CONTENT STANDARD / DOMAIN Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS 7.1.5.1. Analyze how the sequence of events is told and developed in a story, drama or poem to contribute to its meaning.

CONTENT STANDARD / DOMAIN Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS 7.1.6.1. Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic.

**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
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**CONTENT
STANDARD /
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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