Main Criteria: Structure and Style for Students
Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts
Grade: 7

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	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

7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.

OF PROGRESS b.

CONTENT STANDARD / DOMAIN

MN.7.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E 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

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

/ STRAND

MN.7.7. Writing Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS	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
PERFORMANC E 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.7.11.	Language Benchmarks 6-12
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E 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.
		LINIT 2: WRITING FROM NOTES Week 2 Page 19-32

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

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

CONTENT STANDARD / DOMAIN

MN.7.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E 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

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

CONTENT	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
INDICATORS OF PROGRESS	7.9.1.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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.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.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 / 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.
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
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").
INDICATORS OF PROGRESS / STRAND	7.7.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
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.
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
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.

MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICAT OR / 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.

MN.7.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS I 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC		Vocabulary Acquisition and Use

PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND Vocabulary Acquisition and Use Vocabulary Acquisition and Use

INDICATORS 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 OF PROGRESS . clue to the meaning of a word or phrase.

INDICATORS 7
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

PERFORMANC E 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.

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
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

PERFORMANC E 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. 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
PERFORMANC E 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
PERFORMANC E 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	MN.7.7.	Writing Benchmarks 6-12

Research to Build and Present Knowledge Research to Build and Present Knowledge
OF PROGRESS / STRAND CONTENT STANDARD / DOMAIN PERFORMANC E INDICATORS OF PROGRESS / STRAND NN.7.1. Writing Benchmarks 6-12 Range of Writing NDICATORS OF PROGRESS / STRAND NN.7.1. Urite 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. 7.7.10.1. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. OF PROGRESS of PROGRESS a. NN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 Comprehension and Collaboration Comprehension and Collaboration NN.7.9. Comprehension and Collaboration NN.7.9. Indicators of Comprehension and Collaboration of Comprehension of Comprehension of Comprehension 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. NDICATORS 7.9.1.1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation
PERFORMANC COMPONENT INDICATORS OF PROGRESS / STRAND MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 Component NN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 Component INDICATORS OF PROGRESS / STRAND NN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 Component Component INDICATORS OF PROGRESS / Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 Component Component INDICATORS OF PROGRESS / Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 Component Component INDICATORS OF PROGRESS / Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 Component Comp
EINDICATORS OF DOMAIN INDICATORS OF PROGRESS / STRAND 7.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. OF PROGRESS OF P
Time frames (á single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN PERFORMANC E 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 7.9.1.1 Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation
PERFORMANC E INDICATOR / DOMAIN COMPONENT 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 7.9.1.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation
E INDICATORS / DOMAIN COMPONENT 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 7.9.1.1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation
OF PROGRESS / STRAND with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. INDICATORS 7.9.1.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation
INDICATORS 7.9.1.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATORS 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 7.9.1.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views. OF PROGRESS
CONTENT MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 STANDARD / DOMAIN
PERFORMANC E INDICATOR / DOMAIN COMPONENT

 $Analyze \ the \ main \ ideas \ and \ supporting \ details \ presented \ in \ diverse \ media \ and \ formats \ (e.g., \ visually, \ quantitatively, \ qua$

orally) and explain how the ideas clarify a topic, text, or issue under study.

INDICATORS

/ STRAND

OF PROGRESS

7.9.2.2.

CONTENT	
STANDARD	
DOMAIN	

MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

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

INDICATORS 7.11 OF PROGRESS .

context or in a dictionary).

MN.7.11. Language Benchmarks 6-12

PERFORMANC E 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.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52

Minnesota Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.7.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
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	7.4.6.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text,

CONTENT STANDARD / **DOMAIN**

/ STRAND

OF PROGRESS

MN.7.4. Reading Benchmarks: Literature 6-12

including those from diverse cultures.

PERFORMANC E 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.
INDICATORS OF PROGRESS		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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS I 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
PERFORMANC E 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		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
PERFORMANC E 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
PERFORMANC E 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		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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS	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.

MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

CONTENT STANDARD / DOMAIN

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 7.11.2.2.b. Spell correctly. OF PROGRESS

CONTENT STANDARD / DOMAIN

MN.7.11. Language Benchmarks 6-12

PERFORMANC E 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	7.11.3.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

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

PERFORMANC E 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

PERFORMANC E 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.

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60

Minnesota Academic Standards
Language Arts
Grade 7 - Adopted: 2010

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

PERFORMANC E 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		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.7.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure

PERFORMANC E 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.

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	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.

MN.7.5. Reading Benchmarks: Informational Text 6-12

CONTENT STANDARD / DOMAIN

INDICATORS 7.5.10.10. Self-select texts for personal enjoyment, interest and academic tasks. OF PROGRESS CONTENT MN.7.7. Writing Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC Text Types and Purposes** E INDICATOR / **DOMAIN** COMPONENT 7.7.2.2. **INDICATORS** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. OF PROGRESS / **STRAND INDICATORS** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies OF PROGRESS 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** 7.7.2.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. OF PROGRESS **INDICATORS** 7.7.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. OF PROGRESS CONTENT MN.7.7. Writing Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC Production and Distribution of Writing** E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 7.7.4.4. OF PROGRESS purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) / STRAND **INDICATORS** 7.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as OF PROGRESS needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and / STRAND 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** 7.7.6.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to OF PROGRESS interact and collaborate with others, including linking to and citing sources. / STRAND CONTENT MN.7.7. Writing Benchmarks 6-12 STANDARD /

DOMAIN

PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.)

MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS I 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
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E 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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND		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

PERFORMANC E 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.

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 61-70

Minnesota Academic Standards
Language Arts
Grade 7 - Adopted: 2010

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

PERFORMANC E 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.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.7.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 7.5.10.10. Self-select texts for personal enjoyment, interest and academic tasks. OF PROGRESS a.

CONTENT	
STANDARD	I
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MN.7.7. Writing Benchmarks 6-12

PERFORMANC E 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

PERFORMANC E 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

PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

MN.7.11. Language Benchmarks 6-12

PERFORMANC E 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 /	MN.7.11.	Language Benchmarks 6-12

DOMAIN

PERFORMANC E 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.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80

Minnesota Academic Standards Language Arts Grade 7 - Adopted: 2010

CONTENT STANDARD / **DOMAIN**

MN.7.4. Reading Benchmarks: Literature 6-12

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

CONTENT STANDARD / DOMAIN

MN.7.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS	7.5.1.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences

OF PROGRESS / STRAND

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
PERFORMANC E 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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest and academic tasks.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E 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 7.7.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. OF PROGRESS CONTENT MN.7.7. Writing Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC Production and Distribution of Writing** E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 7.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, OF PROGRESS purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) / STRAND **INDICATORS** 7.7.5.5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as OF PROGRESS 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 / STRAND up to and including grade 7 on page 73.) **INDICATORS** 7.7.6.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to OF PROGRESS interact and collaborate with others, including linking to and citing sources. / STRAND CONTENT MN.7.7. Writing Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC** Research to Build and Present Knowledge E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 7.7.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the OF PROGRESS credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding / STRAND plagiarism and following a standard format for citation. CONTENT MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC** Comprehension and Collaboration E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 7.9.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) OF with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing PROGRESS / their own clearly. **STRAND INDICATORS** 7.9.1.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation OF PROGRESS by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

7.9.1.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual

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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roles 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF	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.
PROGRESS / STRAND		
	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.

MN.7.11. Language Benchmarks 6-12

OF PROGRESS . context or in a dictionary).

PERFORMANC E 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.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92

Minnesota Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / DOMAIN

MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANC E 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 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.

OF PROGRESS b.

CONTENT STANDARD / DOMAIN

MN.7.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E 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	7.5.3.3.	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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS	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

/ STRAND

MN.7.5. Reading Benchmarks: Informational Text 6-12

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

MN.7.7. Writing Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS I 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS I 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
STANDARD /	MN.7.11.	Language Benchmarks 6-12 Vocabulary Acquisition and Use
STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	7.11.4.4	
PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	7.11.4.4	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

MN.7.11. Language Benchmarks 6-12

PERFORMANC E 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.

UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100

Minnesota Academic Standards Language Arts Grade 7 - Adopted: 2010

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

PERFORMANC E 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 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints. OF PROGRESS $\,$ b.

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

PERFORMANC E 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	7.5.3.3.	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

/ STRAND

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS	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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MN.7.5. Reading Benchmarks: Informational Text 6-12

DOMAIN		
PERFORMANC E 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		Self-select texts for personal enjoyment, interest and academic tasks.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes

PERFORMANC E 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	7.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN

OF PROGRESS

MN.7.7. Writing Benchmarks 6-12

PERFORMANC E 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.

MN.7.7. Writing Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS I 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	7.9.8.8.b.	Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN

OF PROGRESS

MN.7.11. Language Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS I 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF	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.

7 reading and content, choosing flexibly from a range of strategies. PROGRESS / STRAND

INDICATORS 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 OF PROGRESS . clue to the meaning of a word or phrase.

INDICATORS 7

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

PERFORMANC E 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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114

Minnesota Academic Standards Language Arts Grade 7 - Adopted: 2010

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	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 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints. OF PROGRESS b.

CONTENT STANDARD / DOMAIN

CONTENT

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

PERFORMANC E 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).

PERFORMANC E 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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E 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
PERFORMANC E 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	7.7.6.6.	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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS I 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS I 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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).

MN.7.11. Language Benchmarks 6-12

PERFORMANC E 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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134

Minnesota Academic Standards Language Arts Grade 7 - Adopted: 2010

CONTENT STANDARD / DOMAIN

MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	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 7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints. OF PROGRESS b.

CONTENT STANDARD / DOMAIN

MN.7.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest and academic tasks.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS	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.)

OF PROGRESS

/ STRAND

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
PERFORMANC E 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 relate 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
PERFORMANC E 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		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
PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS /	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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF	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.
PROGRESS / STRAND		
	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.

MN.7.11. Language Benchmarks 6-12

OF PROGRESS . context or in a dictionary).

PERFORMANC E 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.
		LINIT 6: SLIMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140

Minnesota Academic Standards Language Arts

Grade 7 - Adopted: 2010

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

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

CONTENT STANDARD / DOMAIN

MN.7.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E 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

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PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS	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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest and academic tasks.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E 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
PERFORMANC E 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	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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MN.7.7. Writing Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS I 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		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
PERFORMANC E 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
PERFORMANC E 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	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).

video games, blogs, documentaries).

7.9.7.7.b. Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites,

PERFORMANC E INDICATOR /

DOMAIN COMPONENT Knowledge of Language

MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

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PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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

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
PERFORMANC E 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
PERFORMANC E 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.
		UNIT 7: INVENTIVE WRITING Week 13 Page 141-148
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Minnesota Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / DOMAIN

MN.7.7. Writing Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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.

MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS I 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS I 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
PERFORMANC E 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 $7.11.1.1.a. \ \ \text{Explain the function of phrases and clauses in general and their function in specific sentences}.$

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

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

INDICATORS

7.11.2.2.b. Spell correctly.

OF PROGRESS

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

PERFORMANC E 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

PERFORMANC E 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.

UNIT 7: INVENTIVE WRITING Week 14 Page 149-154

Minnesota Academic Standards Language Arts

Grade 7 - Adopted: 2010

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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.
		UNIT 7: INVENTIVE WRITING Week 15 Page 155-163
		Minnesota Academic Standards
		Language Arts Grade 7 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.7.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS	7.4.1.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences

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

OF PROGRESS
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CONTENT MN.7.4. Reading Benchmarks: Literature 6-12

drawn from the text.

OF PROGRESS

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STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest and academic tasks.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E 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.)

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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.)
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.
MN.7.7.	Writing Benchmarks 6-12
	Research to Build and Present Knowledge
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.
MN.7.7.	Writing Benchmarks 6-12
	Range of Writing
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.
7.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
	Comprehension and Collaboration
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.
MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
	Media Literacy
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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

OF PROGRESS

INDICATORS 7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN

MN.7.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS I 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 /

MN.7.11. Language Benchmarks 6-12

DOMAIN

PERFORMANC E 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	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

CONTENT STANDARD / **DOMAIN**

PERFORMANC

OF PROGRESS .

MN.7.11. Language Benchmarks 6-12

context or in a dictionary).

Vocabulary Acquisition and Use

E INDICATOR / DOMAIN COMPONENT		
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 8: FORMAL ESSAY MODELS Week 16 Page 165-180

Minnesota Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / **DOMAIN**

MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANC E 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.

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

COMPONENT

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest and academic tasks.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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		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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
NDICATORS 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
PERFORMANC E 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).

message and target audience (e.g., film, television, radio, video games, and advertisements).

INDICATORS OF PROGRESS

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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS I 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
PERFORMANC E 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.

MN.7.11. Language Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 181-186
		Minnesota Academic Standards
		Language Arts
		Grade 7 - Adopted: 2010

MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
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.

MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANC E 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

7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.

OF PROGRESS b.

CONTENT STANDARD / DOMAIN

MN.7.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E 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

PERFORMANC E 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

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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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).

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).

INDICATORS OF PROGRESS

CONTENT STANDARD / DOMAIN

PERFORMANC E INDICATOR /

DOMAIN COMPONENT Knowledge of Language

MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

DOWAIN		
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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

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
PERFORMANC E 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		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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.
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
PERFORMANC E 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

PERFORMANC E 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

7.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.

OF PROGRESS b.

CONTENT STANDARD / DOMAIN

MN.7.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E 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

PERFORMANC E 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

PERFORMANC E 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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest and academic tasks.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	7.7.1.1.	Write arguments to support claims with clear reasons and relevant evidence.
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
PERFORMANC E 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.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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS	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.)

OF PROGRESS

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needed by planning, drafting, revising, editing, revising, an ew approach, focusing on how well purpose a audience have been addressed. (Editing for conventions should demonstrate command of Language standards sup 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 citie sources as well as to interact and collaborate with others, including linking to and citing sources. Whiting Benchmarks 6-12 Research to Build and Present Knowledge Whiting Component INDICATORS OF PROGRESS / STRAND Research to Build and Present Knowledge Component INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND Research to Build and Present Knowledge OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND INDICA	INDICATORS		
Interact and collaborate with others, including linking to and citing sources.	OF PROGRESS	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.)
PERFORMANC EINDICATORS OF PROGRESS / STRAND 7.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional rela 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 avoid plagiarism and following a standard format for citation. CONTENT STANDARD / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND Range of Writing Range of Writing Range of Writing TINDICATORS OF PROGRESS / STRAND Range of Writing or a day or two) for a range of discipline-specific tasks, purposes, and additional relations of the progress of the progres	OF PROGRESS	7.7.6.6.	
INDICATORS DOMAIN INDICATORS 7.7.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional relation of PROGRESS / STRAND INDICATORS 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 avoid plagiarism and following a standard format for citation. CONTENT STANDARD / DOMAIN PERFORMANC EINDICATORS OF DOMAIN INDICATORS OF PROGRESS / STRAND Range of Writing 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. TOTION INDICATORS OF PROGRESS a. CONTENT MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12	STANDARD /	MN.7.7.	Writing Benchmarks 6-12
OF PROGRESS / STRAND TOUS TRAND TOUS TRA	E INDICATOR / DOMAIN		Research to Build and Present Knowledge
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PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS OF	OF PROGRESS	7.7.8.8.	credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND 7.7.10.1 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. 7.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. OF PROGRESS A. CONTENT MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12	STANDARD /	MN.7.7.	Writing Benchmarks 6-12
OF PROGRESS / STRAND 1. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. OF PROGRESS OF PROGRESS A. CONTENT MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12	E INDICATOR / DOMAIN		Range of Writing
OF PROGRESS a. CONTENT MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12	OF PROGRESS /		time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
			Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
STANDARD / DOMAIN	STANDARD /	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT	E INDICATOR / DOMAIN		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
/ STRAND CONTENT MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 STANDARD /	PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS I 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
PERFORMANC E 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
PERFORMANC E 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.

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7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN

MN.7.11. Language Benchmarks 6-12

PERFORMANC E 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

PERFORMANC E 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

PERFORMANC E 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.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226

Minnesota Academic Standards
Language Arts
Grade 7 - Adopted: 2010

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

COMPONENT	PERFORMANC E INDICATOR / DOMAIN	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
PERFORMANC E 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		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.7.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E 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		Self-select texts for personal enjoyment, interest and academic tasks.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E 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
PERFORMANC E 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	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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MN.7.7. Writing Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS I 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		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
PERFORMANC E 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
PERFORMANC E 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	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).

video games, blogs, documentaries).

7.9.7.7.b. Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites,

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MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E 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	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

PERFORMANC E 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

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	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

PERFORMANC E 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 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and OF PROGRESS redundancy. CONTENT MN.7.11. Language Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC** Vocabulary Acquisition and Use E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 7.11.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade OF 7 reading and content, choosing flexibly from a range of strategies. PROGRESS / **STRAND INDICATORS** 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 OF PROGRESS clue to the meaning of a word or phrase. **INDICATORS** 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 OF PROGRESS context or in a dictionary). CONTENT MN.7.11. Language Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC** Vocabulary Acquisition and Use E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather OF PROGRESS vocabulary knowledge when considering a word or phrase important to comprehension or expression. / STRAND UNIT 8: FORMAL ESSAY MODELS Week 20 Page 227-234 Minnesota Academic Standards Language Arts Grade 7 - Adopted: 2010 CONTENT MN.7.4. Reading Benchmarks: Literature 6-12 STANDARD / **DOMAIN** Craft and Structure **PERFORMANC** E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 7.4.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative OF PROGRESS meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or / STRAND stanza of a poem or section of a story or drama. CONTENT MN.7.4. Reading Benchmarks: Literature 6-12

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Range of Reading and Level of Text Complexity

Range of Reading and Level of Text Complexity

STANDARD /

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		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.7.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

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7.5.10.10. Self-select texts for personal enjoyment, interest and academic tasks.

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MN.7.7. Writing Benchmarks 6-12

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS	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
PERFORMANC E 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		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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 7.9.8.8.b. Publish the work and share with an audience. OF PROGRESS CONTENT MN.7.11. Language Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC** Conventions of Standard English E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 7.11.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. OF PROGRESS / **STRAND INDICATORS** 7.11.1.1.a. Explain the function of phrases and clauses in general and their function in specific sentences. OF PROGRESS **INDICATORS** 7.11.1.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. OF PROGRESS MN.7.11. Language Benchmarks 6-12 CONTENT STANDARD / **DOMAIN PERFORMANC** Conventions of Standard English E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 7.11.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and OF spelling when writing. PROGRESS / STRAND **INDICATORS** 7.11.2.2.b. Spell correctly. OF PROGRESS CONTENT MN.7.11. Language Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC** Knowledge of Language E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 7.11.3.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. OF PROGRESS / **STRAND INDICATORS** 7.11.3.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and OF PROGRESS redundancy. CONTENT MN.7.11. Language Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC Vocabulary Acquisition and Use**

E INDICATOR / DOMAIN COMPONENT

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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND		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 8: FORMAL ESSAY MODELS Week 21 Page 241-258

Minnesota Academic Standards Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / **DOMAIN**

MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
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

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	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.

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

CONTENT STANDARD / **DOMAIN**

MN.7.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS I 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		Self-select texts for personal enjoyment, interest and academic tasks.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS I 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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	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

OF PROGRESS . context or in a dictionary).

CONTENT STANDARD / DOMAIN

MN.7.11. Language Benchmarks 6-12

PERFORMANC E 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.

UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258

Minnesota Academic Standards Language Arts Grade 7 - Adopted: 2010

CONTENT STANDARD / DOMAIN

MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
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

PERFORMANC E 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		Self-select texts for personal enjoyment, interest and academic tasks.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E 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
PERFORMANC E 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.

MN.7.7. Writing Benchmarks 6-12

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PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

MN.7.11. Language Benchmarks 6-12

PERFORMANC E 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

PERFORMANC E 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.

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7.11.2.2.b. Spell correctly.

CONTENT STANDARD / DOMAIN

MN.7.11. Language Benchmarks 6-12

PERFORMANC E 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

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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
PERFORMANC E 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.
		UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272
		Minnesota Academic Standards Language Arts
		Grade 7 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.7.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
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 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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MN.7.4. Reading Benchmarks: Literature 6-12

PERFORMANC		Dange of Booding and Level of Text Complexity
E 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		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
PERFORMANC E 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
PERFORMANC E 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.

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

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
PERFORMANC E INDICAT OR / 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
PERFORMANC E 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.
OF PROGRESS /		
OF PROGRESS I STRAND	7.9.8.8.b.	digital communication or contribute to an online collaboration for a specific purpose.
OF PROGRESS I STRAND INDICATORS OF PROGRESS CONTENT STANDARD I	7.9.8.8.b.	Publish the work and share with an audience.
OF PROGRESS I STRAND INDICATORS OF PROGRESS CONTENT STANDARD I DOMAIN PERFORMANC E INDICATOR I DOMAIN	7.9.8.8.b.	Publish the work and share with an audience. Language Benchmarks 6-12 Conventions of Standard English
OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	7.9.8.8.b. MN.7.11. 7.11.1.1.	Publish the work and share with an audience. Language Benchmarks 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND	7.9.8.8.b. MN.7.11. 7.11.1.1.	Publish the work and share with an audience. Language Benchmarks 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS I 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND		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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MN.7.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E 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
PERFORMANC E 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.)
CONTENT STANDARD / DOMAIN	MN.7.7.	Writing Benchmarks 6-12
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS I 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		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
PERFORMANC E 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
PERFORMANC E 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.7.11.	Language Benchmarks 6-12
PERFORMANC E 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

PERFORMANC E 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.