



Language Arts: Reader's Craft

Competency: Students will be able to read and critically view a variety of text types in order to learn new information and to better understand themselves, others, and the world in which they live.

Grade Level Competency: Kindergarten Readers will be able to comprehend, interpret and summarize a variety of text types-in the Kindergarten text complexity band.				
Criteria	Extending	Proficient	In Progress	Beginning
Comprehension	<p><i>I can engage deeply with complex texts, demonstrate originality in analysis, and communicate ideas effectively using advanced literacy skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I can drive my learning by using a pathway that demonstrates:</i></p>	<p>I can identify the key details to retell the central message of a literary text and main topic of a text.</p> <p>I can ask and answer questions related to the text.</p>	<p>I can identify the key details of a text.</p> <p>I can ask questions about the text.</p>	<p>I can identify details in a text.</p> <p>I can ask questions.</p>
Author's Craft	<p><i>I can use my literacy skills to communicate, collaborate, and present strong interpretations of themes and topics from a multitude of diverse texts to illustrate how texts can be used as a window to learn about topics impacting the world beyond my community and also as a mirror reflecting critical topics that are present in my own life.</i></p> <p><i>I can use my literacy skills to appreciate the innovative approaches used by authors to generate a voice to achieve a purpose that results in a lasting impact that challenges or sparks inspiration of my own values.</i></p>	<p>I can analyze an author's use of words or phrasing to determine character feelings and the author's main purpose for writing.</p> <p>I can locate relevant information using text features, including illustrations, and explain how they impact the meaning of a text.</p>	<p>I can determine words or phrases that determine character feelings.</p> <p>I can identify text features and illustrations.</p>	<p>I can identify words that describe feelings.</p> <p>I can identify illustrations.</p>

MDE grade level benchmarks explicitly in the rubric

Kindergarten

- 0.1.4.1 Ask and answer questions about key details in a text, with prompting and support.
- 0.1.4.3 Identify characters and setting, in a literary text, with prompting and support.
- 0.1.4.2 Identify the topic of a text, with prompting and support.
- 0.1.5.3 Recognize the connection between illustrations and text.

Learning Progression

Kindergarten

- Describe the connection between two pieces of information, events, people or ideas in informational text, with prompting and support. (0.1.4.4)
- Recognize the difference between literary and informational text, through listening or reading. (0.1.5.2)
- Define the role of an author and illustrator in telling the story. (0.1.6.1)
- Recognize common types of text (e.g., storybooks, informational, poems), through listening or reading. (0.1.6.3)

Supporting Benchmarks

Kindergarten

- 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.
- 0.1.2.3 Choose and read texts that explore personal identity and interests, with prompting and support.
- 0.1.3.1 Choose and read texts that represent perspectives and identities of historical and contemporary people, *including* Dakota and Anishinaabe people, with prompting and support.
- 0.1.8.2 Ask and answer questions about unfamiliar vocabulary in informational text read aloud.

Grade Level Competency: Grades 1-2 Readers will be able to comprehend, interpret and summarize a variety of text types-in the Grades 1-2 text complexity band.

Criteria	Extending	Proficient	In Progress	Beginning
Comprehension	<p><i>I can engage deeply with complex texts, demonstrate originality in analysis, and communicate ideas effectively using advanced literacy skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I can drive my learning by using a pathway that demonstrates:</i></p>	<p>I can evaluate a text to determine the key details that support the central message of a literary text, and the main idea of an informational text.</p> <p>I can ask and answer questions about the text, referring to the text for evidence.</p>	<p>I can determine the key details of a text.</p> <p>I can ask relevant questions about the text.</p>	<p>I can identify details in a text.</p> <p>I can ask questions about the text.</p>
Author's Craft	<p><i>I can use my literacy skills to communicate, collaborate, and present strong interpretations of themes and topics from a multitude of diverse texts to illustrate how texts can be used as a window to learn about topics impacting the world beyond my community and also as a mirror reflecting critical topics that are present in my own life.</i></p> <p><i>I can use my literacy skills to appreciate the innovative approaches used by authors to generate a voice to achieve a purpose that results in a lasting impact that challenges or sparks inspiration of my own values.</i></p>	<p>I can analyze the authors' words, phrasing, and illustrations to determine character feelings, and describe the author's main purpose or the meaning of a text.</p> <p>I can use text features to contribute to my understanding of a text.</p>	<p>I can identify words, phrasing and illustrations that describe character feelings.</p>	<p>I can identify characters in a text.</p>

MDE grade level benchmarks explicitly in the rubric**Grade 1**

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.

1.1.5.3 Identify the impact that illustrations have on content, meaning and style of a text.

1.1.4.2 Identify the central idea, message or moral of a text, with prompting as needed.

Grade 2

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.

2.1.5.3 Identify and explain how images are used to illustrate ideas and narratives in a text.

2.1.4.2 Identify the central idea, message, or moral of a text and one or two supporting details.

Learning Progression**Grade 1**

- At grade 1 text complexity, select and proficiently read and comprehend texts that address academic tasks. (1.1.2.2)
- Identify characters and setting (including time period), in a text, with prompting as needed. (1.1.4.3 and 1.1.6.2)
- Describe the connection between two pieces of information, individuals, events or ideas in an informational text. (1.1.4.4)
- Identify the beginning, middle and end of a text. (1.1.5.1)
- Identify the author of a text, and illustrator and/or source, where applicable (e.g., specific newspaper, magazine or digital platform). (1.1.6.1)
- Identify if the text is literary or informational. (1.1.6.3)
- Identify two different sources of information on a topic of personal interest or academic focus (e.g. a picture book, a website or informational text and a video). (1.1.9.1)

Grade 2

- At grade 2 text complexity, select and proficiently read and comprehend texts that address academic tasks. (2.1.2.2)
- Identify characters, setting, conflict, resolution and events in literary text. (2.1.4.3)
- Describe the connection between a series of events, concepts or steps in a procedure in informational text. * (2.1.4.4)
- 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). (2.1.5.1)
- 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. (2.1.6.1)
- Use text features (e.g., captions, bold print, subheadings, glossaries, indexes and hyperlinks) to locate information relevant to the time period of publication and/or posting of the text. (2.1.5.2 and 2.1.6.2)
- Use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to the time period of publication and/or posting of the text. (2.1.5.2 and 2.1.6.2)
- Identify if the text is informational or literary and support with evidence. (2.1.6.3)
- Collect information from two or more sources on a topic of personal interest or academic focus (e.g. a variety of resources including media). (2.1.9.1)

Supporting Benchmarks

Grades 1

- 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.
- 1.1.3.1 Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary people, *including* Dakota and Anishinaabe people.
- 1.1.2.3 Express curiosity about a topic and choose and read texts for personal interest and enjoyment.
- 1.1.8.2 Ask and answer questions to help determine or clarify the meaning of unfamiliar vocabulary and phrases in informational text.
- 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.
- 1.1.5.2 Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons).
- 1.1.9.2 Examine concept of relevance of sources to task and topic, with prompting as needed.

Grade 2

- 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.
- 2.1.2.3 Locate, select and read texts on a topic of personal interest.
- 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 people, *including* Dakota and Anishinaabe people.
- 2.1.8.2 Determine the meaning of unfamiliar vocabulary or phrases in informational text, using metacognitive strategies and reference tools.
- 2.1.8.1 Recognize how multiple meaning words and phrases impact the meaning or tone of text in stories or poems.
- 2.1.9.2 Articulate relevance of sources to task and topic (e.g., factual and opinion pieces).

Grade Level Competency: Grades 3-4 Readers will be able to comprehend, interpret and summarize a variety of text types-in the Grades 3-4 text complexity band.

Criteria	Extending	Proficient	In Progress	Beginning
Comprehension	<p><i>I can engage deeply with complex texts, demonstrate originality in analysis, and communicate ideas effectively using advanced literacy skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I can drive my learning by using a pathway that demonstrates:</i></p>	<p>I can summarize a text and determine the central message of a literary text and main idea of an informational text, using literal and inferential evidence from the text.</p> <p>I can select evidence of valid reasoning from the text that supports the author’s message.</p>	<p>I can summarize a text and determine the central message or main idea using literal evidence from the text.</p> <p>I can identify evidence from a text that supports the author’s message.</p>	<p>I can summarize a text.</p> <p>I can share an idea from a text.</p>
Author’s Craft	<p><i>I can use my literacy skills to communicate, collaborate, and present strong interpretations of themes and topics from a multitude of diverse texts to illustrate how texts can be used as a window to learn about topics impacting the world beyond my community and also as a mirror reflecting critical topics that are present in my own life.</i></p> <p><i>I can use my literacy skills to appreciate the innovative approaches used by authors to generate a voice to achieve a purpose that results in a lasting impact that challenges or sparks inspiration of my own values.</i></p>	<p>I can analyze the authors’ words, phrasing, illustrations and structures to describe character feelings, the author’s main purpose, point of view, or the meaning of a text.</p>	<p>I can explain words, phrases, illustrations and structures to describe character feelings and the author’s main purpose of a text.</p>	<p>I can identify words, phrases, illustrations and structures to describe characters’ feelings. and the main purpose of a text.</p>

MDE grade level benchmarks explicitly in the rubric

Grade 3

- 3.1.7.1 Identify an author’s argument and support with details from the text.
- 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. *
- 3.1.4.3 Describe how details about characters, setting, conflict, resolution and events work together to develop the plot of a literary text.
- 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.
- 3.1.4.1 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.
- 3.1.4.2 Identify the central idea or argument in fables, folktales, and myths, explain how it is supported by key details, and describe the connection between details.
- 3.1.9.2 Demonstrate understanding of relevance and credibility of sources.

Grade 4

- 4.1.7.1 Explain how an author uses reasoning and evidence to support an argument.
- 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.
- 4.1.4.4 Explain events, concepts or steps in a procedure, including what happened and why, based on specific details, in informational text.
- 4.1.4.3 Describe a literary element in detail, drawing on specific details from literary text.
- 4.1.5.1 Determine the impact on the text of literary text features and narrative point of view (first person, second person, third person point of view).
- 4.1.4.1 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.
- 4.1.4.2 Determine a theme or central idea of a story, drama or poem from details in the text.
- 4.1.9.2 Question and assess validity and credibility of information related to task and purpose (e.g., CRAAP test).

Learning Progression

Grade 3

- 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. (3.1.6.1)
- At grade 3 text complexity, select and proficiently read and comprehend texts that address academic tasks. (3.1.2.2)
- 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). (3.1.6.2)
- Use informational text features (e.g., captions, subheadings, glossaries, indexes and interactive images) to understand information relevant to a given topic. (3.1.5.2)
- Collect information from two or more sources on a topic of personal interest or academic focus. (e.g. a variety of resources including media). (3.1.9.1)

Grade 4

- 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. (4.1.6.1)
- At grade 4 text complexity, select and proficiently read and comprehend texts that address academic tasks. (4.1.2.2)
- Identify time period of publication of the text, and assess the importance of timeliness of information, related to task and purpose. (4.1.6.2)
- Collect information from a variety of sources in different formats on a topic of personal interest or academic focus. (e.g. a variety of resources including media). (4.1.9.1)

Supporting Benchmarks

Grades 3

- 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.
- 3.1.3.1 Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary people, *including* Dakota and Anishinaabe people.
- 3.1.5.3 Interpret the ideas/information conveyed through illustrations, graphics and other audiovisual elements in text.
- 3.1.8.1 Demonstrate understanding of figurative language as it is used in texts to express the style of specific genres.
- 3.1.8.2 Determine the meaning of general academic and domain-specific vocabulary and phrases in informational text.
- 3.1.6.3 Identify if the text is informational or literary and support with evidence.
- 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.

Grade 4

- 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.
- 4.1.2.3 Locate, select and read texts on a topic of personal interest, utilizing literary award lists and curated book lists in making selections.
- 4.1.3.1 Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary people, *including* Dakota and Anishinaabe people
- 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.
- 4.1.8.1 Distinguish literal from figurative language in stories, poems or songs.
- 4.1.8.2 Demonstrate understanding of word origins (morphology and etymology) in academic vocabulary.
- 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).

Grade Level Competency: Grades 5-6 Readers will be able to comprehend, interpret, and analyze a variety of literary and informational texts in the Grades 5-6 text complexity band.

Criteria	Extending	Proficient	In Progress	Beginning
Comprehension	<p><i>I can engage deeply with complex texts, demonstrate originality in analysis, and communicate ideas effectively using advanced literacy skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I can drive my learning by using a pathway that demonstrates:</i></p> <p><i>I can use my literacy skills to communicate, collaborate, and present strong interpretations of themes and topics from a multitude of diverse texts to illustrate how texts can be used as a window to learn about topics impacting the world beyond my community and also as a mirror reflecting critical topics that are present in my own life.</i></p> <p><i>I can use my literacy skills to appreciate the innovative approaches used by authors to generate a voice to achieve a purpose that results in a lasting impact that challenges or sparks inspiration of my own values.</i></p>	<p>I can compare texts by summarizing the (stated and inferred) plot and central message of a literary text and the main idea of informational texts from multiple perspectives.</p> <p>I can determine valid and credible textual evidence that supports what the text says explicitly or inferentially.</p>	<p>I can compare texts by identifying the (stated and inferred) plot and central message of a literary text and the main idea of informational texts.</p> <p>I can determine textual evidence that supports what the text says explicitly or inferentially.</p>	<p>I can identify the (stated and inferred) plot and central message of a literary text and the main idea of informational texts.</p> <p>I can identify textual evidence that supports what the text says explicitly or inferentially.</p>
Author's Craft	<p><i>I can use my literacy skills to appreciate the innovative approaches used by authors to generate a voice to achieve a purpose that results in a lasting impact that challenges or sparks inspiration of my own values.</i></p>	<p>I can analyze how the author's word choice, text features, text structures, and sentence phrasing forms the author's point of view or purpose of a text and provide evidence to support.</p>	<p>I can explain how the author's word choice, text features, text structures, and sentence phrasing forms the author's point of view or purpose of a text.</p>	<p>I can identify how the author's word choice, text features and text structures form the author's point of view or purpose of a text.</p>

MDE grade level benchmarks explicitly in the rubric

Grade 5

- 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.
- 5.1.4.2 Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
- 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.
- 5.1.4.4 Explain the relationships or interactions between individuals, events and concepts, based on specific details, in informational text.
- 5.1.5.1 Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a literary text.
- 5.1.5.2 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.
- 5.1.6.3 Analyze a text's placement on a continuum of fact to fiction, citing evidence.
- 5.1.7.1 Identify an author's argument and how perspective and bias influence choices regarding evidence.
- 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.
- 5.1.6.2 Compare texts published in different time periods related to influences on meaning, content or style of the texts.
- 5.1.5.3 Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding in text.

Grade 6

- 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.
- 6.1.4.2 Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
- 6.1.4.3 Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.
- 6.1.4.4 Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.
- 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.
- 6.1.5.2 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.
- 6.1.6.3 Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts and evidence from claims that are not.
- 6.1.7.1 Distinguish between relevant and irrelevant evidence to evaluate an author's argument.
- 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.
- 6.1.6.2 Examine similar texts published in different time periods, comparing and contrasting influence on meaning, content or style of the 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.

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Learning Progression	
Grade 5	Grade 6
<ul style="list-style-type: none"><input type="checkbox"/> At grade 5 text complexity, select and proficiently read and comprehend texts that address academic tasks. (5.1.2.2)<input type="checkbox"/> 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. (5.1.2.1)<input type="checkbox"/> Demonstrate understanding of word relationships and nuances (e.g., connotative and denotative) in word meanings in stories, poems or songs. (5.1.8.1)	<ul style="list-style-type: none"><input type="checkbox"/> At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks. (6.1.2.2)<input type="checkbox"/> 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. (6.1.2.1)<input type="checkbox"/> 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). (6.1.8.1)

Supporting Benchmarks	
Grades 5	Grade 6
<ul style="list-style-type: none"><input type="checkbox"/> 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).<input type="checkbox"/> 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.<input type="checkbox"/> 5.1.8.2 Interpret words and phrases in academic, technical and domain-specific vocabulary.<input type="checkbox"/> 5.1.9.1 Collect information from a variety of sources in different formats, representing diverse perspectives (e.g., interviews, videos, podcasts).<input type="checkbox"/> 5.1.9.2 Evaluate sources based on validity and credibility of information related to task and purpose.	<ul style="list-style-type: none"><input type="checkbox"/> 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).<input type="checkbox"/> 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.<input type="checkbox"/> 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.<input type="checkbox"/> 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.

6.1.9.2 Evaluate perspective, credibility and relevancy of sources related to task and purpose.

Grade Level Competency: Grades 7-8 Readers will be able to comprehend, interpret, and analyze a variety of literary and informational texts in the grade 7-8 text complexity band.

Criteria	Extending	Proficient	In Progress	Beginning
Comprehension	<p><i>I can engage deeply with complex topics, demonstrate originality in analysis, and communicate ideas effectively using advanced literacy skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I can drive my learning by using a pathway that demonstrates:</i></p> <p><i>I can use my literacy skills to communicate, collaborate, and present strong interpretations of themes and topics from a multitude of diverse texts to illustrate how texts can be used as a window to learn about the ethical, social, and global topics impacting the world beyond my community and also as a mirror reflecting critical topics that are present in my own life.</i></p>	<p>I can analyze the human/character interactions and plot development to summarize multiple central ideas of a literary text and the main ideas of an informational text from multiple perspectives.</p> <p>I can cite and apply valid and credible evidence that most strongly supports an analysis of what the text says explicitly or inferentially.</p>	<p>I can summarize multiple central ideas of a literary text and the main ideas of an informational text from multiple perspectives.</p> <p>I can cite evidence that supports an analysis of what the text says explicitly or inferentially.</p>	<p>I can identify multiple central ideas of a literary text and the main ideas of an informational text.</p> <p>I can identify evidence that supports what the text says explicitly or inferentially.</p>
Author's Craft	<p><i>I can use my literacy skills to appreciate and explore the innovative approaches used by authors to generate a compelling voice to achieve a purpose that results in a lasting impact that challenges or sparks inspiration of my own values.</i></p>	<p>I can analyze the author's word choice, text features, text structures, language and phrasing to interpret the author's tone, meaning, and point of view with two or more literary texts with the same topic or theme.</p>	<p>I can determine how the author's word choice, text features, and text structure supports in interpreting the author's point of view.</p>	<p>I can describe how the author's word choice, text features and text structures helps identify the author's point of view.</p>

MDE grade level benchmarks explicitly in the rubric

Grade 7

- 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.
- 7.1.4.2 Analyze how the themes or central ideas develop over the course of a single text.
- 7.1.4.3 Analyze the interactions between characters, settings, events or ideas in literary text.
- 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.
- 7.1.8.1 Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings.
- 7.1.7.1 Determine the argument and specific claims in a text, assessing whether the evidence is sufficient to support the claims.
- 7.1.8.2 Analyze the impact of specific word choices on meaning and tone in academic, technical and domain-specific text.
- 7.1.4.4 Analyze the interactions between individuals, events or concepts in informational text.
- 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.
- 7.1.9.1 Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
- 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.
- 7.1.5.3 Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.

Grade 8

- 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.
- 8.1.4.2 Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
- 8.1.4.3 Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.
- 8.1.5.1 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).
- 8.1.8.1 Analyze the impact of specific word choices on meaning and tone of literary text, including analogies or allusions to other texts.
- 8.1.7.1 Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant/irrelevant and sufficient.
- 8.1.8.2 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.
- 8.1.4.4 Analyze how a text makes connections between individuals, events or concepts in informational text.
- 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.
- 8.1.5.3 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.
- 8.1.6.1 Analyze how an author, including Dakota and Anishinaabe authors, develops the point of view and identity of the character to enrich a text.
- 8.1.9.2 Evaluate perspective, bias, credibility, relevancy and sufficiency of sources related to task and purpose (e.g., purpose/motive of author or source).

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Learning Progression	
Grade 7	Grade 8
<ul style="list-style-type: none"> <input type="checkbox"/> 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. (7.1.2.1) <input type="checkbox"/> At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks. (7.1.2.2) <input type="checkbox"/> Analyze how two or more authors writing about the same topic, including topics about Dakota and Anishinaabe people, shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (7.1.6.3) 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. (8.1.2.1) <input type="checkbox"/> At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks. (8.1.2.2) <input type="checkbox"/> 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. (8.1.6.3)
Supporting Benchmarks	
Grades 7	Grade 8
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> 8.1.2.3 Locate, select and read texts that address personal identity and intersectionality, utilizing various search methods. <input type="checkbox"/> 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.

same period as a means of understanding how authors of fiction use or alter history.

- 7.1.9.2 Evaluate perspective, credibility, relevancy and sufficiency of sources related to task and purpose.

- 8.1.9.1 Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.

Grade Level Competency: Grades 9-10 Readers will be able to comprehend, analyze, and evaluate a variety of literary and informational texts at the Grades 9-10 text complexity level.

Criteria	Extending	Proficient	In Progress	Beginning
Comprehension	<p><i>I can engage deeply with complex topics, demonstrate originality in analysis, and communicate ideas effectively using advanced literacy skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I can drive my learning by using a pathway that demonstrates:</i></p> <p><i>I can use my literacy skills to communicate, collaborate, and present strong interpretations of themes and topics from a multitude of diverse texts to illustrate how texts can be used as a window to learn about the ethical, social, and global topics impacting the world beyond my community and also as a mirror reflecting critical topics that are present in my own life.</i></p>	<p>I can evaluate the central message of a literary text and the main idea of an informational text, using supporting evidence and justifications to make connections to the world, texts, or myself.</p> <p>I can make explicit and inferential claims and justify my claims with contextualized evidence that is relevant.</p> <p>I can analyze and compare and contrast multiple literal and inferential texts from multiple perspectives.</p>	<p>I can evaluate the central message of a literary text and the main idea of an informational text, using supporting evidence and reasoning.</p> <p>I can make explicit claims and justify my claims with contextualized evidence that is relevant.</p> <p>I can compare and contrast texts from multiple perspectives.</p>	<p>I can summarize the central message of a literary text and the main idea of an informational text, using supporting evidence and reasoning.</p> <p>I can make claims and support my claims with contextualized evidence.</p> <p>I can compare and contrast multiple texts.</p>
Author's Craft	<p><i>I can use my literacy skills to appreciate and explore the innovative approaches used by authors to generate a compelling voice to achieve a purpose that results in a lasting impact that challenges or sparks</i></p>	<p>I can analyze how the specific effects of structural features, literary devices, effective word/phrase choices, and author identity create tone or achieve their purpose for writing.</p>	<p>I can explain how the specific effects of structural features, literary devices, effective word/phrase choices create tone.</p>	<p>I can describe how the word/phrase choices and structural features create tone.</p>

MDE grade level benchmarks explicitly in the rubric

Grade 9

- 9.1.4.3 Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.
- 9.1.6.3 Delineate the argument and specific claims in a text; identify false statements and fallacious reasoning.
- 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.
- 9.1.8.1 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).
- 9.1.4.1 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.
- 9.1.4.4 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.
- 9.1.4.2 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.
- 9.1.9.2 Evaluate perspective, bias, credibility, relevancy and sufficiency of sources.
- 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.
- 9.1.5.1 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).

Grade 10

- 10.1.4.3 Analyze how events, ideas and complex characters develop over the course of a text and advance the plot in a literary text.
- 10.1.6.3 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.
- 10.1.5.2 Evaluate how an author’s ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.
- 10.1.8.1 Evaluate the impact of vocabulary, including key words or phrases with multiple meanings, on content, style and meaning of literary text.
- 10.1.4.1 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.
- 10.1.4.4 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.
- 10.1.4.2 Analyze and compare/contrast the themes or central ideas of multiple texts, researching and interpreting possible impact of author perspective, identity and bias.
- 10.1.7.1 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.
- 10.1.5.1 Evaluate the impact of the author’s choices concerning order of events within a text (e.g., parallel, linear and nonlinear plots).
- 10.1.8.2 Analyze the impact of specific word choices, including word origins that allude to culture, time period or geography, in informational text.

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.

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

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.

Learning Progression

Grade 9

- 9.1.6.2 Examine the impact of a text’s publishing date on its current validity and credibility in literature, social studies or science.
- 9.1.2.2 At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
- 9.1.9.2 Accessing additional sources as needed.
- 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.
- 9.1.2.3 Locate, select and read texts by two authors on the same topic or theme.
- 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.

Grade 10

- 10.1.6.2 Analyze the impact of a text’s publishing date on its current validity and credibility in literature, social studies or science.
- 10.1.2.2 At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
- 10.1.9.2 Make critical choices about information sources to use based on perspective, biases, credibility and relevancy.
- 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.
- 10.1.2.1 Read independently and synthesize understanding from multiple texts in order to make meaning about a topic, with guidance and support, and annotate learning.
- 10.1.2.3 Locate, select and read text by multiple authors on the same topic or theme to examine concepts or issues from multiple viewpoints or perspectives.

Supporting Benchmarks

Grades 9

- 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.

Grade 10

- 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.

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.

10.1.5.3 Evaluate the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of the text.

Grade Level Competency: Grades 11-12 Readers will be able to comprehend, analyze, and evaluate a variety of literary and informational texts at a college and career level.

Criteria	Extending	Proficient	In Progress	Beginning
Comprehension	<p><i>I can engage deeply with complex topics, demonstrate originality in analysis, and communicate ideas effectively using advanced literacy skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I can drive my learning by using a pathway that demonstrates:</i></p> <p><i>I can use my literacy skills to communicate, collaborate, and present strong interpretations of themes and topics from a multitude of diverse texts to illustrate how texts can be used as a window to learn about the ethical, social, and global topics impacting the world beyond my community and also as a mirror reflecting critical topics that are present in my own life.</i></p>	<p>I can evaluate the central message of a literary text and the main idea of an informational text using supporting evidence and reasoning to elaborate and make connections to broader themes and topics.</p> <p>I can make explicit and inferential claims and justify my claims with contextualized evidence that is relevant and specific.</p> <p>I can synthesize information from a variety of texts from multiple authors, perspectives, or time periods.</p>	<p>I can evaluate the central message of a literary text and the main idea of an informational text using supporting evidence and reasoning.</p> <p>I can make explicit claims and justify my claims with contextualized evidence that is relevant and specific.</p> <p>I can synthesize information from multiple texts and authors.</p>	<p>I can determine the central message of a literary text and the main idea of an informational text with supporting evidence.</p> <p>I can make claims and support my claims with contextualized evidence.</p> <p>I can synthesize information.</p>
Author's Craft	<p><i>I can use my literacy skills to appreciate and explore the innovative approaches used by authors to generate a compelling voice to achieve a purpose that results in a lasting impact that challenges or sparks inspiration of my own values.</i></p>	<p>I can analyze and justify how the specific effects of structural features, literary devices, and effective word/phrase choices help the author create tone or achieve their purpose for writing.</p>	<p>I can analyze how the specific effects of structural features, literary devices, and effective word/phrase choices help the author create tone.</p>	<p>I can explain how the specific effects of structural features, literary devices, and effective word/phrase choices help the author create tone.</p>

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MDE grade level benchmarks explicitly in the rubric

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.

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.

11.1.4.4 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.

11.1.5.2 Evaluate the use of differing informational text structures to support an author’s ideas, claims and arguments.

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.

11.1.8.1 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).

11.1.4.1 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.

11.1.4.3 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).

11.1.7.1 Examine validity of reasoning, relevance and sufficiency of evidence supporting arguments in several texts to evaluate credibility of frequently used sources.

Learning Progression
Grades 11-12
<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate how the author’s, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text. (11.1.6.1) <input type="checkbox"/> Create an annotated bibliography, using summary or critical annotations. (11.1.9.2) <input type="checkbox"/> 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. (11.1.6.3) <input type="checkbox"/> Access information from a wide variety of sources, including academic journals and peer-reviewed sources. (11.1.9.1) <input checked="" type="checkbox"/> At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks. (11.1.2.2)

- Access information on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.(11.1.9.1)
- Make critical choices about information sources (11.1.9.2)
- 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. (11.1.2.3)

Supporting Benchmarks

Grades 11-12

- 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.
- 11.1.5.3 Compare and contrast the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of a wide variety of texts.
- 11.1.8.2 Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
- 11.1.2.1 Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning.