

## 2020 Minnesota K–12 Academic Standards in English Language Arts (ELA)

This official standards document contains the ELA standards revised in 2020 and put into rule effective July 3, 2023.

### 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](#) (MDE > Districts, Schools and Educators > Academic Standards (K–12) > English Language Arts). During the 2019–20 school year, the ELA Standards Review Committee reviewed the 2010 Minnesota K–12 Academic Standards in English Language Arts, other states’ recently revised standards, current academic research, K–12 instructional best practices and public feedback. This review process followed the guidelines in [Minnesota Statutes 2022, section 120B.021, subdivision 4e](#).

Minnesota Statutes 2023, section 120B.021, requires that there be statements of standards and benchmarks. Anchor Standards are a summary description of student learning. The kindergarten through grade 12 benchmarks identify the “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 2022, section 120B.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 that 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. For example, 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: 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.
- In grades kindergarten and 1, if a benchmark ends in 0, this indicates that the benchmark does not continue beyond those grades. This is true for foundational skills based on the concept of print in reading and writing.

\* indicates alignment with computer science skills

## 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 process 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, students should 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 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 and 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 an 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.	0.1.1.0	Demonstrate understanding of the basic features of print: <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom and page by page.</li> <li>b. Recognize and name all uppercase and lowercase letters of the alphabet.</li> <li>c. Understand that words are separated by spaces in print.</li> </ol>
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	Demonstrate understanding of spoken words, syllables and sounds (phonemes): <ol style="list-style-type: none"> <li>a. Identify and orally produce rhyming words, onset-rime and alliteration.</li> <li>b. Identify, count, pronounce, blend, segment and manipulate (add, delete or substitute) compound words and syllables in multi-syllabic words.</li> <li>c. Isolate, pronounce and manipulate sounds in three-phoneme CVC words.</li> </ol>
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	Know and apply grade-level phonics and word analysis skills in decoding words: <ol style="list-style-type: none"> <li>a. Decode words using one-to-one letter sound correspondences in three-phoneme CVC words and knowledge of word families, demonstrating both accuracy and automaticity.</li> <li>b. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.</li> </ol>

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.	0.1.1.3	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 and 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	0.1.2.2	Benchmarks begin in grade 1.
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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	0.1.2.3	Choose and read texts that explore personal identity and interests, with prompting and support.
K	Reading	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.	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.



<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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.
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.

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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.
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.	0.1.6.2	Benchmarks begin in grade 1.
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 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.

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
K	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.	0.1.9.1	Benchmarks begin in grade 1.
K	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.	0.1.9.2	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.	0.2.1.0	Print many uppercase and lowercase letters.
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	Demonstrate one-to-one letter-sound correspondence.
K	Writing	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	0.2.1.3	Benchmarks begin in grade 1.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.	0.2.3.2	Benchmarks begin in grade 3.
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	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	0.2.4.2	Benchmarks begin in grade 3.
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.

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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	W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	0.2.7.2	Benchmarks begin in grade 1.
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.

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.	0.3.1.1	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"> <li>a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture.</li> <li>b. Participate as a speaker and listener, and continue exchange of ideas through multiple exchanges.</li> <li>c. Follow sequence of a story or discussion or steps in a process.</li> </ul>
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	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 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	Benchmarks begin in grade 2.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.	1.1.1.0	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.	1.1.1.1	Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, orally produce, blend, segment and manipulate syllables in multi-syllabic words and sounds in three to four 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.	1.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words: <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for the common consonant digraphs and blends.</li> <li>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.</li> <li>c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.</li> </ul>
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	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 and 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	1.1.2.2	At grade 1 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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 and 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.



<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
1	Reading	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.	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.

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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.
1	Reading	R7 Evaluate arguments and specific claims from complex informational texts.	1.1.7.1	Benchmarks begin in grade 3.

Grade	Strand	Anchor Standard	Code	Benchmark
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 relevancy 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 relevancy 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.	1.2.1.0	Print all uppercase and lowercase letters.
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).

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.	1.2.1.2	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.	1.2.1.3	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	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.	1.2.3.2	Benchmarks begin in grade 3.
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.

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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.	1.2.4.2	Benchmarks begin in grade 3.
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.
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).

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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"> <li>a. Help create and follow agreed-upon norms for a discussion (e.g., speaker, listener, participation, questioning) respectful of culture.</li> <li>b. Participate as speaker and listener, responding to and building on the comments and ideas of others.</li> <li>c. Express one's own ideas, stories and experiences.</li> <li>d. Make a contribution toward a shared goal in collaboration with others.</li> <li>e. Follow sequence of a story or discussion or steps in a process.</li> </ul>
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	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 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	Benchmarks begin in grade 2.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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.	2.1.1.0	Benchmarks end in grade 1.

Grade	Strand	Anchor Standard	Code	Benchmark
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 five-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	Know and apply grade-level phonics and word analysis skills in decoding words: <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for the common vowel graphemes.</li> <li>b. Decode multi-syllabic words that include prefixes, suffixes and vowel digraphs.</li> <li>c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.</li> </ul>
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.
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 and 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	2.1.2.2	At grade 2 text complexity, select and proficiently read and comprehend texts that address academic tasks.



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 and 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 and comprehend 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.
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.

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.	2.1.4.3	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 begins 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 relevancy 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 relevancy 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.	2.2.1.0	Benchmarks end in grade 1.
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).

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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.
2	Writing	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.	2.2.3.2	Benchmarks begin in grade 3.
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	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	2.2.4.2	Benchmarks begin in grade 3.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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).
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?). *

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.	2.3.1.1	Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. <ul style="list-style-type: none"> <li>a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture.</li> <li>b. Participate as a speaker and listener, building on and linking to the comments of others.</li> <li>c. Express one’s own ideas, stories and experiences.</li> <li>d. Help to establish group member roles and timeline for work.</li> <li>e. Identify and work toward a shared goal.</li> <li>f. Follow sequence of a story or discussion or steps in a process.</li> </ul>
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).

Grade	Strand	Anchor Standard	Code	Benchmark
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.	3.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words: <ul style="list-style-type: none"> <li>a. Identify, know the meaning of and read words with common prefixes and suffixes.</li> <li>b. Decode multi-syllabic words.</li> <li>c. Read grade-level irregularly spelled words, including high-frequency words, in and out of context, demonstrating both accuracy and automaticity.</li> </ul>
3	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	3.1.1.3	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 and 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	3.1.2.2	At grade 3 text complexity, select and proficiently read and comprehend texts that address academic tasks.

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 and 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 and comprehend 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.

Grade	Strand	Anchor Standard	Code	Benchmark
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. *
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
3	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy 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 relevancy 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.
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).

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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.

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.	3.2.5.2	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	Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. <ul style="list-style-type: none"> <li>a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture.</li> <li>b. Participate as a speaker and listener, reviewing key ideas shared by others.</li> <li>c. Express one’s own ideas, stories and experiences, linking to comments of others.</li> <li>d. Help to establish group member roles and timeline for work.</li> <li>e. Identify and work toward a shared goal.</li> <li>f. Follow sequence of a story or discussion or steps in a process.</li> </ul>
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.
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).



Grade	Strand	Anchor Standard	Code	Benchmark
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.	4.1.1.2	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.

Grade	Strand	Anchor Standard	Code	Benchmark
4	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	4.1.1.3	Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension.
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 and 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	4.1.2.2	At grade 4 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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 and 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 and comprehend 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.

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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.
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).

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
4	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy 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 relevancy 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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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 precise, domain-specific vocabulary and a variety of text structures, and including an introduction and conclusion, building on skills from previous years.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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	Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. <ul style="list-style-type: none"> <li>a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture.</li> <li>b. Participate as a speaker and listener, highlighting commonalities and differences in views shared by others.</li> <li>c. Express one’s own ideas, stories and experiences, linking to comments of others.</li> <li>d. Negotiate and compromise to support productive exchange of ideas.</li> <li>e. Identify and work toward a shared goal.</li> </ul>
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.
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 (e.g., 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.



Grade	Strand	Anchor Standard	Code	Benchmark
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.	5.1.1.2	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.

Grade	Strand	Anchor Standard	Code	Benchmark
5	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	5.1.1.3	Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension.
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 and 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	5.1.2.2	At grade 5 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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 and 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 and comprehend 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 and 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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
5	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy 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 relevancy 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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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, using precise, domain-specific vocabulary, 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.
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).
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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, creative commons).
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	Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. <ul style="list-style-type: none"> <li>a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture.</li> <li>b. Participate as a speaker and listener, drawing conclusions based on information and understanding gained from listening to others.</li> <li>c. Express one’s own ideas, stories and experiences, linking to comments of others.</li> <li>d. Negotiate and compromise to support productive exchange of ideas.</li> <li>e. Identify and work toward a shared goal.</li> </ul>
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.
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.



Grade	Strand	Anchor Standard	Code	Benchmark
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. *

Grade	Strand	Anchor Standard	Code	Benchmark
6	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	6.1.1.2	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.
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 and 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; 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	6.1.2.2	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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 and 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 and comprehend 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.

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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.

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.	6.1.5.1	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.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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 relevancy 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 relevancy and credibility of information.	6.1.9.2	Evaluate perspective, credibility and relevancy of sources related to task and purpose.

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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, using precise, domain-specific vocabulary, and utilize 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).
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).

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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.
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.



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.	6.3.1.1	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own. <ul style="list-style-type: none"> <li>a. Use tools to collaborate with others synchronously and asynchronously.</li> <li>b. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.</li> </ul>
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.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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 and 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; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, making predictions, recalling purpose of reading, and activating prior knowledge to confirm understanding.
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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	7.1.2.2	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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 and 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.

Grade	Strand	Anchor Standard	Code	Benchmark
7	Reading	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.	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.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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 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.

Grade	Strand	Anchor Standard	Code	Benchmark
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 relevancy and credibility of information.	7.1.9.1	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
7	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy 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.

Grade	Strand	Anchor Standard	Code	Benchmark
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	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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 a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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).
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).

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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"> <li>a. Acknowledge and elaborate on others’ ideas.</li> <li>b. Use tools to collaborate with others both synchronously and asynchronously.</li> <li>c. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.</li> </ul>



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.	7.3.1.2	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.
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).

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.	7.3.3.2	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 and 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; 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	8.1.2.2	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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 and 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.

Grade	Strand	Anchor Standard	Code	Benchmark
8	Reading	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.	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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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 and traditional stories, including stories, poems and historical novels; describe 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 applied to 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 relevancy 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.

Grade	Strand	Anchor Standard	Code	Benchmark
8	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy 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).
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	No benchmark at this grade level.
8	Writing	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	8.2.1.3	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, 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 audio-visual 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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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 using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, 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.	8.2.5.2	Write to respond to a literary text, demonstrating understanding of style, mood and tone (e.g., writing personal reactions, analysis, and interpretation of text).

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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.



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.	8.3.1.1	Exchange ideas through storytelling, discussion and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. <ul style="list-style-type: none"> <li>a. Elaborate on others’ ideas, and, when warranted, qualify or justify their own views based on the evidence presented.</li> <li>b. Use tools to collaborate with others both synchronously and asynchronously.</li> <li>c. Work toward a shared goal.</li> </ul>
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 identify impact in communicating with others, considering audience and context.

Grade	Strand	Anchor Standard	Code	Benchmark
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. *
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 and 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; independently annotate learning, 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	9.1.2.2	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.

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 and 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 and comprehend 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.
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 they emerge and are 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.

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.	9.1.4.4	Analyze how an author unfolds 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, and 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.
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.

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.	9.1.6.3	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 in 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.
9	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy 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 relevancy and credibility of information.	9.1.9.2	Evaluate perspective, bias, credibility, relevancy and sufficiency of sources, accessing additional sources as needed.

Grade	Strand	Anchor Standard	Code	Benchmark
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	No benchmark at this grade level.
9	Writing	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	9.2.1.3	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, audio visual 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.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, 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.	9.2.5.2	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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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	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. <ul style="list-style-type: none"> <li>a. Exchange ideas on grade 9 topics, texts and issues from social studies and science.</li> <li>b. Elaborating on others' ideas and summarizing points of agreement and disagreement.</li> <li>c. Work toward a shared goal by building consensus and integrating divergent views.</li> <li>d. Use teacher-provided models of conflict resolution.</li> </ul>



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.	9.3.1.2	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.
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 and 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.

Grade	Strand	Anchor Standard	Code	Benchmark
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 designed 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 and 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	10.1.2.2	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.

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 and 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 and comprehend 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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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 relevancy 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 relevancy and credibility of information.	10.1.9.2	Make critical choices about information sources to use based on perspective, biases, credibility and relevancy.

Grade	Strand	Anchor Standard	Code	Benchmark
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	No benchmark at this grade level.
10	Writing	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	10.2.1.3	Write with command of grammar and mechanics to influence voice and style.
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.

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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 an understanding of the relevant and authentic issues connected to the position, building on skills from previous years.
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; Use precise, domain-specific vocabulary and utilize 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.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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.



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.	10.3.1.1	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. <ul style="list-style-type: none"> <li>a. Exchange ideas on grade 10 topics, texts and issues from social studies and science.</li> <li>b. Acknowledge and elaborate on others’ ideas, and promote a thoughtful, well-reasoned exchange of ideas.</li> <li>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.</li> <li>d. Develop conflict resolution strategies.</li> </ul>
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 themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions, demonstrating preparation for the discussion.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
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, share and present, individually or in a collaborative group, 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 and 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	11.1.2.2	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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 and 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 and comprehend 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 matter 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.

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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 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.	11.1.4.4	Analyze a complex set of ideas or sequence of events and 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.

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.	11.1.6.1	Evaluate how the author’s, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text.
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.

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 relevancy 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.
11–12	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy 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	No benchmark at this grade level.
11–12	Writing	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	11.2.1.3	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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.
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; use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.

<b>Grade</b>	<b>Strand</b>	<b>Anchor Standard</b>	<b>Code</b>	<b>Benchmark</b>
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 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, but not limited to, personal or autobiographical essays, building on skills learned in previous years.
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.



Grade	Strand	Anchor Standard	Code	Benchmark
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.
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	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. <ul style="list-style-type: none"> <li>a. Exchange ideas on grade 11–12 topics, texts and issues from social studies and science.</li> <li>b. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas.</li> <li>c. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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).</li> <li>e. Employ conflict resolution strategies.</li> </ul>
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, summarizing points of agreement and disagreement, and solicit 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.

Grade	Strand	Anchor Standard	Code	Benchmark
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. *