

Reading Literature 7

**MINNESOTA
STANDARD**

**DIOCESAN
STANDARD**

**SKILLS
TAUGHT**

DATES TAUGHT

**ASSESS-
MENT**

Key Ideas and Details

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.

Demonstrate literal comprehension of written sentences.

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.

Use comprehension skills such as previewing, predicting, inferring, comparing, and contrasting.

a. Identify the main idea of a passage.

b. Analyze information in a reading passage to make predictions or evaluations.

1. Write summaries that contain the main ideas of the reading selection and the most significant details (ex: book or article reviews).

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

Identify literary elements (character, setting, plot, problem, solution).

Craft and Structure

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.

Example: Identify and interpret metaphors.
Example: Identify and interpret similes.

7.4.5.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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.

Analyze information to determine traits or feelings of characters in a reading passage.

Integration of Knowledge and Ideas

7.4.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

7.4.8.8 (Not applicable to literature)

7.4.9.9 Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, 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.

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Range of Reading and Level of Text Complexity

7.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

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

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

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1. Read poetry at appropriate grade level.

Reading Informational Text 7

Key Ideas and Details

7.5.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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1. Differentiate between fact and opinion.

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

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

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Craft and Structure

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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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.						
7.5.6.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		Determine the author’s point of view or overall purpose in a reading passage.				
7.5.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).						

1. Compare and contrast Lincoln's speech and/or MLK Jr's Speech

7.5.8.8. 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.						
7.5.9.9 Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians; shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.						

Range of Reading and Level of Text Complexity

7.5.10.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.						
a. Self-select texts for personal enjoyment, interest and academic tasks.						

Writing Benchmarks 7

Text Types and Purposes

7.7.1.1 Write arguments to support claims with clear reasons and relevant evidence.						
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.						

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.						
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.						
d. Establish and maintain a formal style.						
e. Provide a concluding statement or section that follows from and supports the argument presented.						

1. Write persuasive compositions that state a clear position and support it with evidence.

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.						
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.						
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.						
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.						
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.						
e. Establish and maintain a formal style.						
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.						

1. Write expository essays (to describe person/place/object/event or explain a process)

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.						
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.						
b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, rhyme, and description, to develop experiences, events, and/or characters.						
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.						
d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events.						
e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.						

1. Discuss ideas to include in a story or other original writing. 2. Write a brief narrative describing an experience. 3. Write poetry at appropriate grade level. 4. Write a simple story that includes characters, setting, problem, and solution

Writing Process: Production and Distribution of Writing

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.)						
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.)						

- a. Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.
- b. Review, evaluate and revise writing for meaning and clarity.

1. Create a written outline (as a form of note-taking or as a graphic organizer before writing).

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.		Cite direct quotes within a research report.				
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Research to Build and Present Knowledge

7.7.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.						
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1. Participate in History Day or a Science Fair. 2. Write research reports about important ideas, issues, or events.

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.		Use note-taking skills.				
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7.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.						
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a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, 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”).						
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b. Apply <i>grade 7 Reading standards</i> 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”).						
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Range of Writing

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

Speaking, Viewing, Listening and Media Literacy Benchmarks 7

Comprehension and Collaboration

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.

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.

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

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.

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

e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

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.

Demonstrate an understanding of complex spoken and audio-visual messages.

7.9.3.3 Delineate a speaker's argument, specific claims, and intended audience, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

<p>7.9.4.4 Present claims and findings, respect intellectual properties, emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>		<p>a. Use oral language skills in discussions with others to clarify ideas, solve problems, make decisions, debate issues, and extend understandings.</p> <p>b. Formulate and articulate oral responses to complex messages.</p> <p>c. Use appropriate articulation, pronunciation, volume, rate, and intonation (in both formal and informal situations).</p>				
<p>7.9.5.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>						
<p>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.)</p>	<p>Recite poetry at appropriate grade level</p>					

Media Literacy

<p>7.9.7.7 Understand, analyze, and use different types of print, digital, and multimodal media.</p>						
<p>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).</p>						
<p>b. Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).</p>						
<p>c. Recognize ethical standards and safe practices in social and personal media communications.</p>						

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.						
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.						
b. Publish the work and share with an audience.						

Language Benchmarks 7

Conventions of Standard English

7.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
a. Explain the function of phrases and clauses in general and their function in specific sentences.						
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.						
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*						
7.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).						
b. Spell correctly.						

Knowledge of Language

7.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*						

Vocabulary Acquisition and Use

7.11.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.						
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.						
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).						
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.						
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).						
7.11.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.						
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.						
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		Recognize the synonym/definition and antonym of a word from age-appropriate vocabulary.				
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).						
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.						