

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"> a. Follow words from left to right, top to bottom and page by page. b. Recognize and name all uppercase and lowercase letters of the alphabet. c. Understand that words are separated by spaces in print.
K	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	0.1.1.1	Demonstrate understanding of spoken words, syllables and sounds (phonemes): <ol style="list-style-type: none"> a. Identify and orally produce rhyming words, onset-rime and alliteration. b. Identify, count, pronounce, blend, segment and manipulate (add, delete or substitute) compound words and syllables in multi-syllabic words. c. Isolate, pronounce and manipulate sounds in three-phoneme CVC words.
K	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	0.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words: <ol style="list-style-type: none"> 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. b. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.

Grade	Strand	Anchor Standard	Code	Benchmark
K	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	0.1.1.3	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.

Grade	Strand	Anchor Standard	Code	Benchmark
K	Reading	R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	0.1.4.1	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.

Grade	Strand	Anchor Standard	Code	Benchmark
K	Reading	R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	0.1.6.1	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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.

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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"> 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.
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.

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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.

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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"> a. Know the spelling-sound correspondences for the common consonant digraphs and blends. b. Decode regularly spelled one-syllable words including final e and vowel teams, consonant digraphs and diphthongs, and inflectional suffixes and two-syllable words that follow six-syllable types, demonstrating both accuracy and automaticity. c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
1	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	1.1.1.3	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.

Grade	Strand	Anchor Standard	Code	Benchmark
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.

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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.

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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).

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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.

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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).

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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"> 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.
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.

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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.

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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"> a. Know the spelling-sound correspondences for the common vowel graphemes. b. Decode multi-syllabic words that include prefixes, suffixes and vowel digraphs. c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
2	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	2.1.1.3	Read grade-level texts fluently, with sufficient accuracy, rate and expression to support comprehension.
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.

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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.

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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).

Grade	Strand	Anchor Standard	Code	Benchmark
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"> 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.
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"> a. Identify, know the meaning of and read words with common prefixes and suffixes. b. Decode multi-syllabic words. c. Read grade-level irregularly spelled words, including high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
3	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	3.1.1.3	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"> a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener, reviewing key ideas shared by others. c. Express one’s own ideas, stories and experiences, linking to comments of others. d. Help to establish group member roles and timeline for work. e. Identify and work toward a shared goal. f. Follow sequence of a story or discussion or steps in a process.
3	Listening, Speaking, Viewing and Exchanging Ideas	LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences.	3.3.1.2	Ask and answer questions to check understanding of content and viewpoints, as well as for clarification, in a discussion.
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.

Grade	Strand	Anchor Standard	Code	Benchmark
4	Reading	R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	4.1.4.1	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"> a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener, highlighting commonalities and differences in views shared by others. c. Express one’s own ideas, stories and experiences, linking to comments of others. d. Negotiate and compromise to support productive exchange of ideas. e. Identify and work toward a shared goal.
4	Listening, Speaking, Viewing and Exchanging Ideas	LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences.	4.3.1.2	Ask and answer questions to clarify or follow up on viewpoints of others in a discussion.
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"> 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.
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. *