

Minnesota English Language Arts Standards Draft #3 August 2020

Introduction

The Minnesota K-12 Academic Standards in English Language Arts (ELA) represent the work of the ELA Standards Review Committee. This committee included K-12 teachers, administrators, college faculty, and representatives of educational and community organizations. The committee membership, timeline and assumptions that guided their work are found on the [Minnesota Department of Education \(MDE\) ELA webpage](https://education.mn.gov/MDE/dse/stds/ela/), (<https://education.mn.gov/MDE/dse/stds/ela/>.) During the 2019-20 school year, the ELA Standards Review Committee reviewed the 2010 Minnesota Academic Standards English Language Arts K-12, other state's recently revised standards, current academic research, K-12 instructional best practices, and public feedback. This review process followed the guidelines in [Minnesota Statutes, section 120B.021, subdivision 4e](#). Minnesota Statutes, section 120B.021) requires that there be statements of standards and benchmarks. Anchor Standards are a summary description of student learning. The Kindergarten — Grade 12 benchmarks "specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band." ([Minnesota Statutes, section 120.B.018](#))

Career and College Readiness Statement

The standards and benchmarks should be aligned with the knowledge and skills needed for career and college readiness. Included here is the first draft of the ELA Career and College Readiness Statement.

Career- and college-ready students are effective and critical consumers and producers of ideas, who are able to successfully function in and contribute as citizens to their local and global communities. Post-secondary success and personal fulfillment demands that individuals have a broad foundation of language and literacy skills and are able to transfer these skills and apply learning in order to:

...demonstrate their understanding, value, and respect of other perspectives, identities, and cultures. They understand their own perspectives, identities, and cultures in relation to those of others; they engage with a wide variety of texts with a diverse representation of perspectives, identities, and cultures like and unlike their own; they are inclusive of others. They are conscious and critical of their own biases and those of larger society.

...become self-directed learners who value expanding knowledge, skills and understanding through literacy. They are able to express themselves clearly and creatively; they reflect on their learning and revise their own thinking; they persevere in the face of educational challenges; they read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise; they read a wide variety of self-selected texts for personal fulfillment; and they are lifelong learners who value knowledge.

...possess effective learning and work behaviors. They advocate for themselves; they are able to problem-solve; they comprehend as well as critique texts; they make informed decisions; they give and utilize constructive criticism; and they communicate and collaborate with others.

...build and communicate strong content knowledge. They adjust to, interact with, and interpret a wide variety of texts, including but not limited to informational, fictional, technical, and procedural; they synthesize information to articulate their thinking; they refine and share their knowledge; and they respond to the varying demands of audience, task, purpose, and discipline.

...become responsible digital citizens. They are critical consumers of information; they analyze and evaluate sources; they honor intellectual property; they find, use, and value credible evidence; they create and interact with content intentionally; they demonstrate safe and responsible use of technology; and they identify and articulate the strengths and limitations of various technological tools and mediums to select and use those best suited to their communication goals.

Organization of the Standards

The organization and structure of the standards communicates how ELA education is conceptualized for Minnesota students. The standards are organized into three strands:

1. **Reading** – Taking in information from a wide variety of sources through reading, listening, and viewing.
2. **Writing** – Sharing information with a variety of audiences through writing, speaking, and presenting.
3. **Listening, Speaking, Viewing, and Exchanging Ideas** – Communicating and collaborating with others through speaking, listening, and viewing.

Each anchor standard fits into a strand. There are 20 anchor standards which are consistent across Kindergarten through grade 12.

Each standard will have one to four benchmarks that are grade-level specific. The benchmarks are placed at the end of the grade level where mastery is expected with the recognition that a progression of learning experiences in earlier grades builds the foundation for mastery later on.

Foundational Anchor Standards (Reading 1 and Writing 1): These Foundational Anchor Standards will have between one to four benchmarks for each standard. Foundational Anchor Standards, although not designated in all grade levels, provide the foundational building blocks needed to prepare and launch successful readers and writers.

How to Read the Standards and Benchmarks

Each benchmark has a 4 digit code, which includes the grade, strand, standard, and benchmark numbers. See the example below:

In the benchmark **11.1.6.2**

- The 11 represents the 11-12 grade band.
- The 1 represents the strand: 1 is Reading
- The 6 represents the Anchor Standard R6: R6 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.
- The 2 represents the second benchmark: Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance.

Important Concepts to Consider

Reciprocity between strands: The ELA standards aim to illustrate the reciprocity between Reading, Writing, and Exchanging Ideas. The ELA Standards committee attended to research that shows that students who learn skills through writing instruction better master aligned skills in reading instruction (Graham and Herbert 2010, Cruz 2019).

Bundling: As many of the standards and benchmarks are processed based, they will need to be taught explicitly, but can also be bundled with other standards and benchmarks. For example, Writing 3, highlights the knowledge and skills of a writing process, which can and should be bundled with Writing 4, 5, 6, and 7. Also, part of the writing process is editing work for spelling, grammar, and mechanics. Students will need to be taught the skills in spelling, grammar, and mechanics in Writing 1, but can and should apply those skills when editing work as part of the writing process.

Student Self-Selection: Student self-selection of texts is highly important to student engagement. Depending on the specific purpose for reading (personal interest, enjoyment, or academic tasks), the choice might be from a set of texts that the teacher identifies as meeting the academic task, might be broadly from any text in a particular genre, or might be from all the texts that are interesting to or enjoyable to read for students. Encouraging students to self-select texts from diverse perspectives helps to broaden and deepen understanding of the world. Students should read such that text is a mirror, reflecting some aspect of their identity and such that text is a window into the lived experiences of people with different identities and perspectives.

Perspective: In all three strands, perspective is an important focus of the standards. Whether examining an author’s perspective or a student’s personal perspective, understand that perspective develops and changes over time, is made up of many factors, and is shared to a different degree depending on a variety of circumstances. Author or student identity may be based on many factors, including, but not limited to race, color, national origin, gender, religion, sexual orientation, and/or disability. Students should be encouraged to consider their own identity and to look for what the author says about his/her/their identity. Students should not have assumptions made about their identity and should be discouraged from making assumptions about author identity.

Purpose for Writing: Clarifying the purpose for writing increases student engagement. The following are broad purposes for the writing in standards Writing 4, Writing 5, and Writing 6.

- Write to argue: to move the reader to consider the writer’s position.
- Write to persuade: to motivate the reader to agree or act.
- Write to inform or explain: to expand the reader's understanding.
- Write to create: to share stories and messages, from real experiences or the writer's imagination.

Terms to Inform the Understanding of the Standards

Text: The interpretation of the word **text** in reading and writing is nuanced. For many reading standards, text can be considered very broadly as content that the student takes in, such as books, films, music, poems, and podcasts. It is important that students are exposed to a wide variety of formats. However, it is also important that *skills* are applied to texts with grade level **text complexity**.

Text complexity: Determining text complexity is a process that depends on the student, task, text, and social context. There are many tools that educators can use to find quantitative levels of text complexity. Those quantitative levels should be considered together with the qualitative factors relating to each particular student. Students should demonstrate mastery of reading comprehension standards with *grade level text complexity* by the end of the school year. Additional details on determining text complexity can be found in appendices.

Decodable text: Decodable text is an important element of the phonics lesson, to connect new learning of phonics word-analysis skills to text.

Anchor Standards, by Strand

Reading:

R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.

R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

R3 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.

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.

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

R6 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.

R7 Evaluate arguments and specific claims from complex informational texts.

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

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

Writing:

W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.

W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

W5 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.

W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.

W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating and understanding of the rights and obligations of using intellectual property.

Listening, Speaking Viewing, and Exchanging Ideas:

LSVEI 1 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.

LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.

LSVEI 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.

Benchmarks

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|---------|---|---------|--|
| K | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 0.1.1.1 | <p>Demonstrate understanding of the basic features of print:</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom and page by page. b. Recognize and name all upper and lowercase letters of the alphabet. c. Understand that words are separated by spaces in print. |
| K | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 0.1.1.2 | <p>Demonstrate understanding of spoken words, syllables and sounds (phonemes):</p> <ul style="list-style-type: none"> a. Identify and orally produce rhyming words, onset-rime and alliteration. b. Identify, count, pronounce, blend, segment and manipulate (add, delete, or substitute) compound words and syllables in multi-syllabic words. c. Isolate, pronounce, and manipulate sounds in 3-phoneme cvc words. |
| K | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 0.1.1.3 | <p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> a. Decode words using one-to-one letter sound correspondences in 3-phoneme cvc words and knowledge of word families, demonstrating both accuracy and automaticity. b. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|--|
| K | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 0.1.1.4 | Read decodable texts accurately, with guidance and support. (Decodable texts are those that include words taught in phonics lesson.) |
| K | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 0.1.2.1 | With guidance and support, read and monitor understanding of grade-level text, self-correcting as needed, using strategies including, but not limited to, decoding, asking questions and making connections. |
| K | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 0.1.2.2 | Choose and read texts that explore personal identity and interests, with prompting and support. |
| K | Reading | R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 0.1.3.1 | Choose and read texts that represent perspectives and identities of historical and contemporary Dakota and Anishinaabe people, with prompting and support. |
| K | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 0.1.4.1 | Ask and answer questions about key details in a text, with prompting and support. |
| K | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 0.1.4.2 | Identify the topic of a text, with prompting and support. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| K | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 0.1.4.3 | Identify characters and setting, in a literary text, with prompting and support. |
| K | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 0.1.4.4 | Describe the connection between two pieces of information, events, people, or ideas, in informational text, with prompting and support. |
| K | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 0.1.5.1 | Recognize orientation (front cover, back cover, title) of print text and navigation of digital text. |
| K | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 0.1.5.2 | Recognize the difference between literary and informational text, through listening or reading. |
| K | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 0.1.5.3 | Recognize the connection between illustrations and text. |
| K | Reading | R6 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. | 0.1.6.1 | Define the role of an author and illustrator in telling the story. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| K | Reading | R6 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. | 0.1.6.3 | Recognize common types of text (e.g., storybooks, informational, poems), through listening or reading. |
| K | Reading | R7 Evaluate arguments and specific claims from complex informational texts. | 0.1.7.1 | Benchmarks begin in grade 3. |
| K | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 0.1.8.1 | Recognize rhythm, alliteration and repeated lines in a story, poem, or a song read aloud. |
| K | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 0.1.8.2 | Ask and answer questions about unfamiliar vocabulary in informational text read aloud. |
| K | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 0.1.9.1 | Benchmarks begin in grade 1. |
| K | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 0.2.1.1 | Recognize that words are represented in written language by specific sequences of letters, which are separated by spaces, and put in a specific order to create a sentence. |
| K | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 0.2.1.2 | Print many upper and lower case letters. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| K | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 0.2.1.3 | Demonstrate one-to-one letter-sound correspondence. |
| K | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 0.2.2.1 | Write routinely (may include a combination of drawing, dictating, and writing), with support and guidance. |
| K | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 0.2.2.2 | Share personal perspective, identity and voice, verbally or visually. |
| K | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 0.2.3.1 | Plan and draft writing (may include a combination of drawing, dictating, and writing) and revise to strengthen writing in a shared setting. |
| K | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 0.2.4.1 | State a personal opinion, for the purpose of sharing, verbally, visually, or in written form, with support and guidance. |
| K | Writing | W5 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. | 0.2.5.1 | Make a statement about a topic and offer one or two details about the topic, verbally, visually, or in written form, with support and guidance. |
| K | Writing | W5 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. | 0.2.5.2 | Verbally or visually respond to a story, with support and guidance. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|--|---|-------------|--|
| K | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 0.2.6.1 | Tell a story about a personal experience or that of a character, verbally, visually, or in written form. |
| K | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 0.2.6.2 | Correctly order beginning, middle, and end of a story, with support and guidance. |
| K | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 0.2.7.1 | Ask questions to participate in shared research and writing projects. |
| K | Writing | W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. | 0.2.8.1 | Benchmarks begin in grade 1. |
| K | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 0.3.1.1 | Exchange ideas in storytelling, discussion, and collaboration, with intentional inclusion of voices of Dakota and Anishinaabe people and other perspectives. <ul style="list-style-type: none"> a. Participate as a speaker and listener, and continue exchange of ideas through multiple exchanges. b. Follow sequence of a story or discussion, or steps in a process. |
| K | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 0.3.1.2 | Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|--|---|-------------|--|
| K | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 0.3.1.3 | Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood. |
| K | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context. | 0.3.2.1 | Speak audibly and express thoughts, feelings, and ideas clearly. |
| K | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 0.3.3.1 | Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles, with prompting and support.* |
| K | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 0.3.3.2 | With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression), considering digital footprint.* |
| 1 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 1.1.1.1 | Recognize the distinguishing features of a sentence in print. (e.g., first word, capitalization, ending punctuation) |
| 1 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 1.1.1.2 | Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, orally produce, blend, segment and manipulate syllables in multi-syllabic words and sounds in 3-4 phoneme words. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|---------|---|---------|---|
| 1 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 1.1.1.3 | <p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for the common consonant digraphs and blends. b. Decode regularly spelled one-syllable words including final e and vowel teams, consonant digraphs and diphthongs, and inflectional suffixes and two-syllable words that follow six-syllable types, demonstrating both accuracy and automaticity. c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity. |
| 1 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 1.1.1.4 | Read decodable texts accurately and with automaticity. |
| 1 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 1.1.2.1 | Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, looking at context, and making connections. |
| 1 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 1.1.2.2 | Select, read, and comprehend texts that address academic tasks, proficiently at grade 1 text complexity. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| 1 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 1.1.2.3 | Express curiosity about a topic and choose and read texts for personal interest and enjoyment. |
| 1 | Reading | R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 1.1.3.1 | 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. |
| 1 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 1.1.4.1 | Ask and answer questions including who, what, and where to demonstrate understanding of key details in a text; retell key details. |
| 1 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 1.1.4.2 | Identify the central idea, message, or moral of a text, with prompting as needed. |
| 1 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 1.1.4.3 | Identify characters and setting, in a literary text, with prompting as needed. |
| 1 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 1.1.4.4 | Describe the connection between two pieces of information, individuals, events, or ideas, in an informational text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| 1 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 1.1.5.1 | Identify the beginning, middle and end of a text. |
| 1 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 1.1.5.2 | Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons). |
| 1 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 1.1.5.3 | Identify the impact that illustrations have on content, meaning, and style of a text. |
| 1 | Reading | R6 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. | 1.1.6.1 | Identify the author of a text, and illustrator and/or source, where applicable (e.g., specific newspaper, magazine, or digital platform). |
| 1 | Reading | R6 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. | 1.1.6.2 | Identify the time period and setting of the text. |
| 1 | Reading | R6 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. | 1.1.6.3 | Identify if the text is literary or informational. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 1 | Reading | R7 Evaluate arguments and specific claims from complex informational texts. | 1.1.7.1 | Benchmarks begin in grade 3. |
| 1 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 1.1.8.1 | Recognize how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| 1 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 1.1.8.2 | Ask and answer questions to help determine or clarify the meaning of unfamiliar vocabulary and phrases in informational text. |
| 1 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 1.1.9.1 | Identify two different sources of information on a topic of personal interest or academic focus. (e.g., a picture book and a website or an encyclopedia and a video) |
| 1 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 1.1.9.2 | Examine concept of relevance of sources to task and topic, with prompting as needed. |
| 1 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 1.2.1.1 | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| 1 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 1.2.1.2 | Print all upper and lower case letters. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 1 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 1.2.1.3 | Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words. |
| 1 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 1.2.1.4 | Use frequently occurring nouns, verbs, and prepositions in simple sentences, authentically in writing. |
| 1 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 1.2.2.1 | Write routinely, through a combination of writing, drawing, and speaking. |
| 1 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 1.2.2.2 | Share personal perspective, identity, and voice, verbally, visually, or in writing. |
| 1 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 1.2.3.1 | Plan, draft, and revise to strengthen writing in a shared setting. |
| 1 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 1.2.4.1 | Write to state a personal opinion, and provide one or two reasons for the opinion. |
| 1 | Writing | W5 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. | 1.2.5.1 | Write to inform or explain, identifying a topic and stating facts about the topic. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 1 | Writing | W5 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. | 1.2.5.2 | Write to respond to a story. |
| 1 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 1.2.6.1 | Write to tell a story, creating details about a character and setting. |
| 1 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 1.2.6.2 | Include details in a written story in an order that makes sense. |
| 1 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 1.2.7.1 | Ask and answer questions to participate in shared research and writing projects. |
| 1 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 1.2.7.2 | Plan and conduct research from teacher-recommended sources and share findings in writing, with support and guidance. (e.g., encyclopedias, informational texts) |
| 1 | Writing | W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. | 1.2.8.1 | Identify which words belong to an author and which words are student's own. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|---------|---|
| 1 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 1.3.1.1 | 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"> a. Participate as speaker and listener, responding to and building on the comments and ideas of others. b. Express one's own ideas, stories and experiences. c. Make a contribution toward a shared goal, in collaboration with others d. Follow sequence of a story or discussion, or steps in a process. |
| 1 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 1.3.1.2 | Help create and follow agreed-upon norms for a discussion, (e.g., speaker, listener, participation, questioning), respectful of culture. |
| 1 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 1.3.1.3 | Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| 1 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context. | 1.3.2.1 | Demonstrate understanding of intonation and phrasing in spoken language. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|--|---------|--|
| 1 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 1.3.3.1 | Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles. |
| 1 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 1.3.3.2 | Create and share work using a teacher-selected digital tool, articulating the advantages and limitations of the tool, related to task, purpose, and audience, considering digital footprint.* |
| 2 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 2.1.1.1 | Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, blend, segment and manipulate syllables in multi-syllabic words and sounds in 5-phoneme words, including consonant blends. |
| 2 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 2.1.1.2 | <p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for the common vowel graphemes. b. Decode multi-syllabic words that include prefixes, suffixes and vowel digraphs. c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity. |
| 2 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 2.1.1.3 | Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| 2 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 2.1.2.1 | Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text to text connections, and building on strategies learned in previous grade levels, with guidance and support. |
| 2 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 2.1.2.2 | Select, read, and comprehend texts that address academic tasks, proficiently at grade 2 text complexity. |
| 2 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 2.1.2.3 | Locate, select, and read texts on a topic of personal interest. |
| 2 | Reading | R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 2.1.3.1 | 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. |
| 2 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 2.1.4.1 | Ask and answer questions including who, what, where, when, why and how to demonstrate understanding of key details in a text; recount the text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|--|
| 2 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 2.1.4.2 | Identify the central idea, message, or moral of a text and one or two supporting details. |
| 2 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 2.1.4.3 | Identify characters, setting, conflict, resolution, and events, in literary text. |
| 2 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 2.1.4.4 | Describe the connection between a series of events, concepts, or steps in a procedure, in informational text.* |
| 2 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 2.1.5.1 | Identify the purpose of chapters of a book, scenes of a play, and stanzas of a poem and the author's choice of narrative point of view (e.g., first person, second person, third person). |
| 2 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 2.1.5.2 | Identify informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, and hyperlinks). |
| 2 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 2.1.5.3 | Identify and explain how images are used to illustrate ideas and narratives in a text. |
| 2 | Reading | R6 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. | 2.1.6.1 | Identify the author or story teller, including Dakota and Anishinaabe authors, of a text, and tell what is possible to know from the text about the story teller's perspective and identity. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| 2 | Reading | R6 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. | 2.1.6.2 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to the time period of publication and/or posting of the text. |
| 2 | Reading | R6 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. | 2.1.6.3 | Identify if the text is informational or literary, and support with evidence. |
| 2 | Reading | R7 Evaluate arguments and specific claims from complex informational texts. | 2.1.7.1 | Benchmarks begin in grade 3. |
| 2 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 2.1.8.1 | Recognize how multiple meaning words and phrases impact the meaning or tone of text in stories or poems. |
| 2 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 2.1.8.2 | Determine the meaning of unfamiliar vocabulary or phrases in informational text, using metacognitive strategies and reference tools. |
| 2 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 2.1.9.1 | Collect information from two or more sources on a topic of personal interest or academic focus. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 2 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 2.1.9.2 | Articulate relevance of sources to task and topic. (e.g., factual and opinion pieces) |
| 2 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 2.2.1.1 | Use correct punctuation (end punctuation), spelling (high frequency words), and capitalization (first word in sentence and proper nouns), authentically in writing. |
| 2 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 2.2.1.2 | Apply spelling patterns and rules to spell words with consonant and vowel digraphs and diphthongs, six syllable types, and inflectional suffixes, authentically in writing. |
| 2 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 2.2.1.3 | Use nouns (common, proper, possessive, and plural), verbs (regular and irregular), and frequently occurring adjectives, conjunctions, and prepositions in simple sentences, authentically in writing. |
| 2 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 2.2.2.1 | Write routinely, including illustration, for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks) |
| 2 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 2.2.2.2 | Write to express ideas representing personal perspective, identity, and voice, as a part of a group. |
| 2 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 2.2.3.1 | Plan, draft, revise, edit, and publish writing, using self-reflection and teacher guidance. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 2 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 2.2.4.1 | Write to state a personal opinion, provide several reasons for the opinion and include introductory and concluding statements. |
| 2 | Writing | W5 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. | 2.2.5.1 | Write to inform or explain, using details to show understanding of the topic, and including an introductory and concluding statement. |
| 2 | Writing | W5 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. | 2.2.5.2 | Write to respond to characters, setting, and conflict in a story. |
| 2 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 2.2.6.1 | Write to tell a story, introducing conflict to a character and setting. |
| 2 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 2.2.6.2 | Use words that signal changes in situation, in written narratives, poetry, or other creative text. (e.g., next, surprisingly) |
| 2 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 2.2.7.1 | Ask and answer on-topic questions to research background information using resources vetted by teacher. |
| 2 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 2.2.7.2 | Plan and conduct research from a variety of sources, vetted by teacher, and share findings in writing. (e.g., search terms, choosing relevant sources) |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|---------|---|
| 2 | Writing | W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. | 2.2.8.1 | Demonstrate a basic understanding of and respect for the rights and obligations of using and sharing intellectual property and avoiding plagiarism. (e.g., What work is yours? What work is someone else's?)* |
| 2 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 2.3.1.1 | <p>Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives.</p> <ol style="list-style-type: none"> a. Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture. b. Participate as a speaker and listener, building on and linking to the comments of others. c. Express one's own ideas, stories, and experiences. d. Help to establish group member roles and timeline for work. e. Identify and work toward a shared goal. f. Follow sequence of a story or discussion, or steps in a process. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|--|---|-------------|--|
| 2 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 2.3.1.2 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues. |
| 2 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 2.3.1.3 | Demonstrate ability to receive and act on feedback from others and self-reflection.* |
| 2 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context. | 2.3.2.1 | Demonstrate basic understanding and use of descriptive language and features of spoken language (including volume, intonation, phrasing, speed, pausing, stress, rhythm, and gestures). |
| 2 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 2.3.3.1 | Create written, oral, and digital content that communicates knowledge and ideas including relevant facts and descriptive details, in a variety of presentation styles. |
| 2 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 2.3.3.2 | Create and share work, choosing a digital tool from teacher-provided lists, and critique effectiveness of chosen tool regarding the task, purpose, and audience, (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) demonstrating understanding of digital footprint.* |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|---------|---|---------|---|
| 3 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 3.1.1.1 | <p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> a. Identify, know the meaning of, and read words with common prefixes and suffixes. b. Decode multi-syllabic words; c. Read grade-level irregularly spelled words, including high-frequency words, in and out of context, demonstrating both accuracy and automaticity. |
| 3 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 3.1.1.2 | Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension. |
| 3 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 3.1.2.1 | Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, looking back at the text and reading ahead, building on strategies learned in previous grade levels. |
| 3 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 3.1.2.2 | Select, read, and comprehend texts that address academic tasks, proficiently at grade 3 text complexity. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| 3 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 3.1.2.3 | Locate, select, and read texts on a topic of personal interest, demonstrating understanding of literary award lists and curated book lists that aid in making selections. |
| 3 | Reading | R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 3.1.3.1 | 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. |
| 3 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 3.1.4.1 | Ask and answer questions to demonstrate understanding of both literal and nonliteral language in a text referring explicitly to the texts as the basis for the answers; summarize the text. |
| 3 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 3.1.4.2 | Identify the central idea or argument in fables, folktales, and myths, explain how it is supported by key details, and describe the connection between details. |
| 3 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 3.1.4.3 | Describe how details about characters, setting, conflict, resolution, and events work together to develop the plot of a literary text. |
| 3 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 3.1.4.4 | Describe the relationship between a series of events, concepts, or steps in a procedure, using language that pertains to time, sequence, and cause/effect, in informational text.* |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| 3 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 3.1.5.1 | Use literary text features (e.g., nonliteral language, narrative point of view, verse, rhythm, meter) to understand a variety of literary texts such as stories, dramas and poems. |
| 3 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 3.1.5.2 | Use informational text features (e.g., captions, subheadings, glossaries, indexes, and interactive images) to understand information relevant to a given topic. |
| 3 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 3.1.5.3 | Interpret the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements in text. |
| 3 | Reading | R6 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. | 3.1.6.1 | Compare and contrast the student's personal perspective and identity from that of the author or story teller, including Dakota and Anishinaabe authors, of the text, based on what is possible to know about the story teller's perspective and identity. |
| 3 | Reading | R6 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. | 3.1.6.2 | Identify the time period of publication and/or posting of the text and when the time period of publication influences meaning, content, or style of the text. (e.g., era-specific vocabulary or illustrations) |
| 3 | Reading | R6 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. | 3.1.6.3 | Identify if the text is informational or literary, and support with evidence. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 3 | Reading | R7 Evaluate arguments and specific claims from complex informational texts. | 3.1.7.1 | Identify an author's argument and support with details from the text. |
| 3 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 3.1.8.1 | Demonstrate understanding of figurative language as it is used in texts to express the style of specific genres. |
| 3 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 3.1.8.2 | Determine the meaning of general academic and domain-specific vocabulary and phrases in informational text. |
| 3 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 3.1.9.1 | Collect information from two or more sources on a topic of personal interest or academic focus. |
| 3 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 3.1.9.2 | Demonstrate understanding of relevance and credibility of sources. |
| 3 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 3.2.1.1 | Use correct punctuation (including commas in series and apostrophes), spelling, capitalization, and grammar, authentically in writing. |
| 3 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 3.2.1.2 | Apply spelling patterns and rules to spell multi-syllabic words, high-frequency words, authentically in writing. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 3 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 3.2.1.3 | Use nouns (collective and irregular plural), verbs, frequently used adjectives and adverbs, conjunctions, prepositions, and pronouns (including reflexive pronouns and male, female, and non-binary gender pronouns) in simple and compound sentences, authentically in writing. |
| 3 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 3.2.2.1 | Write routinely for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks) |
| 3 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 3.2.2.2 | Write to compare personal perspectives and identities to those of a character in a literary text or a human subject in an informational text. |
| 3 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 3.2.3.1 | Plan, draft, revise, edit, and publish writing, using self-reflection, guidance, and support from peers and educators. |
| 3 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 3.2.3.2 | Use words and phrases for effect, differentiating between conventions of spoken and written English. |
| 3 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 3.2.4.1 | Write to argue, providing and organizing evidence for supporting points, and using linking words and phrases. |
| 3 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 3.2.4.2 | Write to persuade blending opinion and facts that support the opinion. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 3 | Writing | W5 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. | 3.2.5.1 | Write to inform or explain, selecting and organizing relevant details to show understanding of the topic, building on skills from previous years. |
| 3 | Writing | W5 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. | 3.2.5.2 | Write to respond to thoughts and feelings of characters in a literary text. |
| 3 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 3.2.6.1 | Write to tell a story, describing thoughts and feelings to develop characters as they interact with conflict. |
| 3 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 3.2.6.2 | Use dialogue and descriptive words, in written narratives, poetry, or other creative text. |
| 3 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 3.2.7.1 | Ask relevant questions to distinguish fact from opinion. |
| 3 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 3.2.7.2 | Plan and conduct research, following a detailed research plan to build understanding of a topic, demonstrating understanding of digital footprint, and share findings in writing. |
| 3 | Writing | W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. | 3.2.8.1 | Use and cite two or more sources on a topic, both quoting and summarizing sources, avoiding plagiarism. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|---------|---|
| 3 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 3.3.1.1 | <p>Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives.</p> <ul style="list-style-type: none"> a. Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture. b. Participate as a speaker and listener, reviewing key ideas shared by others. c. Express one's own ideas, stories, and experiences, linking to comments of others. d. Help to establish group member roles and timeline for work. e. Identify and work toward a shared goal. f. Follow sequence of a story or discussion, or steps in a process. |
| 3 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 3.3.1.2 | Ask and answer questions to check understanding of content and viewpoints, as well as for clarification, in a discussion. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|--|---|-------------|---|
| 3 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 3.3.1.3 | Receive and act on feedback from others, self-reflect, and provide constructive feedback on peers' work, with guidance and support from adults.* |
| 3 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context. | 3.3.2.1 | Use vocabulary for effect and attend to features of spoken language in communicating with others, in social and academic situations. (Including volume, intonation, phrasing, speed, pausing, stress, rhythm, and gestures). |
| 3 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 3.3.3.1 | Create written, oral, and digital content that communicates knowledge and ideas including relevant facts and descriptive details, in a variety of presentation styles. |
| 3 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 3.3.3.2 | Create and share work, using self-selected digital tools, and critique effectiveness of chosen tool regarding the task, purpose, and audience, demonstrating understanding of digital footprint.* |
| 4 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 4.1.1.1 | Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (Anglo-Saxon) to decode and comprehend unfamiliar multi-syllabic words in and out of context. |
| 4 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 4.1.1.2 | Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|---------|---|---------|--|
| 4 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 4.1.2.1 | Read independently and monitor understanding of grade-level text; self-correct as needed, using more advanced metacognitive strategies including, but not limited to, making inferences and connecting text to background knowledge, building on strategies learned in previous grade levels, with guidance and support. |
| 4 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 4.1.2.2 | Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity. |
| 4 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 4.1.2.3 | Locate, select, and read texts on a topic of personal interest, utilizing literary award lists and curated book lists in making selections. |
| 4 | Reading | R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 4.1.3.1 | 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. |
| 4 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 4.1.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 4 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 4.1.4.2 | Determine a theme or central idea of a story, drama, or poem from details in the text. |
| 4 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 4.1.4.3 | Describe a literary element in detail, drawing on specific details from literary text. |
| 4 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 4.1.4.4 | Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text. |
| 4 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 4.1.5.1 | Determine the impact on the text of literary text features and narrative point of view (first person, second person, third person point of view). |
| 4 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 4.1.5.2 | Describe the informational text structure (including, but not limited to sequence and chronology) of events, ideas, concepts, or information in a text or part of a text. |
| 4 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 4.1.5.3 | Interpret the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|--|
| 4 | Reading | R6 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. | 4.1.6.1 | Determine the author's, including Dakota and Anishinaabe authors, stated or implied purpose (i.e., entertain, inform, persuade) and how it is conveyed by the words or characters. |
| 4 | Reading | R6 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. | 4.1.6.2 | Identify time period of publication of the text, and assess the importance of timeliness of information, related to task and purpose. |
| 4 | Reading | R6 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. | 4.1.6.3 | Identify fact and fiction/opinion in a text and place on a continuum of fact to fiction (e.g., informational text, memoir, historical fiction, fantasy). |
| 4 | Reading | R7 Evaluate arguments and specific claims from complex informational texts. | 4.1.7.1 | Explain how an author uses reasoning and evidence to support an argument. |
| 4 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 4.1.8.1 | Distinguish literal from figurative language in stories, poems, or songs. |
| 4 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 4.1.8.2 | Demonstrate understanding of word origins (morphology and etymology) in academic vocabulary. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 4 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 4.1.9.1 | Collect information from a variety of sources in different formats on a topic of personal interest or academic focus. |
| 4 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 4.1.9.2 | Question and assess validity and credibility of information, related to task and purpose. (e.g., CRAAP test) |
| 4 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 4.2.1.1 | Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing |
| 4 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 4.2.1.2 | Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing. |
| 4 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 4.2.1.3 | Demonstrate subject-verb and pronoun-antecedent agreement in simple, compound, and complex sentences, authentically in writing. |
| 4 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 4.2.2.1 | Write routinely for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks) |
| 4 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 4.2.2.2 | Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 4 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 4.2.3.1 | Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish. |
| 4 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 4.2.3.2 | Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts. |
| 4 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 4.2.4.1 | Write to argue, including an introduction and conclusion, building on skills from previous years. |
| 4 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 4.2.4.2 | Write to persuade, including an introduction and conclusion, building on skills from previous years. |
| 4 | Writing | W5 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. | 4.2.5.1 | Write to inform or explain, organizing and presenting ideas clearly, using a variety of text structures, and including an introduction and conclusion, building on skills from previous years. a. Use precise, domain-specific vocabulary. |
| 4 | Writing | W5 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. | 4.2.5.2 | Write to respond to the conclusion of a literary text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 4 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 4.2.6.1 | Write to create, developing literary elements, including character, setting, conflict, and resolution with detail in a variety of literary forms. (e.g., poetry, stories, plays) |
| 4 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 4.2.6.2 | Describe sensory detail, in written narratives, poetry, or other creative text. |
| 4 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 4.2.7.1 | Ask relevant questions to guide inquiry. |
| 4 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 4.2.7.2 | Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing. |
| 4 | Writing | W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. | 4.2.8.1 | Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|---------|--|
| 4 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 4.3.1.1 | <p>Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives.</p> <ul style="list-style-type: none"> a. Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture. b. Participate as a speaker and listener, highlighting commonalities and differences in views shared by others. c. Express one's own ideas, stories, and experiences, linking to comments of others. d. Negotiate and compromise to support productive exchange of ideas. e. Identify and work toward a shared goal. |
| 4 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 4.3.1.2 | Ask and answer questions to clarify or follow up on viewpoints of others in a discussion. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|--|---|-------------|--|
| 4 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 4.3.1.3 | Receive and act on feedback from others, self-reflect, and provide constructive feedback on peers' work in various ways (ex. written, oral, non-verbal). |
| 4 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context. | 4.3.2.1 | Use vocabulary, language, structure, and features of spoken language to convey ideas precisely, in communicating with others in social and academic situations. |
| 4 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 4.3.3.1 | Create written, oral, and digital content that communicates knowledge and ideas in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles. |
| 4 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 4.3.3.2 | Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose, and audience, demonstrating understanding of digital footprint.* |
| 5 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 5.1.1.1 | Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (French and Latin) to decode and comprehend unfamiliar multi-syllabic words in and out of context. |
| 5 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 5.1.1.2 | Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|---------|---|---------|--|
| 5 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 5.1.2.1 | Read independently and monitor understanding of grade-level text; self-correct as needed, independently using strategies including, but not limited to, making inferences and connecting text to background knowledge. |
| 5 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 5.1.2.2 | Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 text complexity. |
| 5 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 5.1.2.3 | Locate, select and read texts representing various perspectives and identities like and unlike their own, using various methods of searching for text. (e.g., literary award lists, curated book lists, book reviews). |
| 5 | Reading | R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 5.1.3.1 | 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. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 5 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 5.1.4.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text. |
| 5 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 5.1.4.2 | Determine a theme or central idea of a text and how it is developed or conveyed through specific details. |
| 5 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 5.1.4.3 | Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in literary text. |
| 5 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 5.1.4.4 | Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational text. |
| 5 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 5.1.5.1 | Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a literary text. |
| 5 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 5.1.5.2 | Identify the effects of the various informational text structures (including, but not limited to, sequence, chronology, and description) on a text or part of a text. |
| 5 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 5.1.5.3 | Interpret, apply, and evaluate the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements to support understanding in text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| 5 | Reading | R6 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. | 5.1.6.1 | Compare and contrast a firsthand and secondhand account, including those by Dakota and Anishinaabe authors, of the same event or topic; describe the differences in focus and the information provided. |
| 5 | Reading | R6 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. | 5.1.6.2 | Compare texts published in different time periods related to influences on meaning, content, or style of the texts. |
| 5 | Reading | R6 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. | 5.1.6.3 | Analyze a text's placement on a continuum of fact to fiction, citing evidence. |
| 5 | Reading | R7 Evaluate arguments and specific claims from complex informational texts. | 5.1.7.1 | Identify an author's argument and how perspective and bias influence choices regarding evidence. |
| 5 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 5.1.8.1 | Demonstrate understanding of word relationships and nuances (e.g., connotative and denotative) in word meanings in stories, poems, or songs. |
| 5 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 5.1.8.2 | Interpret words and phrases in academic, technical, and domain-specific vocabulary. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 5 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 5.1.9.1 | Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts) |
| 5 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 5.1.9.2 | Evaluate sources based on validity and credibility of information, related to task and purpose. |
| 5 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 5.2.1.1 | Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing. |
| 5 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 5.2.1.2 | Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing. |
| 5 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 5.2.1.3 | Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years. |
| 5 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 5.2.2.1 | Write routinely for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks) |
| 5 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 5.2.2.2 | Write to reflect how personal identity has developed over time. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 5 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 5.2.3.1 | Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish. |
| 5 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 5.2.3.2 | Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context. |
| 5 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 5.2.4.1 | Write to argue, situating argument in an explanation of a broad topic, building on skills from previous years. |
| 5 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 5.2.4.2 | Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration), building on skills from previous years. |
| 5 | Writing | W5 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. | 5.2.5.1 | Write to inform or explain, developing subtopics and grouping related information logically in chosen text structure, including using formatting (e.g., headings) and visuals when useful to aid comprehension, building on skills from previous years. a. Use precise, domain-specific vocabulary. |
| 5 | Writing | W5 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. | 5.2.5.2 | Write to respond to the style, tone, and plot of a literary text. (e.g., writing personal reactions, analysis, and interpretation of text) |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 5 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 5.2.6.1 | Write to create, using basic literary techniques including figurative language, hyperbole, and personification to impact style, tone, and plot in various literary forms. (e.g., poetry, stories, plays) |
| 5 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 5.2.6.2 | Use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text. (e.g., chapters, stanzas, scenes) |
| 5 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 5.2.7.1 | Formulate questions independently and in collaboration with peers to guide inquiry. |
| 5 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 5.2.7.2 | Plan and conduct independent research using sources to build and share knowledge of a topic, and share findings in writing. |
| 5 | Writing | W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. | 5.2.8.1 | Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons) |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|---------|---|
| 5 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 5.3.1.1 | <p>Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture.</p> <ul style="list-style-type: none"> a. Participate as a speaker and listener, drawing conclusions based on information and understanding gained from listening to others. b. Express one's own ideas, stories, and experiences, linking to comments of others. c. Negotiate and compromise to support productive exchange of ideas. d. Identify and work toward a shared goal. |
| 5 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 5.3.1.2 | Ask and respond to questions by making comments that demonstrate preparation for the discussion, contribute to the discussion, and elaborate on the comments of others. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|--|---|-------------|---|
| 5 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 5.3.1.3 | Seek feedback from others, ask clarifying questions for understanding, and make decisions and adjustments. |
| 5 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context. | 5.3.2.1 | Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, recognizing situational differences. |
| 5 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 5.3.3.1 | Report on a topic in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles, demonstrating understanding of ethical and safe communication practices. |
| 5 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 5.3.3.2 | Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose, and audience, demonstrating understanding of digital footprint.* |
| 6 | Reading | R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. | 6.1.1.1 | Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (Greek) to decode and comprehend unfamiliar multi-syllabic words in and out of context. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|---------|---|---------|---|
| 6 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 6.1.2.1 | Read independently and self-monitor understanding of grade-level text and annotate learning (i.e. underline, highlight, and take notes), with guidance and support, independently applying strategies when meaning breaks down, including, but not limited to connecting to prior knowledge, using context clues, reading ahead and looking back. |
| 6 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 6.1.2.2 | Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity. |
| 6 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 6.1.2.3 | Locate, select, and read texts representing various perspectives and identities from dominant, non-dominant, and marginalized social groups, using various methods of searching for text. (e.g., literary award lists, curated book lists, book reviews). |
| 6 | Reading | R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 6.1.3.1 | 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. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 6 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 6.1.4.1 | Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text. |
| 6 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 6.1.4.2 | Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text. |
| 6 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 6.1.4.3 | Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text. |
| 6 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 6.1.4.4 | Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text. |
| 6 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 6.1.5.1 | Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot. |
| 6 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 6.1.5.2 | Analyze how a given sentence, paragraph, or section fits into the overall structure of an informational text (including, but not limited to, description, classification, cause/effect and comparison/contrast) and contributes to the development of ideas. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|--|
| 6 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 6.1.5.3 | Interpret, apply, and evaluate the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics, and other audiovisual elements in a wide variety of texts. |
| 6 | Reading | R6 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. | 6.1.6.1 | Analyze multiple accounts by various cultures, including Dakota and Anishinaabe, of the same event or topic, noting important similarities and differences in the point of view they represent. |
| 6 | Reading | R6 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. | 6.1.6.2 | Examine similar texts published in different time periods, comparing and contrasting influence on meaning, content, or style of the texts. |
| 6 | Reading | R6 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. | 6.1.6.3 | Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts and evidence from claims that are not. |
| 6 | Reading | R7 Evaluate arguments and specific claims from complex informational texts. | 6.1.7.1 | Distinguish between relevant and irrelevant evidence to evaluate an author's argument. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
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| 6 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 6.1.8.1 | Analyze the impact of a specific word choice, and rhythm or meter, on the meaning and tone of a story, poem, or song. (word choice analysis including, but not limited to, vocabulary, assonance, consonance, and rhyme) |
| 6 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 6.1.8.2 | Examine academic and technical vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools. |
| 6 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 6.1.9.1 | Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information. |
| 6 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 6.1.9.2 | Evaluate perspective, credibility and relevancy of sources related to task and purpose. |
| 6 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 6.2.1.1 | Use correct punctuation (including dashes, hyphens, and ellipses), spelling, capitalization, and grammar, authentically in writing. |
| 6 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 6.2.1.2 | Apply spelling patterns and rules to spell words with Greek word origin, authentically in writing. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 6 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 6.2.1.3 | Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years. |
| 6 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 6.2.2.1 | Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format. |
| 6 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 6.2.2.2 | Write to reflect how personal perspective, identity, and voice have developed over time. |
| 6 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 6.2.3.1 | Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish. |
| 6 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 6.2.3.2 | Vary word choice, showing understanding of denotation and connotation, phrases, and sentence structures as applicable to context, to convey ideas precisely and engage intended audience. |
| 6 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 6.2.4.1 | Write to argue, articulating both an argument and a counter-argument, building on skills from previous years. |
| 6 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 6.2.4.2 | Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|---------|--|---------|---|
| 6 | Writing | W5 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. | 6.2.5.1 | Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive) a. Use precise, domain-specific vocabulary. |
| 6 | Writing | W5 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. | 6.2.5.2 | Write to respond to a literary text, demonstrating understanding of character complexity. (e.g., writing personal reactions, analysis, and interpretation of text) |
| 6 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 6.2.6.1 | Write to create, portraying complexity in characters or self-expression in various literary forms. (e.g., complex emotions, motivations, experiences, and characters who change over time) |
| 6 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 6.2.6.2 | Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text. |
| 6 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 6.2.7.1 | Formulate self-generated questions that guide inquiry and refocus inquiry when appropriate. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
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| 6 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 6.2.7.2 | Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing. |
| 6 | Writing | W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. | 6.2.8.1 | Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism. |
| 6 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 6.3.1.1 | <p>Exchange ideas through storytelling, discussion, and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own.</p> <ul style="list-style-type: none"> a. Use tools to collaborate with others synchronously and asynchronously. b. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion. |
| 6 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 6.3.1.2 | Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|---------|--|
| 6 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 6.3.1.3 | Adapt speech, writing, or communications by utilizing constructive feedback from self and others. |
| 6 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context. | 6.3.2.1 | Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, in a variety of forms including digital and face-to-face interactions, considering audience and context. |
| 6 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 6.3.3.1 | 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. |
| 6 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 6.3.3.2 | Create and share, individually or in a collaborative group, an informative multi-media work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.* |
| 7 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 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. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| 7 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 7.1.2.2 | Select, read, and comprehend texts that address academic tasks, proficiently at grade 7 text complexity. |
| 7 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 7.1.2.3 | 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. |
| 7 | Reading | R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 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. |
| 7 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 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. |
| 7 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 7.1.4.2 | Analyze how the themes or central ideas develop over the course of a single text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| 7 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 7.1.4.3 | Analyze the interactions between characters, settings, events, or ideas in literary text. |
| 7 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 7.1.4.4 | Analyze the interactions between individuals, events, or concepts, in informational text. |
| 7 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 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. |
| 7 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 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. |
| 7 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 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. |
| 7 | Reading | R6 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. | 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. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|--|
| 7 | Reading | R6 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. | 7.1.6.2 | Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of 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. |
| 7 | Reading | R6 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. | 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. |
| 7 | Reading | R7 Evaluate arguments and specific claims from complex informational texts. | 7.1.7.1 | Determine the argument and specific claims in a text, assessing whether the evidence is sufficient to support the claims. |
| 7 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 7.1.8.1 | Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings. |
| 7 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 7.1.8.2 | Analyze the impact of specific word choices on meaning and tone in academic, technical and domain-specific text. |
| 7 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 7.1.9.1 | Access and evaluate information from a variety of sources, representing diverse perspectives on a topic. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 7 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 7.1.9.2 | Evaluate perspective, credibility, relevancy, and sufficiency of sources related to task and purpose. |
| 7 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 7.2.1.1 | Consistently write and edit work for correct punctuation, spelling, capitalization and grammar. |
| 7 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 7.2.1.2 | Apply knowledge of word study in spelling academic terms, authentically in writing. |
| 7 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in 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. |
| 7 | Writing | W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice. | 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) |
| 7 | Writing | W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice. | 7.2.2.2 | Write to reflect how personal perspective and identity have developed in relation to self and others. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 7 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 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. |
| 7 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 7.2.3.2 | Use words, phrases, and sentence structures to establish consistency in voice, style, and tone when writing, considering audience and context. |
| 7 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 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. |
| 7 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 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. |
| 7 | Writing | W5 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. | 7.2.5.1 | Write to inform or explain, conveying ideas about 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. a. Using precise, domain-specific vocabulary. |
| 7 | Writing | W5 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. | 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) |

| Grade | Strand | Anchor Standard | Code | Benchmark |
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| 7 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 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) |
| 7 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 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) |
| 7 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 7.2.7.1 | Formulate self-generated questions that narrow or broaden the inquiry when appropriate. |
| 7 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 7.2.7.2 | Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing. |
| 7 | Writing | W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. | 7.2.8.1 | Use and cite a variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|---------|---|
| 7 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 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"> a. Acknowledge and elaborate on others' ideas. b. Use tools to collaborate with others both synchronously and asynchronously. c. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion. |
| 7 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 7.3.1.2 | Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion. |
| 7 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 7.3.1.3 | Adapt speech, writing, or communications by utilizing constructive feedback from self and others. |
| 7 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context. | 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. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|---------|---|
| 7 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 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). |
| 7 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 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.* |
| 8 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 8.1.2.1 | Read independently and self-monitor understanding of grade-level text and independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support. |
| 8 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 8.1.2.2 | Select, read, and comprehend texts that address academic tasks, proficiently at grade 8 text complexity. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
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| 8 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 8.1.2.3 | Locate, select, and read texts that address personal identity and intersectionality, utilizing various search methods. |
| 8 | Reading | R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 8.1.3.1 | 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. (Connects to mastery of skills in grade-level text in standard R2) |
| 8 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 8.1.4.1 | Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text. |
| 8 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 8.1.4.2 | Determine multiple themes or central ideas of a single text and analyze its development over the course of the text. |
| 8 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 8.1.4.3 | Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text. |
| 8 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 8.1.4.4 | Analyze how a text makes connections between individuals, events, or concepts, in informational text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| 8 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 8.1.5.1 | Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style. (e.g., poetry/short story, drama/poem). |
| 8 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 8.1.5.2 | Analyze the informational text structure (including, but not limited to, cause/effect, problem/solution, and proposition/support) highlighting the role that a particular sentence or paragraph has in developing and refining a key concept. |
| 8 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 8.1.5.3 | Compare and contrast the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance. |
| 8 | Reading | R6 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. | 8.1.6.1 | Analyze how an author, including Dakota and Anishinaabe authors, develops the point of view and identity of the character to enrich a text. |
| 8 | Reading | R6 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. | 8.1.6.2 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels including describing how the material is rendered new. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|--|
| 8 | Reading | R6 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. | 8.1.6.3 | Analyze a case in which two or more texts, including one text by or about Dakota and Anishinaabe people or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| 8 | Reading | R7 Evaluate arguments and specific claims from complex informational texts. | 8.1.7.1 | Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant/irrelevant and sufficient. |
| 8 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 8.1.8.1 | Analyze the impact of specific word choices on meaning and tone of literary text, including analogies or allusions to other texts. |
| 8 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 8.1.8.2 | Analyze the impact of specific word choices on meaning and tone of a variety of academic, technical, and domain-specific words and phrases in informational text. |
| 8 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 8.1.9.1 | Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives. |
| 8 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 8.1.9.2 | Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources related to task and purpose. (e.g., purpose/motive of author or source) |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 8 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 8.2.1.1 | Consistently write and edit work for correct punctuation, spelling, capitalization and grammar. |
| 8 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 8.2.1.2 | Use nouns, verbs, adjectives, adverbs, and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, and building on skills from previous years. |
| 8 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 8.2.2.1 | Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, and audiovisual elements) when applicable. |
| 8 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 8.2.2.2 | Write to reflect how personal perspective and identity have developed in relation to social or cultural groups. |
| 8 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 8.2.3.1 | Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing, and publishing. |
| 8 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 8.2.3.2 | Use words, phrases, and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| 8 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 8.2.4.1 | Write to argue, clarifying the relationship among claims and evidence in both argument and counter-argument, building on skills from previous years. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 8 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 8.2.4.2 | Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years. |
| 8 | Writing | W5 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. | 8.2.5.1 | Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly cited summary, paraphrase, and quotation, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. a. Use precise, domain-specific vocabulary. |
| 8 | Writing | W5 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. | 8.2.5.2 | Write to respond to a literary text, demonstrating understanding of style, mood, and tone. (e.g., writing personal reactions, analysis, and interpretation of text) |
| 8 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 8.2.6.1 | Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm, and rhyme to develop mood and tone in various literary forms. |
| 8 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 8.2.6.2 | Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|---------|---|
| 8 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 8.2.7.1 | Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation. |
| 8 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 8.2.7.2 | Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing. (e.g., sources of different formats and/or perspectives) |
| 8 | Writing | W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. | 8.2.8.1 | Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism. |
| 8 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 8.3.1.1 | <p>Exchange ideas through storytelling, discussion, and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.</p> <ul style="list-style-type: none"> a. Elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented. b. Use tools to collaborate with others in both synchronously and asynchronously. c. Work toward a shared goal. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|---------|---|
| 8 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 8.3.1.2 | Ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations and ideas, demonstrating preparation for the discussion. |
| 8 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 8.3.1.3 | Adapt speech, writing, or communications by utilizing constructive feedback from self and others. |
| 8 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context. | 8.3.2.1 | Use vocabulary, language, structure, and features of spoken language to establish personal voice, style, and tone, and impact in communicating with others, considering audience and context. |
| 8 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 8.3.3.1 | Communicate claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning, and carefully selected details, in a variety of presentation styles, following ethical and safe communication practices. |
| 8 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 8.3.3.2 | Create and share, individually or in a collaborative group, a persuasive multi-media work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.* |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|--|
| 9 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 9.1.2.1 | 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 consulting resources for more information. |
| 9 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 9.1.2.2 | Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity. |
| 9 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 9.1.2.3 | Locate, select, and read texts by two authors on the same topic or theme. |
| 9 | Reading | R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 9.1.3.1 | 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, to examine concepts, issues, or histories. |
| 9 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 9.1.4.1 | Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including making connections to other texts; objectively summarize the text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 9 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 9.1.4.2 | Analyze the themes or central ideas, including how it emerges and shaped by specific details, of multiple texts, considering author perspective, identity, and bias. |
| 9 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 9.1.4.3 | Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts. |
| 9 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 9.1.4.4 | Analyze how an author authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text. |
| 9 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 9.1.5.1 | Evaluate the impact of author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks). |
| 9 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 9.1.5.2 | Analyze the informational text structure, including, but not limited to, proposition/support, critique, inductive/deductive, focusing on the role of various sentences and paragraphs in a text in developing and refining a key concept. |
| 9 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 9.1.5.3 | Critically analyze the use, meaning, and aesthetics of illustrations, graphics, and other audiovisual elements and explain their relation to the text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|---|
| 9 | Reading | R6 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. | 9.1.6.1 | Examine how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases, and perspective shape the content and style of a text. |
| 9 | Reading | R6 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. | 9.1.6.2 | Examine the impact of a text's publishing date on its current validity and credibility, in literature, social studies, or science. |
| 9 | Reading | R6 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. | 9.1.6.3 | Delineate the argument and specific claims in a text; identify false statements and fallacious reasoning. |
| 9 | Reading | R7 Evaluate arguments and specific claims from complex informational texts. | 9.1.7.1 | Compare and contrast the arguments of two authors with different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning. |
| 9 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 9.1.8.1 | Analyze the impact of specific word choices, rhythm, meter, or other style choices on meaning and tone on literary text. (e.g., word choices that allude to culture, time period, or geography) |
| 9 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 9.1.8.2 | Examine the impact of domain-specific vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 9 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 9.1.9.1 | Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, in the process of inquiry. |
| 9 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 9.1.9.2 | Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources, accessing additional sources as needed. |
| 9 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 9.2.1.1 | Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance. |
| 9 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 9.2.1.2 | Write with sufficient command of grammar and mechanics to influence voice and style. (e.g., parts of speech, sentence structures, pronoun/antecedent agreement) |
| 9 | Writing | W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice. | 9.2.2.1 | Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable. |
| 9 | Writing | W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice. | 9.2.2.2 | Write to reflect how personal identities and the intersection of identities inform perspective. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 9 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 9.2.3.1 | Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing, and publication. |
| 9 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 9.2.3.2 | Vary word usage and sentence structure for effect, considering audience and context. |
| 9 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 9.2.4.1 | Write to argue, basing argument, and counter-argument, with evidence, on personally relevant and authentic issues, building on skills from previous years. |
| 9 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 9.2.4.2 | Write to persuade, considering and addressing other perspectives, building on skills from previous years. |
| 9 | Writing | W5 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. | 9.2.5.1 | Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, and clearly explaining connections and distinctions between key ideas and concepts, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. a. Use precise, domain-specific vocabulary. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 9 | Writing | W5 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. | 9.2.5.2 | Write to respond to a literary text, including analysis of narrative elements. (e.g., writing personal reactions, analysis, and interpretation of text) |
| 9 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 9.2.6.1 | Write to create, applying basic and advanced literary techniques as observed in mentor texts to various tasks and purposes, in various literary forms. |
| 9 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 9.2.6.2 | Model use of structural elements of mentor texts, in written narratives, poetry, or other creative text. |
| 9 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 9.2.7.1 | Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation. |
| 9 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 9.2.7.2 | Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing. |
| 9 | Writing | W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. | 9.2.8.1 | Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|---------|---|
| 9 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 9.3.1.1 | <p>Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.</p> <ul style="list-style-type: none"> a. Exchange ideas on grade 9 topics, texts, and issues from social studies and science. b. Elaborating on others' ideas, and summarizing points of agreement and disagreement. c. Work toward a shared goal by building consensus and integrating divergent views. d. Use teacher-provided models of conflict resolution. |
| 9 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 9.3.1.2 | Contribute to conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion. |
| 9 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 9.3.1.3 | Request and utilize constructive feedback for use in revising work. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|--|---|-------------|--|
| 9 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context. | 9.3.2.1 | Adapt speech, writing, or communications to a variety of contexts, audiences, tasks, demonstrating command of formal English when indicated or appropriate. |
| 9 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 9.3.3.1 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| 9 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 9.3.3.2 | Create and share, individually or in a collaborative group, a piece of digital work or digital communication, for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property.* |
| 10 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 10.1.2.1 | Read independently and synthesize understanding from multiple texts in order to make meaning about a topic, with guidance and support, and annotate learning. |
| 10 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 10.1.2.2 | Select, read, and comprehend texts that address academic tasks, proficiently at grade 10 text complexity. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|--|
| 10 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 10.1.2.3 | Locate, select, and read text by multiple authors on the same topic or theme to examine concepts or issues from multiple viewpoints or perspectives. |
| 10 | Reading | R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 10.1.3.1 | 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, to examine concepts, issues, or histories |
| 10 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 10.1.4.1 | Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including analysis of how and when author introduces concepts, ideas, or characters; objectively summarize the text. |
| 10 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 10.1.4.2 | Analyze and compare/contrast the themes or central ideas of multiple texts, researching and interpreting possible impact of author perspective, identity, and bias. |
| 10 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 10.1.4.3 | Analyze how events, ideas and complex characters develop over the course of a text and advance the plot, in a literary text. |
| 10 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 10.1.4.4 | Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|--|
| 10 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 10.1.5.1 | Evaluate the impact of the author's choices concerning order of events within a text (e.g., parallel, linear, and nonlinear plots). |
| 10 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 10.1.5.2 | Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs, or larger sections of an informational text. |
| 10 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 10.1.5.3 | Evaluate the impact of illustrations, graphics, and other audiovisual elements on the use, meaning, and aesthetics of the text. |
| 10 | Reading | R6 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. | 10.1.6.1 | Analyze how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases, and perspective shape the content and style of a text. |
| 10 | Reading | R6 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. | 10.1.6.2 | Analyze the impact of a text's publishing date on its current validity and credibility, in literature, social studies, or science. |
| 10 | Reading | R6 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. | 10.1.6.3 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 10 | Reading | R7 Evaluate arguments and specific claims from complex informational texts. | 10.1.7.1 | Analyze the arguments of several authors with similar or different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning. |
| 10 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 10.1.8.1 | Evaluate the impact of vocabulary, including key words or phrases with multiple meanings, on content, style, and meaning of literary text. |
| 10 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 10.1.8.2 | Analyze the impact of specific word choices, including word origins that allude to culture, time period, or geography, in informational text. |
| 10 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 10.1.9.1 | Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, to expand understanding of a topic of inquiry. |
| 10 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 10.1.9.2 | Make critical choices about information sources to use, based on perspective, biases credibility, and relevancy. |
| 10 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 10.2.1.1 | Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance. |
| 10 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 10.2.1.2 | Write with command of grammar and mechanics to influence voice and style. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 10 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 10.2.2.1 | Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable. |
| 10 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 10.2.2.2 | Write to represent personal perspective, identity, and voice as a member of a global community. |
| 10 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 10.2.3.1 | Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications. |
| 10 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 10.2.3.2 | Make effective word use and sentence structure choices for meaning or style, considering audience and context. |
| 10 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 10.2.4.1 | Write to argue, basing argument and counter-argument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years. |
| 10 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 10.2.4.2 | Write to persuade, demonstrating and understanding of the relevant and authentic issues connected to the position, building on skills from previous years. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 10 | Writing | W5 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. | 10.2.5.1 | Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic, utilizing organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years. a. Use precise, domain-specific vocabulary. |
| 10 | Writing | W5 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. | 10.2.5.2 | Write to respond to literary text, choosing either a deeper or wider analysis of narrative elements. |
| 10 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 10.2.6.1 | Write to create, applying basic and advanced literary techniques and a variety of creative skills to various tasks and purposes, in various literary forms. |
| 10 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 10.2.6.2 | Use structure appropriate to task and purpose, in written narratives, poetry, or other creative text. |
| 10 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 10.2.7.1 | Formulate self-generated questions to solve a problem that guide inquiry, generating additional questions for further research and investigation. |
| 10 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 10.2.7.2 | Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|----------|---|
| 10 | Writing | W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. | 10.2.8.1 | Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance. |
| 10 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 10.3.1.1 | <p>Exchange ideas through storytelling, discussion, and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.</p> <ul style="list-style-type: none"> a. Exchange ideas on grade 10 topics, texts, and issues from social studies and science. b. Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. d. Develop conflict resolution strategies. |
| 10 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 10.3.1.2 | Extend conversations by posing and responding to questions that relate the current discussion to broader theme or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|--|---|-------------|--|
| 10 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 10.3.1.3 | Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work. |
| 10 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context. | 10.3.2.1 | Make effective choices regarding vocabulary, language, structure, and advanced application of features of spoken language (e.g., rhetorical questioning), in a variety of forms including digital and face-to-face interactions, considering audience and context. |
| 10 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 10.3.3.1 | Select and use the most applicable style of communication, appropriate to task, purpose, audience, and discipline, following ethical and safe communication practice. |
| 10 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 10.3.3.2 | Create and share, individually or in a collaborative group, and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific purpose; publish work, considering audience, demonstrating understanding of digital footprint.* |
| 11-12 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 11.1.2.1 | Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|--|
| 11-12 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 11.1.2.2 | Select, read, and comprehend texts that address academic tasks, proficiently at grade 11-12 text complexity. |
| 11-12 | Reading | R2 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 identities like and unlike their own from dominant, non-dominant, and marginalized social groups. | 11.1.2.3 | Read widely, locating, selecting, and reading texts to examine concepts or issues from multiple viewpoints or perspectives like and unlike their own from dominant, non-dominant, and marginalized social groups. |
| 11-12 | Reading | R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 11.1.3.1 | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues, or histories. |
| 11-12 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 11.1.4.1 | Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matters uncertain; objectively summarize the text. |
| 11-12 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 11.1.4.2 | Determine two or more themes or central ideas of a text and synthesize their development over the course of the text, including how they interact and build on one another to provide a complex synthesis. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|--|
| 11-12 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 11.1.4.2 | Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama, in a literary text. (e.g., where a story is set, how action is ordered, how characters are introduced or developed) |
| 11-12 | Reading | R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. | 11.1.4.3 | Analyze a complex set of ideas or sequence of events and how explain how specific individuals, ideas, concepts, or events interact and develop, in informational text. |
| 11-12 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 11.1.5.1 | Evaluate the impacts on meaning and appeal of the author's choices concerning structuring the text, including how specific parts of the text interact with each other and contribute to the whole. |
| 11-12 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 11.1.5.2 | Evaluate the use of differing informational text structures to support an author's ideas, claims, and arguments. |
| 11-12 | Reading | R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. | 11.1.5.3 | Compare and contrast the impact of illustrations, graphics, and other audiovisual elements on the use, meaning, and aesthetics of a wide variety of texts. |
| 11-12 | Reading | R6 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. | 11.1.6.1 | Evaluate how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases, and perspective shape the content and style of a text. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|---|-------------|--|
| 11-12 | Reading | R6 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. | 11.1.6.2 | Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance. |
| 11-12 | Reading | R6 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. | 11.1.6.3 | Delineate and evaluate the reasoning in seminal scientific and legal texts, and the premises, purposes, and arguments in the documents identifying persuasive opinions and factual evidence. |
| 11-12 | Reading | R7 Evaluate arguments and specific claims from complex informational texts. | 11.1.7.1 | Examine validity of reasoning, relevance and sufficiency of evidence supporting arguments in several texts to evaluate credibility of frequently used sources. |
| 11-12 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 11.1.8.1 | Analyze the cumulative impact of specific word choices on meaning, mood, and tone of literary text. (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone) |
| 11-12 | Reading | R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. | 11.1.8.2 | Evaluate the impact of academic, technical, and domain-specific vocabulary, including words and phrases, on content, style, and meaning of informational text. |
| 11-12 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 11.1.9.1 | Access information from a wide variety of sources, including academic journals and peer-reviewed sources, on both sides of an issue, or from multiple perspectives, to expand understanding of a topic of inquiry. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 11-12 | Reading | R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. | 11.1.9.2 | Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations. |
| 11-12 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 11.2.1.1 | Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose. |
| 11-12 | Writing | W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. | 11.2.1.2 | Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan. |
| 11-12 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 11.2.2.1 | Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, and audiovisual elements) when applicable. |
| 11-12 | Writing | W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. | 11.2.2.2 | Write to reflect how personal perspective, identity, and voice have developed and changed over time, in relation to the global community. |
| 11-12 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 11.2.3.1 | Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise, and edit work considering the publishing plan. |
| 11-12 | Writing | W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing. | 11.2.3.2 | Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|--|
| 11-12 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 11.2.4.1 | Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years. |
| 11-12 | Writing | W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. | 11.2.4.2 | Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years. |
| 11-12 | Writing | W5 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. | 11.2.5.1 | Write to inform or explain, comparing, integrating, and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years. <ul style="list-style-type: none"> a. Use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| 11-12 | Writing | W5 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. | 11.2.5.2 | Write to respond to literary text, analyzing multiple literary with texts with common genre, author, or theme. |
| 11-12 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 11.2.6.1 | Write to create, engaging and orienting the reader, establishing context and narrative point of view, and applying basic and advanced literary techniques in various literacy forms, including, by not limited to personal or autobiographical essays, building on skills learned in previous years. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|--------------|---------------|--|-------------|---|
| 11-12 | Writing | W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas. | 11.2.6.2 | Apply structural elements characteristic of the personal essay or autobiographical essay. |
| 11-12 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 11.2.7.1 | Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation. |
| 11-12 | Writing | W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. | 11.2.7.2 | Plan and conduct independent research from a wide variety of sources including academic journals and peer-reviewed sources, demonstrating understanding of subject of investigation, and share findings in writing. |
| 11-12 | Writing | W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. | 11.2.8.1 | Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|----------|---|
| 11-12 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 11.3.1.1 | <p>Exchange ideas through storytelling, discussion, and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.</p> <ul style="list-style-type: none"> a. Exchange ideas on grade 11–12 topics, texts, and issues from social studies and science. b. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. d. Develop a shared vision and goal in seeking diverse perspectives from the wider world. (e.g., experts from the local community or students from other schools, towns, states, or countries). e. Employ conflict resolution strategies. |
| 11-12 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 11.3.1.2 | Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion. |

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|--|---|----------|--|
| 11-12 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 1 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. | 11.3.1.3 | Give and respond thoughtfully to constructive feedback, summarize points of agreement and disagreement and soliciting relevant feedback for use in revising work. |
| 11-12 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context. | 11.3.2.1 | Make effective choices regarding vocabulary, language, structure, and advanced application of features of spoken language, in a variety of forms including digital and face to face interactions, considering audience and context. |
| 11-12 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 11.3.3.1 | Select and deliver most applicable style of presentation to communicate knowledge and ideas appropriate to task, purpose, audience, and discipline, ensuring that audience can follow the line of reasoning in presentation of knowledge of ideas, following ethical and safe communication practices. |
| 11-12 | Listening, Speaking, Viewing, and Exchanging Ideas | LSVEI 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. | 11.3.3.2 | Create and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint.* |