

# Reading Literature K

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESS- MENT
Key Ideas and Details						
0.1.1.1 With prompting and support, ask and answer questions about key details in a text.	Demonstrate literal comprehension of written sentences.					
0.1.2.2 With prompting and support, retell familiar stories, including key details.	Recall a familiar story.					
0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.	Analyze information in a reading passage to make predictions or evaluations.					
Craft and Structure						
0.1.4.4. Ask and answer questions about unknown words in a text.						
0.1.5.5 Recognize common types of texts (e.g., storybooks, poems).	Differentiate between fantasy and reality in literature.					
0.1.6.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.						
Integration of Knowledge and Ideas						
0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).						
0.1.8.8 (Not applicable to literature)						

0.1.9.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Use comprehension skills such as previewing, predicting, inferring, comparing and contrasting.					
--	--	--	--	--	--	--

## Range of Reading and Level of Text Complexity

0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.	Apply strategies to comprehend a variety of age-appropriate reading material (fiction, non-fiction, poems, rhymes, and directions).					
--	---	--	--	--	--	--

# Reading Informational Text K

## Key Ideas and Details

0.2.1.1 With prompting and support, ask and answer questions about key details in a text.						
0.2.2.2 With prompting and support, identify the main topic and retell key details of a text.						
0.2.3.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Recognize a cause and effect relationship.					

## Craft and Structure

0.2.4.4 With prompting and support, ask and answer questions about unknown words in a text.						
0.2.5.5 Identify the front cover, back cover, and title page of a book.						
0.2.6.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.						

## Integration of Knowledge and Ideas

0.2.7.7 With prompting and support, describe the relationship between						
---	--	--	--	--	--	--

illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).						
0.2.8.8 With prompting and support, identify the reasons an author gives to support points in a text.						
0.2.9.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).						

## Range of Reading and Level of Text Complexity

0.2.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.						
--	--	--	--	--	--	--

# Reading Foundational Skills K

## Print Concepts

0.3.0.1 Demonstrate understanding of the organization and basic features of print.	Distinguish between letters, numbers, words and sentences.					
	Recognize appropriate sentence closure using context and/or picture clues, when read to orally.					
a. Follow words from left to right, top to bottom, and page by page.						
b. Recognize that spoken words are represented in written language by specific sequences of letters.						
c. Understand that words are separated by spaces in print.						
d. Recognize and name all upper- and lowercase letters of the alphabet.	Recognize and recite the 26 upper and lower case letters.	Recognize, recite, and print letters in own name.				

## Phonological Awareness

0.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Understand the characteristic sounds and rhythms of the English language including letter-sound relationships, rhythm, rhyme, word order, patterns, and alliteration.	Identify the consonant sounds.				
a. Recognize and produce rhyming words.	Recognize rhyming words.					
	Produce a rhyming word for a word presented orally.					
b. Count, pronounce, blend, and segment syllables in spoken words.						
c. Blend and segment onsets and rimes of single-syllable spoken words.						
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)		Distinguish between beginning and ending sounds; identify these sounds in words.				
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		Identify the new word formed by changing the initial sound.				

## Phonics and Word Recognition

0.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Match a printed word with the word presented orally.					
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.						
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Identify the five vowels (a, e, i, o, u) and understand their importance in word structure.	Spell words containing short vowel sounds (c-v-c).				

c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Read basic sight words identified in Dolch / Fry's List of Instant Words (the first 50).					
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Begin to notice similarities and differences in words					

## Fluency

0.3.0.4 Read emergent-reader texts with purpose and understanding.						
--	--	--	--	--	--	--

# Writing Benchmarks K

## Text Types and Purposes

0.6.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...)	Write words and draw pictures for a specific purpose (ex: journal writing, thank you cards, etc.).					
0.6.2.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Given an object, dictate or write words to describe it (in preparation for expository writing).					
	Discuss ideas to include in a story or other original writing.					
0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Sequence events in a story.					

## Writing Process: Production and Distribution of Writing

0.6.4.4 (Begins in grade 3)						
0.6.5.5 With guidance and support from adults, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.						

0.6.6.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.						
--	--	--	--	--	--	--

## Research to Build and Present Knowledge

0.6.7.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).						
0.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						
0.6.9.9 (Begins in grade 4)						

## Range of Writing

0.6.10.10 (Begins in grade 3)						
-------------------------------	--	--	--	--	--	--

# Speaking, Viewing, Listening and Media Literacy Benchmarks K

## Comprehension and Collaboration

0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Listen and respond thoughtfully and respectfully to others.					
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).						
b. Continue a conversation through multiple exchanges.						
c. Listen to others and name emotions by observing facial expression and other nonverbal cues.	Use non-verbal cues, including body language, tone, volume, gestures, and eye contact, to emphasize meaning.					

	Recognize and interpret non-verbal cues.					
d. Follow basic oral directions.						
0.8.2.2 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.	Listen effectively to spoken and audio-visual messages including stories, factual presentations, and directions.					
	Listen to poetry.					
0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.						
Presentation of Knowledge and Ideas						
0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.						
0.8.5.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.						
0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.	Recite poetry.					
	Speak clearly and expressively, using appropriate articulation, pronunciation, volume, rate, and intonation.					
Media Literacy						
0.8.7.7 Distinguish among different types of print, digital, and multimodal media.						
a. Recognize common signs and logos.						
b. Identify commercials or advertisements.						

0.8.8.8 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.)						
--	--	--	--	--	--	--

# Language Benchmarks K

## Conventions of Standard English

0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Develop manuscript penmanship skills: Use proper letter formation of upper and lower case letters; use proper spacing between words.					
a. Print many upper- and lowercase letters.	Write letters of alphabet.					
b. Use frequently occurring nouns and verbs.						
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).						
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).						
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).						
f. Produce and expand complete sentences in shared language activities.	Begin to write clear and complete sentences, using appropriate mechanics (capitals, punctuation, and structure).					
	Speak in complete sentences.					
0.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Correctly spell high-frequency sight words from Dolch / Fry's List of Instant Words (the first 50).					
	Capitalize proper names of people, including initials.					



	Capitalize the deity, Bible, and books from the Bible.					
a. Capitalize the first word in a sentence and the pronoun I.	Capitalize the pronoun "I".					
b. Recognize and name end punctuation.						
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).						
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.						
Knowledge of Language						
0.10.3.3 (Begins in grade 2)						
Vocabulary Acquisition and Use						
0.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Match a word with its definition (using age-appropriate vocabulary).					
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).						
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.						
0.10.5.5 With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.	Recognize the antonym of a word from age-appropriate vocabulary.					
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.						

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).						
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).						
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.						
0.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.						

*Note: The following standard is not covered in the Minnesota State Standards for English Language Arts and is at the discretion of each school: "Develop cursive penmanship skills: Use proper formation of upper and lower case letters; use proper spacing between words."*

# Reading Literature 1

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESS- MENT
Key Ideas and Details						
1.1.1.1 Ask and answer questions about key details in a text.	Demonstrate literal comprehension of written sentences.					
1.1.2.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.						
1.1.3.3 Describe characters, settings, and major events in a story, using key details.	Identify literary elements (plot, characters, setting, dialogue, problem, solution).					
	Recognize a cause and effect relationship.					
	Analyze information in a reading passage to make predictions or evaluations.					
Craft and Structure						
1.1.4.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Understand the characteristic sounds and rhythms of the English language including letter-sound relationships, rhythm, rhyme, word order, patterns, and alliteration.					
1.1.5.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Differentiate between reality and fantasy in literature.					
1.1.6.6 Identify who is telling the story at various points in a text.						

## Integration of Knowledge and Ideas

1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events.	Analyze information to determine traits or feelings of characters in a reading passage.					
1.1.8.8 (Not applicable to literature)						
1.1.9.9 Compare and contrast the adventures and experiences of characters in stories.	Use comprehension skills such as previewing, predicting, inferring, comparing and contrasting.					

## Range of Reading and Level of Text Complexity

1.1.10.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.	Read poetry at appropriate grade level.					
	Apply strategies to comprehend a variety of age-appropriate reading material (fiction, poems, and rhymes).					

# Reading Informational Text 1

## Key Ideas and Details

1.2.1.1 Ask and answer questions about key details in a text.	Demonstrate literal comprehension of written sentences.					
1.2.2.2 Identify the main topic and retell key details of a text.						
1.2.3.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.						

## Craft and Structure

1.2.4.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.						
---	--	--	--	--	--	--

1.2.5.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		Recognize the correct alphabetical order of words to the first letter.				
		Recognize the correct alphabetical order of words to more than the first letter.				
		Recognize and use a table of contents.				
		Recognize a title page.				
		Understand the alphabetical organization of a dictionary.				
1.2.6.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.						

## Integration of Knowledge and Ideas

1.2.7.7 Use the illustrations and details in a text to describe its key ideas.						
1.2.8.8 Identify the reasons an author gives to support points in a text.						
1.2.9.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).						

## Range of Reading and Level of Text Complexity

1.2.10.10 With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.	Apply strategies to comprehend a variety of age-appropriate reading material (non-fiction directions)					
---	---	--	--	--	--	--

# Reading Foundational Skills 1

## Print Concepts

1.3.0.1 Demonstrate understanding of the organization and basic features of print.						
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).						

## Phonological Awareness

1.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		Identify the number of syllables in a word.				
		Identify the consonant sounds.				
a. Distinguish long from short vowel sounds in spoken single-syllable words.		Identify the five vowels (a, e, i, o, u) and understand their importance in word structure.				
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.						
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		Identify the new word formed by changing the initial sound.				
		Distinguish between beginning and ending sounds; identify these sounds in words.				
d. Segment spoken single-syllable words into their complete sequence of						

individual sounds (phonemes).						
Phonics and Word Recognition						
1.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.		Recognize when “y” is used as a vowel – apply to reading and writing strategies.				
a. Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends.	Identify consonant blends or digraphs and use to decode and spell words.					
b. Decode regularly spelled one-syllable words.						
c. Know final -e and common vowel team conventions for representing long vowel sounds.		Use correct spelling for regular plurals.				
		Spell words containing long vowel sounds (c-v-c-e and c-v-v-c).				
		Spell words containing short vowel sounds (c-v-c).				
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.						
e. Decode two-syllable words following basic patterns by breaking the words into syllables.						
f. Read words with inflectional endings.						
g. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.		Read basic sight words identified in Dolch / Fry’s List of Instant Words (the first 100).				
		Match a printed word with the word presented orally.				

Fluency						
1.3.0.4 Read with sufficient accuracy and fluency to support comprehension.						
a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.						
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.						
c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.						
Writing Benchmarks 1						
Text Types and Purposes						
1.6.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.						
1.6.2.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		Given an object or picture, write 3-4 sentences to describe it (expository).				
1.6.3.3 Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		Write poetry at appropriate grade level.				
		Write brief narratives (stories) describing an experience.				



	Discuss ideas to include in a story.	Write a simple story that tells characters, setting, problem and solution.				
--	--------------------------------------	--	--	--	--	--

## Writing Process: Production and Distribution of Writing

1.6.4.4 (Begins in grade 3)						
1.6.5.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.						
1.6.6.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.						

## Research to Build and Present Knowledge

1.6.7.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).						
1.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						
1.6.9.9 (Begins in grade 4)						

## Range of Writing

1.6.10.10 (Begins in grade 3)						
-------------------------------	--	--	--	--	--	--

# Speaking, Viewing, Listening and Media Literacy Benchmarks 1

## Comprehension and Collaboration

1.8.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Use non-verbal cues, including body language, tone, volume, gestures, and eye contact, to emphasize meaning.					
	Recognize and interpret non-verbal cues.					
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).						
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.						
c. Ask questions to clear up any confusion about the topics and texts under discussion.						
d. Listen to others' ideas and identify others' points of view.	Listen and respond thoughtfully and respectfully to others.					
e. Follow two-step oral directions.						
1.8.2.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).		Recognize rhyming words.				
		Produce a rhyming word for a word presented orally.				
		Listen effectively to spoken and audio-visual messages including stories, factual presentations, and directions.				
1.8.3.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.						

## Presentation of Knowledge and Ideas

1.8.4.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Speak clearly and expressively, using appropriate articulation, pronunciation, volume, rate, and intonation.					
1.8.5.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.						
1.8.6.6 Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.)		Listen to and recite poetry.				

## Media Literacy

1.8.7.7 Distinguish among and understand purposes of different types of print, digital, and multimodal media.						
a. Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard or viewed.						
b. Summarize ideas from media in own words.						
1.8.8.8 With prompting and support, create and share 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.)						

# Language Benchmarks 1

## Conventions of Standard English

1.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Recognize an action verb and use correctly in written and spoken communication.				
		Recognize a concrete noun and use correctly in written and spoken communication.				
a. Print all upper- and lowercase letters.		Develop manuscript penmanship skills: Use proper letter formation of upper and lower case letters; use proper spacing between words.				
b. Use common, proper, and possessive nouns.						
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).						
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).		Capitalize the pronoun "I".				
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).						
f. Use frequently occurring adjectives.						
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).						
h. Use determiners (e.g., articles, demonstratives).						
i. Use frequently occurring prepositions (e.g., during, beyond, toward).						
j. Produce and expand complete simple and compound declarative,	Write and speak using complete sentences.					

interrogative, imperative, and exclamatory sentences in response to prompts.						
	Identify and use different kinds of sentences (statement, question, exclamation).					
1.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Write clear and complete sentences, using appropriate mechanics (capitals, punctuation, and structure).	Recognize the formation/ translation of contractions.				
		Use the apostrophe correctly in contractions.				
		Capitalize names of planets, continents, countries, bodies of water.				
		Capitalize the first word in a sentence.				
		Capitalize the deity, Bible, and books from the Bible.				
a. Capitalize dates and names of people.		Capitalize titles (preceding names – e.g., Mrs.)				
		Capitalize days of the weeks and months of the year.				
		Capitalize proper names of people including initials.				
b. Use end punctuation for sentences.		Use a period as end punctuation.				
		Use a question mark as end punctuation.				
		Use an exclamation point as end punctuation.				
c. Use commas in dates and to separate single words in a						

series.						
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		Spell words containing variant consonants, digraphs, blends.				
		Spell words containing silent consonants.				
		Correctly spell high-frequency sight words from Dolch / Fry's List of Instant Words (the first 100).				
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.						
Knowledge of Language						
1.10.3.3 (Begins in grade 2)						
Vocabulary Acquisition and Use						
1.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	Recognize simple compound words.					
	Match a word with its definition (using age-appropriate vocabulary).					
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Recognize the meaning of unfamiliar words and phrases used in context.					
	Recognize appropriate cloze procedure using context and/or picture clues.					
b. Use frequently occurring affixes as a clue to the meaning of a word.						

c. Identify frequently occurring base words and root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).						
1.10.5.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.		Recognize the synonym/ definition of a word from age-appropriate vocabulary.				
		Recognize the antonym of a word from age-appropriate vocabulary.				
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.						
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).						
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).						
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.						
1.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).						

Note: Manuscript penmanship skills are covered in kindergarten and first grade. They will be reviewed in second grade.

## Reading Literature 2

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESS- MENT
Key Ideas and Details						
2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		Recognize the best title for a reading passage or story.				
2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Differentiate between reality and fantasy in literature					
	Determine the author’s point of view or overall purpose in a reading passage.					
2.1.3.3 Describe how characters in a story respond to major events and challenges.						
Craft and Structure						
2.1.4.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Understand the characteristic sounds and rhythms of the English language including letter-sound relationships, rhythm, rhyme, word order, patterns, and alliteration.	Produce a rhyming word for a word presented orally.				
2.1.5.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Identify literary elements (plot, characters, setting, dialogue, problem, and solution).					
2.1.6.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.						
Integration of Knowledge and Ideas						



2.1.7.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Analyze information to determine traits or feelings of characters in a reading passage.					
2.1.8.8 (Not applicable to literature)						
2.1.9.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota.						

## Range of Reading and Level of Text Complexity

2.1.10.10 By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Apply strategies to comprehend a variety of age-appropriate reading material (fiction, poems, and rhymes).	Demonstrate literal comprehension of written sentences.				
	Use comprehension skills such as previewing, predicting, inferring, comparing and contrasting.					
	Read poetry at appropriate grade level.					

## Reading Informational Text 2

### Key Ideas and Details

2.2.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.						
2.2.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Identify the main idea of a passage.	Recognize the best title for a reading passage or story.				

2.2.3.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		Recognize a cause and effect relationship.				
<b>Craft and Structure</b>						
2.2.4.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.						
2.2.5.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		Recognize and use a table of contents.				
		Recognize a title page.				
2.2.6.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Determine the author's point of view or overall purpose in a reading passage.					
<b>Integration of Knowledge and Ideas</b>						
2.2.7.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.						
2.2.8.8 Describe how reasons support specific points the author makes in a text.						
2.2.9.9 Compare and contrast the most important points presented by two texts on the same topic.						
<b>Range of Reading and Level of Text Complexity</b>						
2.2.10.10 By the end of year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks.	Apply strategies to comprehend a variety of age-appropriate reading material (non-fiction directions)	Demonstrate literal comprehension of written sentences.				

	Use comprehension skills such as previewing, predicting, inferring, comparing, and contrasting.					
--	---	--	--	--	--	--

# Reading Foundational Skills 2

## Phonics and Word Recognition

2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.		Identify consonant blends or digraphs and use to decode and spell words.				
		Recognize when “y “ is used as a vowel – apply to reading and writing strategies				
		Identify number of syllables in a word.				
		Identify the new word formed by changing the initial sound.				
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.						
b. Know spelling-sound correspondences for additional common vowel teams.						
c. Decode regularly spelled two-syllable words with long vowels.						
d. Decode words with common prefixes and suffixes.						
e. Identify words with inconsistent but common spelling-sound correspondences.						

f. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.		Match a printed word with the word presented orally.				
--	--	--	--	--	--	--

## Fluency

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension.						
a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.						
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.						
c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.						

# Writing Benchmarks 2

## Text Types and Purposes

2.6.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Differentiate between fact and opinion.	Write responses to literature that demonstrate understanding of a literary work and support judgments through references to the text.				
2.6.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Discuss ideas to include in an original piece of writing.	Create single paragraphs with topic sentences and simple supporting facts and details.				
		Write a paragraph to describe an object or a place (expository).				

2.6.3.3 Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		Write a friendly letter complete with date, salutation, body, closing, and signature.				
		Write formal letters, thank you notes and invitations that include date, proper salutation, body closing, and signature.				
	Discuss ideas to include in a story.	Write a simple story that tells characters, setting, problem and solution.				
		Write brief narratives (stories) describing an experience.				
		Write poetry at appropriate grade level.				

## Writing Process: Production and Distribution of Writing

2.6.4.4 (Begins in grade 3)						
2.6.5.5 With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.		Review, evaluate and revise writing for meaning and clarity.				
		Use varied word choices to make writing interesting.				
		Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.				

2.6.6.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.						
--	--	--	--	--	--	--

## Research to Build and Present Knowledge

2.6.7.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).						
2.6.8.8 Recall information from experiences or gather information from provided sources to answer a question.						
2.6.9.9 (Begins in grade 4)						

## Range of Writing

2.6.10.10 (Begins in grade 3)						
-------------------------------	--	--	--	--	--	--

# Speaking, Viewing, Listening and Media Literacy Benchmarks 2

## Comprehension and Collaboration

2.8.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Use non-verbal cues, including body language, tone, volume, gestures, and eye contact, to emphasize meaning.					
	Recognize and interpret non-verbal cues.					
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		Listen and respond thoughtfully and respectfully to others.				
b. Build on others' talk in conversations by linking their comments to the remarks of others.						

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.						
d. Cooperate for productive group discussion. e. Follow two- and three-step oral directions.						
2.8.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		Listen effectively to spoken and audio-visual messages including stories, factual presentations, and directions.				
2.8.3.3 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.						

## Presentation of Knowledge and Ideas

2.8.4.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.	Speak clearly and expressively, using appropriate articulation, pronunciation, volume, rate, and intonation.					
2.8.5.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		Recite poetry at appropriate grade level.				
2.8.6.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		Recognize a sentence fragment.				

## Media Literacy

2.8.7.7 Distinguish, understand, and use different types of print, digital, and multimodal media.	Recognize the purposes/uses of newspapers or newsmagazines.	Use a computer for language arts.				
---	---	-----------------------------------	--	--	--	--

a. Use tools for locating print and electronic materials appropriate to the purpose.						
2.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) Use a computer for language arts.						
a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.						
b. Share the work with an audience.						

# Language Benchmarks 2

## Conventions of Standard English

2.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Recognize correct or incorrect subject-verb agreement.				
		Recognize a pronoun and use correctly in written and spoken communication.				
		Recognize correct or incorrect pronoun-antecedent agreement.				
		Identify simple subjects and predicates.				



		Recognize a concrete noun and use correctly in written and spoken communication.				
		Recognize an action verb and use correctly in written and spoken communication.				
		Write and speak using complete sentences.				
		Identify and use different kinds of sentences (statement, question, exclamation, and command).				
a. Use collective nouns (e.g., group).						
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		Use correct spelling for irregular plurals.				
c. Use reflexive pronouns (e.g., myself, ourselves).						
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		Recognize a consistent or inconsistent verb tense.				
		Recognize correct or incorrect tense formation and usage of irregular verbs.				
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.		Recognize an adjective and use correctly in written and spoken communication.				
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).						

2.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Write clear and complete sentences, using appropriate mechanics (capitals, punctuation, and structure).	Spell words containing the schwa sounds.				
		Spell words with inflectional endings (endings that change case, gender, number, tense, person, mood or voice).				
		Spell words containing silent consonants.				
		Recognize groups of correctly spelled words.				
		Capitalize appropriate words in titles of works.				
		Capitalize proper names of people including initials.				
		Capitalize titles (preceding names – e.g., Mrs.)				
		Capitalize the deity, Bible, and books from the Bible.				
		Use a comma between the date and the year.				
		Use a comma between city and state or in geographical names				
		Use a question mark as end punctuation.				
		Use an exclamation point as end punctuation.				

a. Capitalize holidays, product names, and geographic names.		Capitalize names of cities, towns, states.				
		Capitalize names of streets and avenues.				
		Capitalize names of churches, schools, buildings, public places.				
		Capitalize clubs, organizations, companies, brand names.				
		Capitalize holidays (official and religious).				
		Capitalize the first word in the salutation or complimentary closing of a friendly or business letter.				
		Identify overcapitalization .				
		Use a period after initials and abbreviations.				
		Use quotation marks for direct quotations (including interrupted quotations).				
		Capitalize names of planets, continents, countries, bodies of water.				
		Capitalize days of the week and months of the year.				
b. Use commas in greetings and closings of letters.		Use a comma after the salutation (in a friendly letter) or complimentary closing of a				

		friendly letter or business letters.				
c. Use an apostrophe to form contractions and frequently occurring possessives.		Use the apostrophe appropriately to show singular possession.				
		Recognize the formation/translation of contractions.				
		Use the apostrophe correctly in contractions.				
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		Spell words containing double consonants.				
		Spell words containing vowel digraphs and diphthongs.				
		Spell words containing variant consonants, digraphs, blends.				
		Spell words containing r-controlled vowel sounds.				
		Spell words containing prefixes and suffixes.				
		Spell words containing long vowel sounds (c-v-c-e and c-v-v-c).				
		Use correct spelling for regular plurals.				
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		Recognize the correct alphabetical order of words to more than the first letter.				
		Understand the alphabetical order				

		organization of a dictionary.				
1. Use Dolch / Fry lists for high frequency words (spelling and recognition).						
Knowledge of Language						
2.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
a. Compare formal and informal uses of English.						
Vocabulary Acquisition and Use						
2.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Match a word with its definition (using age-appropriate vocabulary).					
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Recognize appropriate cloze procedure using context and/or picture clues.					
	Recognize the meaning of unfamiliar words and phrases used in context.					
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).						
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Recognize root words of words with inflectional endings or other suffixes					
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).		Know when to spell words as compound words.				
		Recognize simple compound words.				

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Understand purposes of various reference materials (dictionary, thesaurus, and atlas).					
2.10.5.5 Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.		Generate and use age-appropriate homonyms/homophones				
		Recognize synonyms and antonyms of age appropriate vocabulary.				
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).						
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).						
2.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).						

Note: Manuscript penmanship skills are covered in kindergarten and first grade. Review it in second grade.

Note: The following standard is not covered in the Minnesota State Standards for English Language Arts and is at the discretion of each school: “Develop cursive penmanship skills: Use proper formation of upper and lower case letters; use proper spacing between words.”

# Reading Literature 3

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESS- MENT
Key Ideas and Details						
3.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						
3.1.2.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Differentiate between reality and fantasy in literature.					
3.1.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Identify literary elements (plot, characters, setting, dialogue, problem, and solution)					
Craft and Structure						
3.1.4.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.	Analyze and complete simple analogies.					
3.1.5.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.						
1. Write summaries that contain the main ideas of the reading selection and the most significant details (ex: book or article review).						
3.1.6.6 Distinguish their own point of view from that of the narrator or those of the characters.						
Integration of Knowledge and Ideas						
3.1.7.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).						

3.1.8.8 (Not applicable to literature)						
3.1.9.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).						

## Range of Reading and Level of Text Complexity

3.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Use comprehension skills such as previewing, predicting, and inferring.					
a. Self-select texts for personal enjoyment, interest, and academic tasks.						

# Reading Informational Text 3

## Key Ideas and Details

3.2.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						
3.2.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.						
3.2.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.						

## Craft and Structure

3.2.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.						
--	--	--	--	--	--	--



3.2.5.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		For example: Recognize a table of contents, title page, glossary, index.				
3.2.6.6 Distinguish their own point of view from that of the author of a text.						

## Integration of Knowledge and Ideas

3.2.7.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).						
3.2.8.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).						
3.2.9.9 Compare and contrast the most important points and key details presented in two texts on the same topic.						

## Range of Reading and Level of Text Complexity

3.2.10.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.						
a. Self-select texts for personal enjoyment, interest, and academic tasks.						

# Reading Foundational Skills 3

## Phonics and Word Recognition

3.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.						
--	--	--	--	--	--	--

a. Identify and know the meaning of the most common prefixes and derivational suffixes.						
b. Decode words with common Latin suffixes.						
c. Decode multisyllable words.						
d. Read grade-appropriate irregularly spelled words, <b>including high-frequency words.</b>						

## Fluency

3.3.0.4 Read with sufficient accuracy and fluency to support comprehension.						
a. Read grade-level text with purpose and understanding.						
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.						
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.						

# Writing Benchmarks 3

## Text Types and Purposes

3.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	Differentiate between fact and opinion.	Write responses to literature that demonstrate understanding of a literary work.				
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.						
b. Provide reasons that support the opinion.						
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.						
d. Provide a concluding statement or section.						

3.6.2.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Create single paragraphs with topic sentences and simple supporting facts and details.					
	Write multiple paragraphs that include proper structure, details, transitions, and indentations.					
1. Write paragraphs to explain a process. 2. Write two paragraphs to describe an object, place, event.						
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.						
b. Develop the topic with facts, definitions, and details.						
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.						
d. Provide a concluding statement or section.						
3.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		Include characters, setting, problem and solution.				
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.						
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.						
c. Use temporal words and phrases to signal event order.						
d. Provide a sense of closure.						

## Writing Process: Production and Distribution of Writing

3.6.4.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						
3.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pg 41-42.)						
3.6.6.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.						
<b>Research to Build and Present Knowledge</b>						
3.6.7.7 Conduct short research projects that build knowledge about a topic.						
3.6.8.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.						
3.6.9.9 (Begins in grade 4)						
<b>Range of Writing</b>						
3.6.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						
1. Write grade appropriate poetry. 2. Write a friendly and/or business letter complete with date, salutation, body, closing, and signature.						
a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.						

# Speaking, Viewing, Listening and Media Literacy Benchmarks 3

## Comprehension and Collaboration

3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.						
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.						
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).						
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.						
d. Explain their own ideas and understanding in light of the discussion.						
e. Cooperate and compromise as appropriate for productive group discussion.						
f. Follow multi-step oral directions.						
3.8.2.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.						
3.8.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.						

## Presentation of Knowledge and Ideas

3.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Understand the term “copyright” and interpret information from a copyright page.					
3.8.5.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.						
3.8.6.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)						

## Media Literacy

3.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.						
a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).	Apply strategies to comprehend the articles for newspaper or magazines.					
b. Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used.						
c. Check for accuracy in pictures and images.						
d. Recognize safe practices in personal media communications.						
3.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)						

a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.						
b. Share the work with an audience.						

# Language Benchmarks 3

## Conventions of Standard English

3.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.						
b. Form and use regular and irregular plural nouns.						
c. Use abstract nouns (e.g., childhood).		Recognize a concrete noun.				
d. Form and use regular and irregular verbs.		Identify and correctly use the following verbs: action, linking, helping, and state of being				
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.						
f. Ensure subject-verb and pronoun-antecedent agreement.*						
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.						
h. Use coordinating and subordinating conjunctions.						
i. Produce simple, compound,		Identify and use				

and complex sentences.		different kinds of sentences (declarative, interrogative, exclamatory, imperative)				
3.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
a. Capitalize appropriate words in titles.						
b. Use commas in addresses.						
c. Use commas and quotation marks in dialogue.						
d. Form and use possessives.						
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).						
1. Use Dolch / Fry lists for high frequency words (spelling and recognition).						
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		Recognize simple compound words.				
		Recognize the correct alphabetical order of words to more than the first letter.				
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.						
Knowledge of Language						
3.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		Recognize the formation/ translation of contractions.				
a. Choose words and phrases for effect.*						
b. Recognize and observe differences between the conventions of spoken and written standard English.						
Vocabulary Acquisition and Use						



3.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.						
a. Use sentence-level context as a clue to the meaning of a word or phrase.						
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).						
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		Recognize root words of words with inflectional endings or other suffixes.				
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		Use guidewords to locate an entry in a dictionary.				
3.10.5.5 Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.		Recognize synonyms and antonyms of age appropriate vocabulary.				
		Generate and use age-appropriate homonyms/homophones.				
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).						
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).						
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).						

3.10.6.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).						
---	--	--	--	--	--	--

Note: The following standard is not covered in the Minnesota State Standards for English Language Arts and is at the discretion of each school: “Develop cursive penmanship skills: Use proper formation of upper and lower case letters; use proper spacing between words.”

# Reading Literature 4

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESS- MENT
Key Ideas and Details						
4.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.						
4.1.2.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Differentiate between fantasy and reality in literature.					
4.1.3.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Identify literary elements (plot, characters, setting, dialogue, problem, solution.					
Craft and Structure						
4.1.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Analyze and complete simple analogies.					
4.1.5.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.						
4.1.6.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.						
Integration of Knowledge and Ideas						
4.1.7.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.						

4.1.8.8 (Not applicable to literature)						
4.1.9.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.						

## Range of Reading and Level of Text Complexity

4.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.	Use comprehension skills such as previewing, predicting, and inferring.					
a. Self-select texts for personal enjoyment, interest, and academic tasks.						

## Reading Informational Text 4

### Key Ideas and Details

4.2.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.						
4.2.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.						
4.2.3.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.						

### Craft and Structure

4.2.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.						
---	--	--	--	--	--	--

4.2.5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		For example: Recognize a table of contents, title page, glossary, index.				
4.2.6.6 Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.						

## Integration of Knowledge and Ideas

4.2.7.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.						
4.2.8.8 Explain how an author uses reasons and evidence to support particular points in a text.						
4.2.9.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.						

## Range of Reading and Level of Text Complexity

4.2.10.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.						
a. Self-select texts for personal enjoyment, interest, and academic tasks.						

# Reading Foundational Skills 4

## Phonics and Word Recognition

4.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.						
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.						

## Fluency

4.3.0.4 Read with sufficient accuracy and fluency to support comprehension.						
a. Read grade-level text with purpose and understanding						
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.						
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.						

# Writing Benchmarks 4

## Text Types and Purposes

4.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	Differentiate between fact and opinion.					
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.						
b. Provide reasons that are supported by facts and details.						
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).						
d. Provide a concluding statement or section related to the opinion presented.						

4.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Create single paragraphs with topic sentences and simple supporting facts and details.					
	Write three paragraphs to describe an object, place, or event, and begin to organize into a whole writing (expository).					
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.						
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.						
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).						
d. Use precise language and domain-specific vocabulary to inform about or explain topic.						
e. Provide a concluding statement or section related to the information or explanation presented.						
4.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		Include characters, setting, problem and solution.				
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.						
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.						
c. Use a variety of transitional words and phrases to manage the sequence of events.						

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.						
e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.						

## Writing Process: Production and Distribution of Writing

4.6.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						
4.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pg 41-42.)						
4.6.6.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.						

## Research to Build and Present Knowledge

4.6.7.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.						
4.6.8.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.						
4.6.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.						



a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).						
b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).						

## Range of Writing

4.6.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						
1. Write grade appropriate poetry. 2. Write a friendly and/or business letter complete with date, salutation, body, closing, and signature.						
a. Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.						

# Speaking, Viewing, Listening and Media Literacy Benchmarks 4

## Comprehension and Collaboration

4.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.						
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.						
b. Follow agreed-upon rules for discussions and carry out assigned roles.						

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.						
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.						
e. Cooperate and problem solve as appropriate for productive group discussion.						
4.8.2.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.						
4.8.3.3 Identify the reasons and evidence a speaker provides to support particular points.						

## Presentation of Knowledge and Ideas

4.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Understand the term “copyright” and interpret information from a copyright page.					
4.8.5.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.						
4.8.6.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)						

## Media Literacy

4.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.	Apply strategies to comprehend the articles for newspaper or					
---	--	--	--	--	--	--

	magazine.					
a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).						
b. Locate and use information in print, non-print, and digital resources using a variety of strategies						
c. Check for accuracy of information between two different sources.						
d. Recognize safe practices in social and personal media communications.						
4.8.8.8 Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)						
a. Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.						
b. Publish the work and share it with an audience.						

## Language Benchmarks 4

### Conventions of Standard English

4.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).						
b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Identify and correctly use the following verbs: action, linking, helping, and state of being					
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.						

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).						
e. Form and use prepositional phrases.						
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	Identify and use different kinds of sentences (declarative, interrogative, exclamatory, imperative)					
g. Correctly use frequently confused words (e.g., to, too, two; there, their).*	Generate and use age-appropriate homonyms/homophones.					
4.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
a. Use correct capitalization.	Capitalize appropriate words in titles of works.	Capitalize Bible, books from the Bible.				
b. Use commas and quotation marks to mark direct speech and quotations from a text.						
c. Use a comma before a coordinating conjunction in a compound sentence.						
d. Spell grade-appropriate words correctly, consulting references as needed.	Recognize the correct alphabetical order of words to more than the first letter.					

## Knowledge of Language

4.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
a. Choose words and phrases to convey ideas precisely.*						
b. Choose punctuation for effect.*						
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).						

## Vocabulary Acquisition and Use

4.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from range of strategies.						
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.						
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).						
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		Use guidewords to locate an entry in a dictionary.				
4.10.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.		Recognize synonyms and antonyms of age appropriate vocabulary.				
a. Explain meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.						
b. Recognize and explain the meaning of common idioms, adages, and proverbs.						
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).						
4.10.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).						

Note: The following standard is not covered in the Minnesota State Standards for English Language Arts and is at the discretion of each school: “Develop cursive penmanship skills: Use proper formation of upper and lower case letters; use proper spacing between words.”

# Reading Literature 5

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESS- MENT
Key Ideas and Details						
5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						
5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.						
5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).						
Craft and Structure						
5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Analyze and complete simple analogies.					
5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.						
5.1.6.6 Describe how a narrator’s or speaker’s point of view influences how events are described.						
Integration of Knowledge and Ideas						
5.1.7.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).						
5.1.8.8 (Not applicable to literature)						

## Range of Reading and Level of Text Complexity

5.1.9.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.						
5.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band proficiently and independently.	Use comprehension skills such as previewing, predicting, inferring, comparing, and contrasting.	Write responses to literature that demonstrate understanding of a literary work and support judgments through references to the text.				
a. Self-select texts for personal enjoyment, interest, and academic tasks.						

## Reading Informational Text 5

### Key Ideas and Details

5.2.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						
5.2.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Apply strategies to comprehend the articles written for newspapers or magazines.					
5.2.3.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.						

### Craft and Structure

5.2.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.						
5.2.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.						

5.2.6.6 Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.						
--	--	--	--	--	--	--

## Integration of Knowledge and Ideas

5.2.7.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.						
5.2.8.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).						
5.2.9.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.						

## Range of Reading and Level of Text Complexity

5.2.10.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Interpret information and make inferences from an index entry.					
a. Self-select texts for personal enjoyment, interest, and academic tasks.						

# Reading Foundational Skills 5

## Phonics and Word Recognition

5.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.						
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.						

## Fluency



5.3.0.4 Read with sufficient accuracy and fluency to support comprehension.						
a. Read grade-level text with purpose and understanding.						
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.						
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.						

# Writing Benchmarks 5

## Text Types and Purposes

5.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Differentiate between fact and opinion.					
	Write persuasive letters or essays.					
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.						
b. Provide logically ordered reasons that are supported by facts and details.						
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).						
d. Provide a concluding statement or section related to the opinion presented.						
5.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Create single paragraphs with topic sentences and simple supporting facts and details.					
	Write multiple paragraphs that include proper structure, details, transitions, and indentations.					

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.						
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.						
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).						
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.						
e. Provide a concluding statement or section related to the information or explanation presented.						
5.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.						
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.						
b. Use literary and narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.						
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.						
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.						
e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.						

## Writing Process: Production and Distribution of Writing

5.6.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						
5.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 41-42.)						
5.6.6.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.						
Research to Build and Present Knowledge						
5.6.7.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Use note-taking skills, such as creating a written outline or using a graphic organizer.	Write research reports about important ideas, issues or events.				
5.6.8.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.						
5.6.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.						

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).						
b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).						

## Range of Writing

5.6.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						
a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.						

# Speaking, Viewing, Listening and Media Literacy Benchmarks 5

## Comprehension and Collaboration

5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.						
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.						
b. Follow agreed-upon rules for discussions and carry out assigned roles.						

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.						
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.						
e. Cooperate and problem solve to make decisions as appropriate for productive group discussion.						
5.8.2.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.						
5.8.3.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence distinguishing between a speaker's opinions and verifiable facts.						
Presentation of Knowledge and Ideas						
5.8.4.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources; speak clearly at an understandable pace.	Quote or paraphrase information sources, citing them appropriately.					
	Understand the term "copyright" and interpret information from a copyright page.					
5.8.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.						

5.8.6.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 41-42 for specific expectations.)						
---	--	--	--	--	--	--

## Media Literacy

5.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.	Recognize the purposes/uses of a bibliography and almanac.					
a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).						
b. Locate and use information in print, non-print, and digital resources using a variety of strategies.						
c. Evaluate the accuracy and credibility of information found in digital sources.						
d. Recognize ethical standards and safe practices in social and personal media communications.						
5.8.8.8 Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)						
a. Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.						
b. Publish the work and share it with an audience.						

## Language Benchmarks 5

### Conventions of Standard English

5.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
---	--	--	--	--	--	--

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.						
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.						
c. Use verb tense to convey various times, sequences, states, and conditions.						
d. Recognize and correct inappropriate shifts in verb tense.*						
e. Use correlative conjunctions (e.g., either/or, neither/nor).						
5.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
a. Use punctuation to separate items in a series.*						
b. Use a comma to separate an introductory element from the rest of the sentence.						
c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).						
d. Use underlining, quotation marks, or italics to indicate titles of works.						
e. Spell grade-appropriate words correctly, consulting references as needed.						
Knowledge of Language						
5.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		Recognize the formation/translation of contractions				
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.						

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.						
Vocabulary Acquisition and Use						
5.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		Recognize hyphenated compound words.				
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.						
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).		Recognize root words of words with inflectional endings or other suffixes.				
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.						
5.10.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.						
a. Interpret figurative language, including similes and metaphors, in context.						
b. Recognize and explain the meaning of common idioms, adages, and proverbs.						
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						
5.10.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,						



moreover, in addition).						
-------------------------	--	--	--	--	--	--

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT	ASSESSMENT
-----------------------	----------------------	---------------	--------------	------------

# Reading Literature 6

## Key Ideas and Details

6.4.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Demonstrate literal comprehension of written sentences.				
1. Make a web with a concept at the center based on the text with supporting thoughts and textual evidence as the branches. 2. Write a summary or reflection using evidence from the text to support ideas. 3. Discussion based on a passage from the text with a response to the passage.						
6.4.2.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Use comprehension skills such as previewing, predicting, inferring, comparing, and contrasting.	Identify the main idea of a passage.				

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
		Use comprehension skills such as summarizing				
		Analyze information in a reading passage to make predictions or evaluations.				
1. Write summaries that contain the main ideas of the reading selection and the most significant details (ex: book or article reviews). 2. Use PowerPoint or Tableaux (living picture) to summarize main ideas.						
6.4.3.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		Identify literary elements (characters, setting, plot).				
1. Create a character map. 2. Fill in a plot line. 3. Create a comic strip.						



MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
6.4.5.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.						
1. Write or discuss how the theme, plot, and/or setting would be changed if that section were removed. 2. Write alternate passages and identify the impact of that change. 3. Present a poem or passage with parts missing or altered. Then present the original and compare.						
6.4.6.6 Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.		Analyze information to determine traits or feelings of characters in a reading passage.				
1. Character sketch that includes things the character does, says, their environment, interactions, and appearance. 2. Create a timeline of the plot based on the character's actions and the parts that influence the characters. 3. Provide direct instruction on what techniques authors use to develop point of view. Then, supply a variety of picture books and have students identify what techniques were used.						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
-----------------------	----------------------	---------------	--------------	--	--	------------

## Integration of Knowledge and Ideas

6.4.7.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.						
1. Class discussion. 2. Students create their own audio, video, or live version of the text in small groups. Other groups analyze how the presentation is similar and different to the text. 3. Venn Diagram, T-chart, or other graphic organizer.						
6.4.8.8 (Not applicable to literature)						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
6.4.9.9 Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.						
1. Pick a story and the play version of that story (e.g. Cinderella and Reader's Theater script) to compare and contrast. 2. Pick a fictional story and compare it to the non-fiction version.						





MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT	ASSESSMENT
-----------------------	----------------------	---------------	--------------	------------

# Reading Informational Text 6

## Key Ideas and Details

6.5.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

1. Make a web with a concept at the center based on the text with supporting thoughts and textual evidence as the branches. 2. Write a summary or reflection using evidence from the text to support ideas. 3. Discussion based on a passage from the text (ex: newspaper article, magazine, memoir) with a response to the passage.

6.5.2.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

1. Write summaries that contain the central idea(s) of the reading selection and the most significant details. 2. Use PowerPoint or Tableaux (living picture) to summarize main ideas. 3. Identify text structures and create a graphic organizer (e.g. Venn diagram for compare & contrast, cause & effect chart, list for description list) to central ideas the passage according to the structure.

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
6.5.3.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).						
1. Identify in the passage a key individual or event and follow its progression through the text via group discussion, graphic organizer (ex: web). 2. Provide direct instruction that indicates how information can be presented in information texts (ex: text, timelines, graphs, charts). 3. Compare how information is presented in fiction and non-fiction texts.						





MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
6.5.8.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.						
1. Read a passage to determine what is fact and what is opinion. 2. Provide a well-supported argument and an ill-supported argument to students. They will analyze how each is supported or not supported using a graphic organizer. 3. When examining a persuasive piece (text, website, articles, letters to the editor), students will identify the main argument along with supporting evidence and whether it is well supported. If it is not, students will determine what would be needed to support the argument.						
6.5.9.9 Compare and contrast one author's presentation of events, including events related to Minnesota American Indians, with that of another (e.g., a memoir written by and a biography on the same person).						
1. Read two versions of the same event, one from a Minnesota American Indian perspective.						



MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
-----------------------	----------------------	---------------	--------------	--	--	------------

# Writing Benchmarks 6

## Text Types and Purposes

6.7.1.1 Write arguments to support claims with clear reasons and relevant evidence.						
a. Introduce claim(s) and organize the reasons and evidence clearly.						
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.						
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.						

<b>MINNESOTA STANDARD</b>	<b>DIOCESAN STANDARD</b>	<b>SKILLS TAUGHT</b>	<b>DATES TAUGHT</b>			<b>ASSESSMENT</b>
d. Establish and maintain a formal style.						
e. Provide a concluding statement or section that follows from the argument presented.						
1. Write persuasive letters or essays/compositions that state a clear position and support it with evidence. 2. Create single paragraphs with topic sentences and simple supporting facts and details. 3. Short answer essays for quizzes or tests.						
6.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		Write informational pieces (reports) with multiple paragraphs (introduction, weave ideas together for the body, and conclusion)				



<b>MINNESOTA STANDARD</b>	<b>DIOCESAN STANDARD</b>	<b>SKILLS TAUGHT</b>	<b>DATES TAUGHT</b>			<b>ASSESSMENT</b>
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.						
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.						
c. Use appropriate transitions to clarify the relationships						

<b>MINNESOTA STANDARD</b>	<b>DIOCESAN STANDARD</b>	<b>SKILLS TAUGHT</b>	<b>DATES TAUGHT</b>			<b>ASSESSMENT</b>
among ideas and concepts.						
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.						
e. Establish and maintain a formal style.						
f. Provide a concluding statement or section that follows from the information or explanation presented.						
1. Create a written outline (as a form of note-taking or as a graphic organizer before writing). 2. Write expository essays (to describe person / place / object /event or explain a process). 3. Students could create a how-to manual, directions for creating or operating something, brochures (see 6.9.8.8 for multi-media). 4. Write a report on a historical event (ex: World War II).						
6.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive						

<b>MINNESOTA STANDARD</b>	<b>DIOCESAN STANDARD</b>	<b>SKILLS TAUGHT</b>	<b>DATES TAUGHT</b>			<b>ASSESSMENT</b>
details, and well-structured event sequences.						
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.						
b. Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.						
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
from one time frame or setting to another.						
d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.						
e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.						
1. Write brief narratives describing an experience. 2. Write a simple story that includes characters, setting, problem and solution. 3. Write poetry at appropriate grade level.						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
Writing Process: Production and Distribution of Writing						
6.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						
See previous writing activities (expository essays, narratives, poetry, etc.).						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
6.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 73.)		Proofread one’s own writing, as well as that of others				
		Review, evaluate and revise writing for meaning and clarity.				
		Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.				
1. Share examples of good and bad writing. 2. Use a checklist or list of rules for editing / revising writing. 3. Require students to read their piece aloud and make changes.						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
6.7.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.						
1. Produce a blog. 2. Participate in online poetry slam. 3. Participate in a classroom forum (EdModo) where students post a question and respond to others.						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
Research to Build and Present Knowledge						
6.7.7.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		Use note-taking skills.				
1. Connect with a persuasive writing piece. 2. Create a survey. 3. Respond to a science question (e.g. Science fair), religion question (e.g. research a Saint), or history questions (e.g. History Day). 4. Research a question that comes up during a literature discussion						
6.7.8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.						



<b>MINNESOTA STANDARD</b>	<b>DIOCESAN STANDARD</b>	<b>SKILLS TAUGHT</b>	<b>DATES TAUGHT</b>			<b>ASSESSMENT</b>
-------------------------------	------------------------------	----------------------	---------------------	--	--	-------------------

1. Use credible sites including: .edu, .org, .gov, .us. 2. Send students on a Web quest to find credible sources. 3. Provide students a graphic organizer for completing a bibliography (or use citationmachine.net to create one online).

6.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.						
a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).						
See previous matching reading activities.						

<b>MINNESOTA STANDARD</b>	<b>DIOCESAN STANDARD</b>	<b>SKILLS TAUGHT</b>	<b>DATES TAUGHT</b>			<b>ASSESSMENT</b>
-------------------------------	------------------------------	----------------------	---------------------	--	--	-------------------

Range of Writing						
------------------	--	--	--	--	--	--

6.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						
--	--	--	--	--	--	--

1. Keep a journal or diary. 2. Short answers or essays on a quiz / test. 3. Write a single paragraph on a topic. 4. See writing projects listed above for longer essays / projects.
---

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
-----------------------	----------------------	---------------	--------------	--	--	------------

# Speaking, Viewing, Listening and Media Literacy Benchmarks 6

## Comprehension and Collaboration

6.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.						
a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.						

<b>MINNESOTA STANDARD</b>	<b>DIOCESAN STANDARD</b>	<b>SKILLS TAUGHT</b>	<b>DATES TAUGHT</b>			<b>ASSESSMENT</b>
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.						
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.						
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.						
1. Literature circles on a text. 2. Debate. 3. Knowledge Bowl. 4. Class discussions on a text or topic that has been prepared in advance.						
6.9.2.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.						
1. Watch a clip (YouTube video, film) related subject under study and orally / in writing relate it to what you already know. 2. Analyze a PowerPoint and whether or not it contributed to overall understanding. 3. Watch a commercial about a particular topic and explain the information presented.						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
6.9.3.3 Delineate a speaker's argument, specific claims, and intended audience, distinguishing claims that are supported by reasons and evidence from claims that are not.						
1. After watching a commercial or infomercial, analyze the intent of the company (ex: target audience vs. time of day). 2. Invite a guest speaker and analyze their arguments.						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
-----------------------	----------------------	---------------	--------------	--	--	------------

Presentation of Knowledge and Ideas
-------------------------------------

6.9.4.4 Present claims and findings, respect intellectual properties, sequence ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		Use oral language skills in discussions with others to clarify ideas, solve problems, make decisions, debate issues, and extend understandings.				
		Intellectual Properties means Copyright / Plagiarism				
		Formulate and articulate appropriate oral responses to complex messages.				
		Use appropriate articulation, pronunciation, volume, rate, and intonation (in both formal and informal situations).				



MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
1. Science Fair presentation. 2. History Day presentation. 3. Author report. 4. Demonstration speech (ex: how to make something).						
6.9.5.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.						
1. Science Fair presentation. 2. PowerPoint or Prezi.com presentation. 3. Student created video (ex: book trailer). 4. Audio incorporated into presentation (ex: use Audacity). 5. Radio plays or dramas.						
6.9.6.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 73 for specific expectations.)						
1. Poetry Slam. 2. Group interpretations. 3. Character talk (pretend to be a character from a text). 4. Present a play. 5. How to use voice inflection. Practice through a read aloud.						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
Media Literacy						
6.9.7.7 Understand, analyze, and use different types of print, digital, and multimodal media.						
a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).						
b. Evaluate mass media with regard to accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, print and digital media, advertisements).						
1. Analyze commercials. 2. Write the Ten Commandments of proper Internet use (or social media use). 3. Compare a high quality and low quality piece (ex: an old well-made film to a newer film, brochures)						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
6.9.8.8 As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.						
a. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.						
b. Publish the work and share with an audience.						
1. Refer to Commonsensemedia.org. 2. Present an information video. 3. Create a video for next year's class informing them of class procedures. 4. Create a Google Doc.						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT	ASSESSMENT
-----------------------	----------------------	---------------	--------------	------------

# Language Benchmarks 6

## Conventions of Standard English

6.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).						
b. Use intensive pronouns (e.g., myself, ourselves).						
c. Recognize and correct inappropriate shifts in pronoun number and person.*						

<b>MINNESOTA STANDARD</b>	<b>DIOCESAN STANDARD</b>	<b>SKILLS TAUGHT</b>	<b>DATES TAUGHT</b>			<b>ASSESSMENT</b>
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*						
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*						
6.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*						
b. Spell correctly.						

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
-----------------------	----------------------	---------------	--------------	--	--	------------

Knowledge of Language						
6.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
a. Vary sentence patterns for meaning, reader/listener interest, and style.*						
b. Maintain consistency in style and tone.*						

<b>MINNESOTA STANDARD</b>	<b>DIOCESAN STANDARD</b>	<b>SKILLS TAUGHT</b>	<b>DATES TAUGHT</b>			<b>ASSESSMENT</b>
-------------------------------	------------------------------	----------------------	---------------------	--	--	-------------------

## Vocabulary Acquisition and Use

6.11.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.						
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.						
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).						

<b>MINNESOTA STANDARD</b>	<b>DIOCESAN STANDARD</b>	<b>SKILLS TAUGHT</b>	<b>DATES TAUGHT</b>			<b>ASSESSMENT</b>
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		Recognize the synonym/definition and antonym of a word from age-appropriate vocabulary.				
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						
6.11.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.						



<b>MINNESOTA STANDARD</b>	<b>DIOCESAN STANDARD</b>	<b>SKILLS TAUGHT</b>	<b>DATES TAUGHT</b>			<b>ASSESSMENT</b>
a. Interpret figures of speech (e.g., personification) in context.						
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.						
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).						

<b>MINNESOTA STANDARD</b>	<b>DIOCESAN STANDARD</b>	<b>SKILLS TAUGHT</b>	<b>DATES TAUGHT</b>			<b>ASSESSMENT</b>
6.11.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.						

## Reading Literature 7

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESS- MENT
Key Ideas and Details						
7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Demonstrate literal comprehension of written sentences.				
7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Use comprehension skills such as previewing, predicting, inferring, comparing, and contrasting.	a. Identify the main idea of a passage.  b. Analyze information in a reading passage to make predictions or evaluations.				
1. Write summaries that contain the main ideas of the reading selection and the most significant details (ex: book or article reviews).						
7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		Identify literary elements (character, setting, plot, problem, solution).				
Craft and Structure						
7.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		Example: Identify and interpret metaphors. Example: Identify and interpret similes.				
7.4.5.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.						
7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.		Analyze information to determine traits or feelings of characters in a reading passage.				
Integration of Knowledge and Ideas						
7.4.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).						
7.4.8.8 (Not applicable to literature)						

7.4.9.9 Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.						
---	--	--	--	--	--	--

Range of Reading and Level of Text Complexity

7.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.						
a. Self-select texts for personal enjoyment, interest and academic tasks.						
b. Read widely to understand multiple perspectives and pluralistic viewpoints.						

1. Read poetry at appropriate grade level.

Reading Informational Text 7						
Key Ideas and Details						
7.5.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.						
1. Differentiate between fact and opinion.						
7.5.2.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.						
7.5.3.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).						
Craft and Structure						
7.5.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.						

7.5.5.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.						
7.5.6.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		Determine the author’s point of view or overall purpose in a reading passage.				
7.5.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).						

1. Compare and contrast Lincoln's speech and/or MLK Jr's Speech						
7.5.8.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.						
7.5.9.9 Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians; shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.						

Range of Reading and Level of Text Complexity						
7.5.10.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.						
a. Self-select texts for personal enjoyment, interest and academic tasks.						

Writing Benchmarks 7						
Text Types and Purposes						
7.7.1.1 Write arguments to support claims with clear reasons and relevant evidence.						
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.						



7.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.						
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.						
b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, rhyme, and description, to develop experiences, events, and/or characters.						
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.						
d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events.						
e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.						
1. Discuss ideas to include in a story or other original writing. 2. Write a brief narrative describing an experience. 3. Write poetry at appropriate grade level. 4. Write a simple story that includes characters, setting, problem, and solution						

Writing Process: Production and Distribution of Writing

7.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						
7.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 73.)		<div> a. Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules. </div> <div> b. Review, evaluate and revise writing for meaning and clarity. </div>				

1. Create a written outline (as a form of note-taking or as a graphic organizer before writing).

7.7.6.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		Cite direct quotes within a research report.				
Research to Build and Present Knowledge						
7.7.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.						
1. Participate in History Day or a Science Fair. 2. Write research reports about important ideas, issues, or events.						
7.7.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		Use note-taking skills.				
7.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.						
a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).						
b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).						
Range of Writing						
7.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						



a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.						
--	--	--	--	--	--	--

Speaking, Viewing, Listening and Media Literacy Benchmarks 7						
Comprehension and Collaboration						
7.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.						
a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.						
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.						
c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.						
d. Acknowledge new information expressed by others and, when warranted, modify their own views.						
e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.						
7.9.2.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		Demonstrate an understanding of complex spoken and audio-visual messages.				
7.9.3.3 Delineate a speaker’s argument, specific claims, and intended audience, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.						

# Presentation of Knowledge and Ideas

7.9.4.4 Present claims and findings, respect intellectual properties, emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		<p>a. Use oral language skills in discussions with others to clarify ideas, solve problems, make decisions, debate issues, and extend understandings.</p> <p>b. Formulate and articulate oral responses to complex messages.</p> <p>c. Use appropriate articulation, pronunciation, volume, rate, and intonation (in both formal and informal situations).</p>				
7.9.5.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.						
7.9.6.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 73 for specific expectations.)	Recite poetry at appropriate grade level					

## Media Literacy

7.9.7.7 Understand, analyze, and use different types of print, digital, and multimodal media.						
a. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).						
b. Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).						
c. Recognize ethical standards and safe practices in social and personal media communications.						

7.9.8.8 As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.						
a. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.						
b. Publish the work and share with an audience.						

Language Benchmarks 7						
Conventions of Standard English						
7.11.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
a. Explain the function of phrases and clauses in general and their function in specific sentences.						
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.						
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*						
7.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,]</i> <i>green shirt</i> ).						
b. Spell correctly.						
Knowledge of Language						
7.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*						

# Vocabulary Acquisition and Use

7.11.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.						
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.						
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).						
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						
7.11.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.						
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.						
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		Recognize the synonym/definition and antonym of a word from age-appropriate vocabulary.				
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).						
7.11.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.						

## Reading Literature 8

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESS- MENT
Key Ideas and Details						
8.4.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		Demonstrate literal comprehension of written sentences.				
8.4.2.2 Determine a theme or central idea of a text, including those by and about Minnesota American Indians, and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Use comprehension skills such as previewing, predicting, inferring, comparing, and contrasting.	a. Identify the main idea of a passage.  b. Analyze information in a reading passage to make predictions or evaluations.				
1. Write summaries that contain the main ideas of the reading selection and the most significant details (ex: book or article reviews).						
8.4.3.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		Identify literary elements (characters, setting, plot, dialogue, problem, solution).				
Craft and Structure						
8.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		Example: Identify and interpret metaphors.  Example: Identify and interpret similes.				
8.4.5.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.						
8.4.6.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		Analyze information to determine traits or feelings of characters in a reading passage.				
Integration of Knowledge and Ideas						
8.4.7.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.						
8.4.8.8 (Not applicable to literature)						

8.4.9.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new.						
---	--	--	--	--	--	--

Range of Reading and Level of Text Complexity						
8.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.						
a. Self-select texts for personal enjoyment, interest and academic tasks.						
b. Read widely to understand multiple perspectives and pluralistic viewpoints.						

1. Read poetry at appropriate grade level.

Reading Informational Text 8						
Key Ideas and Details						
8.5.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.						
1. Differentiate between fact and opinion.						
8.5.2.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.						
8.5.3.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).						
Craft and Structure						
8.5.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.						

8.5.5.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.						
8.5.6.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		Determine the author’s point of view or overall purpose in a reading passage.				
8.5.7.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.						

1. Compare and contrast Lincoln's speech and/or MLK Jr's Speech						
8.5.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.						
8.5.9.9 Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.						

Range of Reading and Level of Text Complexity						
8.5.10.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.						
a. Self-select texts for personal enjoyment, interest, and academic tasks.						

Writing Benchmarks 8						
Text Types and Purposes						
8.7.1.1 Write arguments to support claims with clear reasons and relevant evidence.						
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.						
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.						

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.						
d. Establish and maintain a formal style.						
e. Provide a concluding statement or section that follows from and supports the argument presented.						
1. Write persuasive compositions that state a clear position and support it with evidence.						
8.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.						
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful on aiding comprehension.						
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.						
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.						
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.						
e. Establish and maintain a formal style.						
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.						
1. Write expository essays (to describe person/place/object/event or explain a process)						
8.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.						
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.						



b. Use literary and narrative techniques, such as dialogue, pacing, description, rhythm, repetition, rhyme, and reflection, to develop experiences, events, and/or characters.						
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.						
d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events.						
e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.						

1. Discuss ideas to include in a story or other original writing. 2. Write poetry at appropriate grade level. 3. Write a simple story that includes characters, setting, problem and solution.

Writing Process: Production and Distribution of Writing

8.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						
8.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 73.)		<p>Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.</p> <p>Review, evaluate and revise writing for meaning and clarity.</p>				

1. Create a written outline (as a form of note-taking or as a graphic organizer before writing).

8.7.6.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		<p>Cite direct quotes within a research report.</p>				
--	--	---	--	--	--	--

Research to Build and Present Knowledge

8.7.7.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.						
1. Participate in History Day or a Science Fair. 2. Write research reports about important issues, ideas, or events.						
8.7.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						
8.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.						
a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new”).						
b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).						
Range of Writing						
8.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						
a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.						

8.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.						
a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.						
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.						
c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.						
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.						
e. Cooperate, mediate, and problem solve to make decisions or build consensus as appropriate for productive group discussion.						
8.9.2.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		Demonstrate an understanding of complex spoken and audio-visual messages.				
8.9.3.3 Delineate and respond to a speaker’s argument, specific claim, and intended audience, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.						
Presentation of Knowledge and Ideas						
8.9.4.4 Present claims and findings, respect intellectual properties emphasize salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		a. Use oral language skills in discussions with others to clarify ideas, solve problems, make decisions, debate issues, and extend understandings.  b. Formulate and articulate oral				

		<p>responses to complex messages.</p> <p>c. Speak clearly and expressively, using appropriate articulation, pronunciation, volume, rate, and intonation (in both formal and informal situations).</p>				
8.9.5.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.						
8.9.6.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 73 for specific expectations.)	Recite poetry at appropriate grade level.					
Media Literacy						
8.9.7.7 Understand, analyze, and use different types of print, digital, and multimodal media.						
a. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, advertisements).						
b. Critically analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).						
c. Analyze design elements of various kinds of media productions to observe that media messages are constructed for a specific purpose.						
d. Recognize ethical standards and safe practices in social and personal media communications.						
8.9.8.8 As an individual or in collaboration, create a persuasive multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.						

a. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.						
b. Publish the work and share with an audience.						

Language Benchmarks 8						
Conventions of Standard English						
8.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.						
b. Form and use verbs in the active and passive voice.						
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.						
d. Recognize and correct inappropriate shifts in verb voice and mood.*						
8.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.						
b. Use an ellipsis to indicate an omission.						
c. Spell correctly.						
Knowledge of Language						
8.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).						
Vocabulary Acquisition and Use						
8.11.4.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of						

strategies.						
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.						
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).						
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						
8.11.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.						
a. Interpret figures of speech (e.g. verbal irony, puns) in context.						
b. Use the relationship between particular words to better understand each of the words.						
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).						
8.11.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.						