

7th Grade		
Strand	Code	Benchmark
Reading	7.1.2.1	Read independently and self-monitor understanding of grade-level text and independently annotate learning, independently applying strategies when meaning breaks down, including, but not limited to, making predictions, recalling purpose of reading, and activating prior knowledge to confirm understanding.
Reading	7.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 7 text complexity.
Reading	7.1.2.3	Locate, select, and read texts representing multiple perspectives and identities like and unlike their own, demonstrating skill in identifying perspectives of text and searching for alternate perspectives on the subject of the text.
Reading	7.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
Reading	7.1.4.1	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
Reading	7.1.4.2	Analyze how the themes or central ideas develop over the course of a single text.
Reading	7.1.4.3	Analyze the interactions between characters, settings, events, or ideas in literary text.
Reading	7.1.4.4	Analyze the interactions between individuals, events, or concepts, in informational text.
Reading	7.1.5.1	Analyze how the sequence of events is told and developed in a story, drama, or poem to contribute to its meaning.

Reading	7.1.5.2	Analyze the informational text structure (including, but not limited to, compare/contrast, cause/effect, and problem/solution) used including how the major sections contribute to the whole and to the development of ideas.
Reading	7.1.5.3	Interpret, integrate, evaluate and apply the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
Reading	7.1.6.1	Analyze how an author, including Dakota and Anishinaabe authors, uses his, her, or their stated identity to establish credibility with the reader on an issue or topic.
Reading	7.1.6.2	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.
Reading	7.1.6.3	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.
Reading	7.1.7.1	Determine the argument and specific claims in a text, assessing whether the evidence is sufficient to support the claims.
Reading	7.1.8.1	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings.
Reading	7.1.8.2	Analyze the impact of specific word choices on meaning and tone in academic, technical and domain-specific text.
Reading	7.1.9.1	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
Reading	7.1.9.2	Evaluate perspective, credibility, relevancy, and sufficiency of sources related to task and purpose.
Writing	7.2.1.1	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.

Writing	7.2.1.2	Apply knowledge of word study in spelling academic terms, authentically in writing.
Writing	7.2.1.3	Use nouns, verbs, adjectives, adverbs, and pronouns (including intensive pronouns), be able to explain their function in sentences, and ensure subject-verb and pronoun antecedent agreement in simple, compound, complex, and compound-complex sentences, authentically in writing.
Writing	7.2.2.1	Write routinely for a range of tasks, purposes, and audiences, choosing topics and format. (e.g., personal interest, enjoyment, academic tasks)
Writing	7.2.2.2	Write to reflect how personal perspective and identity have developed in relation to self and others.
Writing	7.2.3.1	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools) and publish.
Writing	7.2.3.2	Use words, phrases, and sentence structures to establish consistency in voice, style, and tone when writing, considering audience and context.
Writing	7.2.4.1	Write to argue, providing and organizing evidence of both an argument and a counter argument, building on skills from previous years.
Writing	7.2.4.2	Write to persuade, articulating both a passionate opinion and strong facts that support the opinion, building on skills from previous years.
Writing	7.2.5.1	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, 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. 1. Using precise, domain-specific vocabulary.
Writing	7.2.5.2	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms. (e.g., writing personal reactions, analysis, and interpretation of text)
Writing	7.2.6.1	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone, and plot in various literary forms. (e.g., poetry, plays, autobiography, biography, story, myth)

Writing	7.2.6.2	Apply structural elements characteristic of the literary genre, in written narratives, poetry, or other creative text. (e.g., chapters, stanzas, scenes)
Writing	7.2.7.1	Formulate self-generated questions that narrow or broaden the inquiry when appropriate.
Writing	7.2.7.2	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
Writing	7.2.8.1	Use and cite a variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism.
Listening, Speaking, Viewing, and Exchanging Ideas (LSVEI)	7.3.1.1	Exchange ideas through storytelling, discussion, and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. <ul style="list-style-type: none"> <li>1. Acknowledge and elaborate on others' ideas.</li> <li>2. Use tools to collaborate with others both synchronously and asynchronously.</li> <li>3. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</li> </ul>
LSVEI	7.3.1.2	Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion.
LSVEI	7.3.1.3	Adapt speech, writing, or communications by utilizing constructive feedback from self and others.
LSVEI	7.3.2.1	Use vocabulary, language, structure, and features of spoken language to establish personal voice, style, and tone, in communicating with others, considering audience and context.
LSVEI	7.3.3.1	Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices; collaborate with peers, such that multiple aspects of a topic are explored. (e.g., collaborative magazine, blog, or presentation).
LSVEI	7.3.3.2	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.*