2020 K–12 Minnesota English Language Arts (ELA) Learning Progressions

Listening, Speaking, Viewing and Exchanging Ideas Strand

The 2020 K–12 Minnesota English Language Arts (ELA) standards in the vertical format show the standards, organized by strand, with their corresponding grade-level benchmarks for grades K–12. These learning progressions allow teachers, school leaders and administrators, and parents and caregivers to see what students should be learning in their grade level in relation to the grade levels above and below.

The 2020 ELA academic standards are organized into three strands: 1) Reading; 2) Writing; and 3) Listening, Speaking, Viewing and Exchanging Ideas (LSVEI). Each strand has a series of anchor standards (e.g., R1, R2), and each anchor standard has one or more grade-level benchmarks with a 4-digit code (e.g., 0.1.1.0).

This document shows the learning progression of the Listening, Speaking, Viewing and Exchanging Ideas strand from kindergarten through 12th grade, organized by anchor standards and individual benchmarks. Importantly, the standard and benchmark information below is the same as can be found in the primary 2020 K–12 ELA Standards documents—available on the MDE ELA webpage—but is organized in a learning progression format. Please see the corresponding Reading and Writing learning progression documents, also available on the MDE ELA webpage.

Listening, Speaking, Viewing and Exchanging Ideas Anchor Standard 1 (LSVEI1)

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.

Grade	Code	Benchmark
K	0.3.1.1	Exchange ideas in storytelling, discussion and collaboration, with intentional inclusion of voices of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener and continue exchange of ideas through multiple exchanges. c. Follow sequence of a story or discussion or steps in a process.

Grade	Code	Benchmark
1	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. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker, listener, participation, questioning) respectful of culture. b. Participate as speaker and listener, responding to and building on the comments and ideas of others. c. Express one's own ideas, stories and experiences. d. Make a contribution toward a shared goal in collaboration with others. e. Follow sequence of a story or discussion or steps in a process.
2	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. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener, building on and linking to the comments of others. c. Express one's own ideas, stories and experiences. d. Help to establish group member roles and timeline for work. e. Identify and work toward a shared goal. f. Follow sequence of a story or discussion or steps in a process.
3	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. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener, reviewing key ideas shared by others. c. Express one's own ideas, stories and experiences, linking to comments of others. d. Help to establish group member roles and timeline for work. e. Identify and work toward a shared goal. f. Follow sequence of a story or discussion or steps in a process.
4	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. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener, highlighting commonalities and differences in views shared by others. c. Express one's own ideas, stories and experiences, linking to comments of others. d. Negotiate and compromise to support productive exchange of ideas. e. Identify and work toward a shared goal.
5	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. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener, drawing conclusions based on information and understanding gained from listening to others. c. Express one's own ideas, stories and experiences, linking to comments of others. d. Negotiate and compromise to support productive exchange of ideas. e. Identify and work toward a shared goal.

Grade	Code	Benchmark
6	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. a. Use tools to collaborate with others synchronously and asynchronously. b. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.
7	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. a. Acknowledge and elaborate on others' ideas. b. Use tools to collaborate with others both synchronously and asynchronously. c. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.
8	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. a. Elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented. b. Use tools to collaborate with others both synchronously and asynchronously. c. Work toward a shared goal.
9	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. a. Exchange ideas on grade 9 topics, texts and issues from social studies and science. b. Elaborating on others' ideas and summarizing points of agreement and disagreement. c. Work toward a shared goal by building consensus and integrating divergent views. d. Use teacher-provided models of conflict resolution.
10	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. a. Exchange ideas on grade 10 topics, texts and issues from social studies and science. b. Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. d. Develop conflict resolution strategies.

Grade	Code	Benchmark
11–12	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. a. Exchange ideas on grade 11–12 topics, texts and issues from social studies and science. b. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. d. Develop a shared vision and goal in seeking diverse perspectives from the wider world (e.g., experts from the local community or students from other schools, towns, states or countries). e. Employ conflict resolution strategies.

Grade	Code	Benchmark
K	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.
1	1.3.1.2	Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood.
2	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.
3	3.3.1.2	Ask and answer questions to check understanding of content and viewpoints, as well as for clarification, in a discussion.
4	4.3.1.2	Ask and answer questions to clarify or follow up on viewpoints of others in a discussion.
5	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.
6	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.
7	7.3.1.2	Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion.
8	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.
9	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.
10	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.
11–12	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	Code	Benchmark
K–1	N/A	Benchmarks begin in grade 2.
2	2.3.1.3	Demonstrate ability to receive and act on feedback from others and self-reflection.
3	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.
4	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).
5	5.3.1.3	Seek feedback from others, ask clarifying questions for understanding, and make decisions and adjustments.
6	6.3.1.3	Adapt speech, writing or communications by utilizing constructive feedback from self and others.
7	7.3.1.3	Adapt speech, writing or communications by utilizing constructive feedback from self and others.
8	8.3.1.3	Adapt speech, writing or communications by utilizing constructive feedback from self and others.
9	9.3.1.3	Request and utilize constructive feedback for use in revising work.
10	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.
11–12	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.

Listening, Speaking, Viewing and Exchanging Ideas Anchor Standard 2 (LSVEI2)

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

Grade	Code	Benchmark
K	0.3.2.1	Speak audibly and express thoughts, feelings and ideas clearly.
1	1.3.2.1	Demonstrate understanding of intonation and phrasing in spoken language.
2	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).
3	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).
4	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.
5	5.3.2.1	Use vocabulary, language, structure and features of spoken language to communicate ideas precisely, recognizing situational differences.
6	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.
7	7.3.2.1	Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone in communicating with others, considering audience and context.

Grade	Code	Benchmark
8	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.
9	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.
10	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.
11–12	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.

Listening, Speaking, Viewing and Exchanging Ideas Anchor Standard 3 (LSVEI3)

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

Grade	Code	Benchmark
K	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.
1	1.3.3.1	Create written, oral and digital content that communicates knowledge and ideas in a variety of presentation styles.
2	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.
3	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.
4	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.
5	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.
6	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.
7	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).
8	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.
9	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	Code	Benchmark
10	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.
11–12	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	Code	Benchmark
K	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	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	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.
3	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	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	5.3.3.2	Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose and audience, demonstrating understanding of digital footprint.
6	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	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	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	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	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	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.