Minnesota English Language Arts

Grade 7

Adopted 2020

Grade 7

Reading

1. Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. R2.7.1
    1. Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, making predictions, recalling purpose of reading, and activating prior knowledge to confirm understanding. R2.7.1.2.1
    2. At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks. R2.7.1.2.2
    3. Locate, select and read texts representing multiple perspectives and identities like and unlike their own, demonstrating skill in identifying perspective of text and searching for alternate perspectives on the subject of the text. R2.7.1.2.3

1. Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. R3.7.1
    1. Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. R3.7.1.3.1

1. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. R4.7.1
    1. Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text. R4.7.1.4.1
    3. Analyze the interactions between characters, settings, events or ideas in literary text. R4.7.1.4.3
    4. Analyze the interactions between individuals, events or concepts in informational text. R4.7.1.4.4

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1. Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. R5.7.1

    1. Analyze how the sequence of events is told and developed in a story, drama or poem to contribute to its meaning. R5.7.1.5.1
    2. Analyze the informational text structure (including, but not limited to, compare/contrast, cause/effect and problem/solution) used, including how the major sections contribute to the whole and to the development of ideas. R5.7.1.5.2
    3. Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information. R5.7.1.5.3

1. Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. R6.7.1

    1. Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic. R6.7.1.6.1
    2. Compare and contrast a fictional portrayal, including those in stories, poems and historical novels about Dakota and Anishinaabe people, of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. R6.7.1.6.2
    3. Analyze how two or more authors writing about the same topic, including topics about Dakota and Anishinaabe people, shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. R6.7.1.6.3

1. Evaluate arguments and specific claims from complex informational texts. R7.7.1

    1. Determine the argument and specific claims in a text, assessing whether the evidence is sufficient to support the claims. R77.1.7.1

1. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. R8.7.1

    1. Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings. R8.7.1.8.1
    2. Analyze the impact of specific word choices on meaning and tone in academic, technical and domain-specific text. R8.7.1.8.2

1. Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. R9.7.1

    1. Access and evaluate information from a variety of sources, representing diverse perspectives on a topic. R9.7.1.9.1
    2. Evaluate perspective, credibility, relevancy and sufficiency of sources related to task and purpose. R9.7.1.9.2

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Writing

2. Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. W1.7.2
    1. Consistently write and edit work for correct punctuation, spelling, capitalization and grammar. W1.7.2.1.1
    2. Apply knowledge of word study in spelling academic terms authentically in writing. W1.7.2.1.2
    3. Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences. W1.7.2.1.3
2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. W2.7.2
    1. Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks). W2.7.2.2.1
    2. Write to reflect how personal perspective and identity have developed in relation to self and others. W2.7.2.2.2
2. Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. W3.7.2
    1. Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish. W3.7.2.3.1
    2. Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context. W3.7.2.3.2
2. Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. W4.7.2
    1. Write to argue, providing and organizing evidence of both an argument and a counter-argument, building on skills from previous years. W4.7.2.4.1
    2. Write to persuade, articulating both a passionate opinion and strong facts that support the opinion, building on skills from previous years. W4.7.2.4.2
2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. W5.7.2
    1. Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years. W5.7.2.5.1
    2. Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text). W5.7.2.5.2

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2. Write narratives, poetry and other creative texts with details and effective technique to express ideas. W6.7.2
    1. Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth). W6.7.2.6.1
    2. Apply structural elements characteristic of the literary genre in written narratives, poetry or other creative text (e.g., chapters, stanzas, scenes). W6.7.2.6.2
2. Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. W7.7.2
    1. Formulate self-generated questions that narrow or broaden the inquiry when appropriate. W7.7.2.7.1
    2. Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing. W7.7.2.7.2
2. Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. W8.7.2
    1. Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism. W8.7.2.8.1

Listening, Speaking, Viewing and Exchanging Ideas

3. Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. LSVEI1.7.3
    1. Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. LSVEI1.7.3.1.1
        a. Acknowledge and elaborate on others' ideas. LSVEI1.7.3.1.1.A
        b. Use tools to collaborate with others both synchronously and asynchronously. LSVEI1.7.3.1.1.B
        c. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion. LSVEI1.7.3.1.1.C
    2. Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion. LSVEI1.7.3.1.2
    3. Adapt speech, writing or communications by utilizing constructive feedback from self and others. LSVEI1.7.3.1.3
3. Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context. LSVEI2.7.3
    1. Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone in communicating with others, considering audience and context. LSVEI2.7.3.2.1

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3. Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline. LSVEI3.7.3

    1. Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices; collaborate with peers, such that multiple aspects of a topic are explored (e.g. collaborative magazine, blog or presentation). LSVEI3.7.3.3.1

    2. Create and share, individually or in a collaborative group, an artistic or entertaining multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint. LSVEI3.7.3.3.2