

Structure and Style for Students

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

Minnesota Academic Standards
Language Arts
 Grade 7 - Adopted: 2010

CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.5.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.5.2.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

INDICATORS OF PROGRESS / STRAND 7.5.3.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

INDICATORS OF PROGRESS / STRAND	7.5.5.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

INDICATORS OF PROGRESS	7.5.10.10. a.	Self-select texts for personal enjoyment, interest and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATORS OF PROGRESS	7.7.2.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATORS OF PROGRESS	7.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATORS OF PROGRESS	7.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND 7.7.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	7.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATORS OF PROGRESS 7.9.1.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATORS OF PROGRESS 7.9.1.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATORS OF PROGRESS 7.9.1.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

INDICATORS OF PROGRESS 7.9.1.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 7.9.2.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 7.9.4.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

INDICATORS OF PROGRESS / STRAND	7.9.6.6.	Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 73 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
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INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS	7.11.3.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS	7.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATORS OF PROGRESS	7.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 2: WRITING FROM NOTES Week 2 Page 19-32

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / DOMAIN MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
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INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN MN.7.5. Reading Benchmarks: Informational Text 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.5.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.5.2.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

INDICATORS OF PROGRESS / STRAND 7.5.3.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN MN.7.5. Reading Benchmarks: Informational Text 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

INDICATORS OF PROGRESS / STRAND	7.5.5.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

INDICATORS OF PROGRESS	7.5.10.10. a.	Self-select texts for personal enjoyment, interest and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATORS OF PROGRESS	7.7.2.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATORS OF PROGRESS	7.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATORS OF PROGRESS	7.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
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INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	7.7.9.9.b.	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	7.9.1.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	7.9.1.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	7.9.1.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATORS OF PROGRESS	7.9.1.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	7.9.4.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATORS OF PROGRESS / STRAND	7.9.6.6.	Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 73 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	7.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.7.11.	Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS 7.11.4.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS	7.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	7.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44

**Minnesota Academic Standards
Language Arts
Grade 7 - Adopted: 2010**

CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	7.4.1.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATORS OF PROGRESS / STRAND	7.4.2.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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INDICATORS OF PROGRESS / STRAND	7.4.3.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	7.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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INDICATORS OF PROGRESS / STRAND	7.4.6.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.
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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

INDICATORS OF PROGRESS 7.4.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATORS OF PROGRESS 7.7.3.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

INDICATORS OF PROGRESS 7.7.3.3.e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 7.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND 7.7.5.5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)

INDICATORS OF PROGRESS / STRAND 7.7.6.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND 7.7.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN MN.7.7. **Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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INDICATORS OF PROGRESS 7.7.10.10. a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN MN.7.9. **Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	7.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATORS OF PROGRESS 7.9.1.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATORS OF PROGRESS 7.9.1.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATORS OF PROGRESS 7.9.1.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

INDICATORS OF PROGRESS 7.9.1.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / DOMAIN MN.7.9. **Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 7.9.2.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	7.9.4.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATORS OF PROGRESS / STRAND	7.9.6.6.	Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 73 for specific expectations.)

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	7.9.8.8.b.	Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS	7.11.1.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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INDICATORS OF PROGRESS	7.11.1.1.c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	7.11.2.2.b.	Spell correctly.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS	7.11.3.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS	7.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATORS OF PROGRESS	7.11.4.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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INDICATORS OF PROGRESS	7.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts
Grade 7 - Adopted: 2010**

CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.4.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.4.2.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

INDICATORS OF PROGRESS / STRAND 7.4.3.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.4.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

INDICATORS OF PROGRESS / STRAND 7.4.6.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.

CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
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INDICATORS OF PROGRESS 7.4.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATORS OF PROGRESS 7.7.3.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

INDICATORS OF PROGRESS 7.7.3.3.e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 7.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND 7.7.5.5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)

INDICATORS OF PROGRESS / STRAND 7.7.6.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	7.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATORS OF PROGRESS	7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATORS OF PROGRESS	7.9.1.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATORS OF PROGRESS	7.9.1.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATORS OF PROGRESS	7.9.1.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATORS OF PROGRESS	7.9.1.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS OF PROGRESS 7.9.7.7.a. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).

INDICATORS OF PROGRESS 7.9.7.7.b. Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS OF PROGRESS 7.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS 7.11.4.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS 7.11.4.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

INDICATORS OF PROGRESS 7.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN MN.7.5. **Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.5.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.5.2.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

INDICATORS OF PROGRESS / STRAND 7.5.3.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN MN.7.5. **Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

INDICATORS OF PROGRESS / STRAND 7.5.5.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CONTENT STANDARD / DOMAIN MN.7.5. **Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND 7.5.10.10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

INDICATORS OF PROGRESS	7.5.10.10. a.	Self-select texts for personal enjoyment, interest and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATORS OF PROGRESS	7.7.2.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATORS OF PROGRESS	7.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATORS OF PROGRESS	7.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
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INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	7.9.1.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	7.9.1.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	7.9.1.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATORS OF PROGRESS	7.9.1.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	7.9.4.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATORS OF PROGRESS / STRAND	7.9.6.6.	Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 73 for specific expectations.)

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS OF PROGRESS 7.9.7.7.a. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).

INDICATORS OF PROGRESS 7.9.7.7.b. Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS OF PROGRESS 7.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS 7.11.4.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS 7.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
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INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.5.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.5.2.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

INDICATORS OF PROGRESS / STRAND 7.5.3.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

INDICATORS OF PROGRESS / STRAND 7.5.5.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.5.10.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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INDICATORS OF PROGRESS 7.5.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	7.7.2.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	7.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	7.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	7.9.1.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	7.9.1.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	7.9.1.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATORS OF PROGRESS	7.9.1.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy

INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
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INDICATORS OF PROGRESS 7.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS . 7.11.4.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS . 7.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.10	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

INDICATORS OF PROGRESS b. 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.5.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND	7.5.2.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATORS OF PROGRESS / STRAND	7.5.3.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	7.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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INDICATORS OF PROGRESS / STRAND	7.5.5.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.5.10.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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INDICATORS OF PROGRESS	7.5.10.10. a.	Self-select texts for personal enjoyment, interest and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATORS OF PROGRESS	7.7.2.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATORS OF PROGRESS	7.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATORS OF PROGRESS	7.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	7.9.1.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	7.9.1.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	7.9.1.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

INDICATORS OF PROGRESS	7.9.1.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
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INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
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INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
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INDICATORS OF PROGRESS	7.9.8.8.b.	Publish the work and share with an audience.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS	7.11.1.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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INDICATORS OF PROGRESS	7.11.1.1.c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	7.11.2.2.b.	Spell correctly.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS	7.11.3.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS	7.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATORS OF PROGRESS	7.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN MN.7.4. **Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
 b.

CONTENT STANDARD / DOMAIN MN.7.5. **Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.5.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.5.3.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN MN.7.5. **Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT STANDARD / DOMAIN MN.7.5. **Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.5.10.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

INDICATORS OF PROGRESS 7.5.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

CONTENT STANDARD / DOMAIN MN.7.7. **Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATORS OF PROGRESS 7.7.2.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 7.7.2.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATORS OF PROGRESS 7.7.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN MN.7.7. **Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 7.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND 7.7.5.5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)

INDICATORS OF PROGRESS / STRAND 7.7.6.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / DOMAIN MN.7.7. **Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	7.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.7.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS 7.11.4.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS 7.11.4.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.5.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.5.3.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

INDICATORS OF PROGRESS 7.5.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATORS OF PROGRESS 7.7.2.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 7.7.2.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATORS OF PROGRESS 7.7.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 7.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND 7.7.5.5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)

INDICATORS OF PROGRESS / STRAND 7.7.6.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND 7.7.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 7.9.2.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
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INDICATORS OF PROGRESS 7.9.7.7.a. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).

INDICATORS OF PROGRESS 7.9.7.7.b. Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
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INDICATORS OF PROGRESS 7.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4 .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS 7.11.4.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS	7.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	7.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114

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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
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INDICATORS OF PROGRESS	7.4.10.10. b.	Read widely to understand multiple perspectives and pluralistic viewpoints.
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CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	7.5.1.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATORS OF PROGRESS / STRAND	7.5.2.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATORS OF PROGRESS / STRAND	7.5.3.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

INDICATORS OF PROGRESS / STRAND 7.5.5.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CONTENT STANDARD / DOMAIN MN.7.5. **Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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INDICATORS OF PROGRESS 7.5.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

CONTENT STANDARD / DOMAIN MN.7.7. **Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATORS OF PROGRESS 7.7.2.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 7.7.2.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATORS OF PROGRESS 7.7.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN MN.7.7. **Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	7.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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INDICATORS OF PROGRESS	7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	7.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATORS OF PROGRESS	7.9.1.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATORS OF PROGRESS	7.9.1.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATORS OF PROGRESS	7.9.1.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATORS OF PROGRESS	7.9.1.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	7.9.8.8.a.	Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.
INDICATORS OF PROGRESS	7.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.7.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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INDICATORS OF PROGRESS 7.11.4.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS 7.11.4.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
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INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.5.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.5.2.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

INDICATORS OF PROGRESS / STRAND 7.5.3.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	7.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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INDICATORS OF PROGRESS / STRAND	7.5.5.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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INDICATORS OF PROGRESS	7.5.10.10. a.	Self-select texts for personal enjoyment, interest and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATORS OF PROGRESS	7.7.2.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATORS OF PROGRESS	7.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATORS OF PROGRESS	7.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	7.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS	7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.1.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	7.9.1.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	7.9.1.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	7.9.1.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATORS OF PROGRESS	7.9.1.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	7.9.8.8.a.	Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.
INDICATORS OF PROGRESS	7.9.8.8.b.	Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS	7.11.1.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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INDICATORS OF PROGRESS	7.11.1.1.c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	7.11.2.2.b.	Spell correctly.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS	7.11.3.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS	7.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATORS OF PROGRESS	7.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Minnesota Academic Standards
Language Arts
Grade 7 - Adopted: 2010**

CONTENT STANDARD / DOMAIN MN.7.4. **Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN MN.7.5. **Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.5.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.5.2.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

INDICATORS OF PROGRESS / STRAND 7.5.3.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN MN.7.5. **Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

INDICATORS OF PROGRESS / STRAND	7.5.5.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

INDICATORS OF PROGRESS	7.5.10.10. a.	Self-select texts for personal enjoyment, interest and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATORS OF PROGRESS	7.7.2.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATORS OF PROGRESS	7.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATORS OF PROGRESS	7.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	7.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS	7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS OF PROGRESS 7.9.8.8.a. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.

INDICATORS OF PROGRESS 7.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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INDICATORS OF PROGRESS 7.11.4.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS 7.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATORS OF PROGRESS 7.7.2.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS	7.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	7.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATORS OF PROGRESS	7.7.2.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.1.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	7.9.1.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 7.9.2.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
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INDICATORS OF PROGRESS 7.9.7.7.a. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).

INDICATORS OF PROGRESS 7.9.7.7.b. Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
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INDICATORS OF PROGRESS 7.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN MN.7.7. Writing Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATORS OF PROGRESS	7.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	7.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	7.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATORS OF PROGRESS	7.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	7.9.8.8.b.	Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	7.11.1.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATORS OF PROGRESS	7.11.1.1.c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.4.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.4.3.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	7.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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INDICATORS OF PROGRESS / STRAND	7.4.6.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.
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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
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INDICATORS OF PROGRESS	7.4.10.10. a.	Self-select texts for personal enjoyment, interest and academic tasks.
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INDICATORS OF PROGRESS	7.4.10.10. b.	Read widely to understand multiple perspectives and pluralistic viewpoints.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	7.7.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATORS OF PROGRESS	7.7.3.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
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INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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INDICATORS OF PROGRESS	7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
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INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
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INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS OF PROGRESS	7.9.8.8.b.	Publish the work and share with an audience.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS	7.11.1.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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INDICATORS OF PROGRESS	7.11.1.1.c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	7.11.2.2.b.	Spell correctly.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS 7.11.4.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS 7.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

INDICATORS OF PROGRESS 7.4.10.10. b. Read widely to understand multiple perspectives and pluralistic viewpoints.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	7.5.1.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	7.5.2.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
INDICATORS OF PROGRESS / STRAND	7.5.3.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	7.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
INDICATORS OF PROGRESS / STRAND	7.5.5.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.5.10.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

INDICATORS OF PROGRESS 7.5.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	7.7.2.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	7.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	7.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing

INDICATORS OF PROGRESS / STRAND	7.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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INDICATORS OF PROGRESS 7.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATORS OF PROGRESS 7.9.1.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATORS OF PROGRESS 7.9.1.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATORS OF PROGRESS 7.9.1.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

INDICATORS OF PROGRESS 7.9.1.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 7.9.2.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS OF PROGRESS 7.9.7.7.a. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).

INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS OF PROGRESS	7.9.8.8.a.	Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.
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INDICATORS OF PROGRESS	7.9.8.8.b.	Publish the work and share with an audience.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS	7.11.1.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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INDICATORS OF PROGRESS	7.11.1.1.c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	7.11.2.2.b.	Spell correctly.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS 7.11.4.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS 7.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.4.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.5.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.5.2.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

INDICATORS OF PROGRESS / STRAND 7.5.3.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

INDICATORS OF PROGRESS / STRAND 7.5.5.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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INDICATORS OF PROGRESS 7.5.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATORS OF PROGRESS 7.7.2.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 7.7.2.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATORS OF PROGRESS 7.7.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATORS OF PROGRESS 7.7.2.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 7.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND 7.7.5.5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)

INDICATORS OF PROGRESS / STRAND 7.7.6.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	7.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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INDICATORS OF PROGRESS	7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
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INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
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INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS OF PROGRESS 7.9.8.8.a. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.

INDICATORS OF PROGRESS 7.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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INDICATORS OF PROGRESS 7.11.4.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS 7.11.4.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

INDICATORS OF PROGRESS 7.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	7.11.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.
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INDICATORS OF PROGRESS 7.11.5.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.5.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.5.2.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

INDICATORS OF PROGRESS / STRAND 7.5.3.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

INDICATORS OF PROGRESS / STRAND 7.5.5.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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INDICATORS OF PROGRESS 7.5.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	7.7.1.1.	Write arguments to support claims with clear reasons and relevant evidence.
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INDICATORS OF PROGRESS 7.7.1.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

INDICATORS OF PROGRESS 7.7.1.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

INDICATORS OF PROGRESS 7.7.1.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

INDICATORS OF PROGRESS 7.7.1.1.e. Provide a concluding statement or section that follows from and supports the argument presented.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATORS OF PROGRESS 7.7.2.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 7.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
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INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	7.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
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INDICATORS OF PROGRESS / STRAND	7.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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INDICATORS OF PROGRESS	7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
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INDICATORS OF PROGRESS 7.9.7.7.a. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).

INDICATORS OF PROGRESS 7.9.7.7.b. Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
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INDICATORS OF PROGRESS 7.9.8.8.a. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.

INDICATORS OF PROGRESS 7.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS 7.11.4.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS 7.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	7.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CONTENT STANDARD / DOMAIN	MN.7.4.	Reading Benchmarks: Literature 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
INDICATORS OF PROGRESS	7.4.10.10. b.	Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.7.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	7.5.1.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	7.5.2.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
INDICATORS OF PROGRESS / STRAND	7.5.3.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / DOMAIN	MN.7.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	7.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
INDICATORS OF PROGRESS / STRAND	7.5.5.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.7.5.	Reading Benchmarks: Informational Text 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.5.10.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

INDICATORS OF PROGRESS 7.5.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

CONTENT STANDARD / DOMAIN MN.7.7. **Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATORS OF PROGRESS 7.7.2.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 7.7.2.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATORS OF PROGRESS 7.7.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATORS OF PROGRESS 7.7.2.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / DOMAIN MN.7.7. **Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 7.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND 7.7.5.5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)

INDICATORS OF PROGRESS / STRAND 7.7.6.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	7.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS	7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS OF PROGRESS 7.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS	7.11.3.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS	7.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATORS OF PROGRESS	7.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	7.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Language Arts
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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	7.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
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INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	7.5.1.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATORS OF PROGRESS / STRAND	7.5.2.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATORS OF PROGRESS / STRAND	7.5.3.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	7.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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INDICATORS OF PROGRESS / STRAND	7.5.5.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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INDICATORS OF PROGRESS 7.5.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	7.7.2.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	7.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	7.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATORS OF PROGRESS	7.7.2.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	7.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATORS OF PROGRESS	7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
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INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS OF PROGRESS 7.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	7.11.4.4 .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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INDICATORS OF PROGRESS . 7.11.4.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS . 7.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.4.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
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INDICATORS OF PROGRESS b. 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	7.5.1.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATORS OF PROGRESS / STRAND	7.5.2.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATORS OF PROGRESS / STRAND	7.5.3.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	7.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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INDICATORS OF PROGRESS / STRAND	7.5.5.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	7.5.10.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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INDICATORS OF PROGRESS	7.5.10.10. a.	Self-select texts for personal enjoyment, interest and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATORS OF PROGRESS	7.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	7.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	7.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATORS OF PROGRESS	7.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT **Production and Distribution of Writing**

INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT **Research to Build and Present Knowledge**

INDICATORS OF PROGRESS / STRAND	7.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT **Range of Writing**

INDICATORS OF PROGRESS / STRAND	7.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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INDICATORS OF PROGRESS 7.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 7.9.2.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
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INDICATORS OF PROGRESS 7.9.7.7.a. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).

INDICATORS OF PROGRESS 7.9.7.7.b. Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
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INDICATORS OF PROGRESS 7.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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INDICATORS OF PROGRESS 7.11.4.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS 7.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 7.4.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND 7.4.2.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

INDICATORS OF PROGRESS / STRAND 7.4.3.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.4.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

INDICATORS OF PROGRESS / STRAND 7.4.6.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.

CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

INDICATORS OF PROGRESS 7.4.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

INDICATORS OF PROGRESS 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATORS OF PROGRESS 7.7.2.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 7.7.2.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATORS OF PROGRESS 7.7.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATORS OF PROGRESS 7.7.2.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATORS OF PROGRESS 7.7.3.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

INDICATORS OF PROGRESS 7.7.3.3.e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	7.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS	7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATORS OF PROGRESS	7.9.1.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	7.9.1.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	7.9.1.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATORS OF PROGRESS	7.9.1.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 7.9.2.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
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INDICATORS OF PROGRESS 7.9.7.7.a. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).

INDICATORS OF PROGRESS 7.9.7.7.b. Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).

CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
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INDICATORS OF PROGRESS 7.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

INDICATORS OF PROGRESS 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS	7.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATORS OF PROGRESS	7.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	7.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	7.4.1.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATORS OF PROGRESS / STRAND	7.4.2.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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INDICATORS OF PROGRESS / STRAND	7.4.3.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	7.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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INDICATORS OF PROGRESS / STRAND	7.4.6.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.
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CONTENT STANDARD / DOMAIN **MN.7.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

INDICATORS OF PROGRESS 7.4.10.10. a. Self-select texts for personal enjoyment, interest and academic tasks.

INDICATORS OF PROGRESS 7.4.10.10. b. Read widely to understand multiple perspectives and pluralistic viewpoints.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATORS OF PROGRESS 7.7.2.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 7.7.2.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATORS OF PROGRESS 7.7.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATORS OF PROGRESS 7.7.2.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATORS OF PROGRESS 7.7.3.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

INDICATORS OF PROGRESS	7.7.3.e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MN.7.7. Writing Benchmarks 6-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	7.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)
INDICATORS OF PROGRESS / STRAND	7.7.6.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT STANDARD / DOMAIN	MN.7.7. Writing Benchmarks 6-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.7.7. Writing Benchmarks 6-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	7.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS	7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.8.8.	As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	7.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.7.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	7.11.1.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
INDICATORS OF PROGRESS	7.11.1.1.c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STANDARD / DOMAIN	MN.7.11.	Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	7.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATORS OF PROGRESS 7.11.4.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS 7.11.4.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 7.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	7.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATORS OF PROGRESS 7.7.2.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 7.7.2.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATORS OF PROGRESS 7.7.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 7.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND 7.7.5.5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)

CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / DOMAIN **MN.7.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	7.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATORS OF PROGRESS	7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	7.9.2.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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CONTENT STANDARD / DOMAIN **MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	7.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS OF PROGRESS	7.9.7.7.a.	Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
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INDICATORS OF PROGRESS	7.9.7.7.b.	Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
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CONTENT STANDARD / DOMAIN **MN.7.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	7.11.3.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD / DOMAIN MN.7.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Vocabulary Acquisition and Use

INDICATORS OF PROGRESS / STRAND 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.