

**2010 Minnesota Academic Standards – English Language Arts K-12  
K-5 Curriculum and Assessment Alignment Form**

0=Kindergarten

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
0	1. READING Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. With prompting and support, ask and answer questions about key details in a text.		
0	1. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. With prompting and support, retell familiar stories, including key details.		
0	1. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. With prompting and support, identify characters, settings, and major events in a story.		
0	1. READING Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Ask and answer questions about unknown words in a text.		
0	1. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Recognize common types of texts (e.g., storybooks, poems).		

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0	1. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		
0	1. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)		
0	1. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		
0	1. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	10. Actively engage in group reading activities with purpose and understanding, <b>including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</b>		
0	2. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. With prompting and support, ask and answer questions about key details in a text.		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
0	2. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. With prompting and support, identify the main topic and retell key details of a text.		
0	2. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
0	2. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. With prompting and support, ask and answer questions about unknown words in a text.		
0	2. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Identify the front cover, back cover, and title page of a book.		
0	2. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		
0	2. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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).		

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0	2. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. With prompting and support, identify the reasons an author gives to support points in a text.		
0	2. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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).		
0	2. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	10. Actively engage in group reading activities with purpose and understanding, <b>including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</b>		
0	3. READING Foundational Skills	0. No related anchor standard	1. Demonstrate understanding of the organization and basic features of print. 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.		
0	3. READING Foundational Skills	0. No related anchor standard	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming		

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			<p>words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>		
0	3. READING Foundational Skills	0. No related anchor standard	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the</p>		

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			sounds of the letters that differ.		
0	3. READING Foundational Skills	0. No related anchor standard	4. Read emergent-reader texts with purpose and understanding.		
0	6. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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., <i>My favorite book is ...</i> )		
0	6. WRITING	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.		
0	6. WRITING	3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.		
0	6. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. (Begins in grade 3)		
0	6. WRITING	5. <b>Use a writing process</b> to develop and strengthen	5. With guidance and support from adults, respond to questions and		

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		writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach.	suggestions from <b>adults and</b> peers and add details to strengthen writing as needed.		
0	6. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
0	6. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
0	6. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. (Begins in grade 4)		
0	6. WRITING	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 tasks, purposes, and audiences.	10. (Begins in grade 3)		

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0	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. 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. <b>Listen to others and name emotions by observing facial expression and other nonverbal cues.</b> d. <b>Follow basic oral directions.</b>		
0	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Confirm understanding of a text read aloud or information presented orally or through other media ( <b>e.g., poems, rhymes, songs</b> ) by asking and answering questions about key details and requesting clarification if something is not understood.		
0	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
0	8. SPEAKING, VIEWING, LISTENING, AND MEDIA	4. Present information, findings, and supporting evidence such that listeners can follow the line of	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		

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	LITERACY	reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
0	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.		
0	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Speak audibly and express thoughts, feelings, and ideas clearly, <b>and respond to poems, rhymes, and songs.</b>		
0	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	<b>7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.</b>	<b>7. Distinguish among different types of print, digital, and multimodal media.</b> a. Recognize common signs and logos. b. Identify commercials or advertisements.		
0	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	<b>8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.</b>	<b>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.</b>		
0	10. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage	1. Demonstrate command of the conventions of standard English grammar and usage when writing		

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		when writing or speaking.	<p>or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol>		
0	10. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>		
0	10. LANGUAGE	3. Apply knowledge of language to understand how	3. (Begins in grade 2).		

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		language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
0	10. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize reference materials , as appropriate.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.		
0	10. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5. With guidance and support from adults, explore word relationships and nuances in word meanings <b>to develop word consciousness</b> . 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 <i>colorful</i> ).		

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			d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings.		
0	10. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		

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1	1. READING Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Ask and answer questions about key details in a text.		
1	1. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
1	1. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe characters, settings, and major events in a story, using key details.		
1	1. READING Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		
1	1. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.		
1	1. READING	6. Assess how point of view	6. Identify who is telling the story		

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	Literature	or purpose shapes the content and style of a text.	at various points in a text.		
1	1. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Use illustrations and details in a story to describe its characters, setting, or events.		
1	1. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)		
1	1. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Compare and contrast the adventures and experiences of characters in stories.		
1	1. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	10. With prompting and support, read prose and poetry of appropriate complexity for grade <b>as well as select texts for personal enjoyment, interest, and academic tasks.</b>		
1	2. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Ask and answer questions about key details in a text.		
1	2. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development;	2. Identify the main topic and retell key details of a text.		

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		summarize the key supporting details and ideas.			
1	2. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
1	2. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		
1	2. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.		
1	2. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
1	2. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Use the illustrations and details in a text to describe its key ideas.		
1	2. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and	8. Identify the reasons an author gives to support points in a text.		

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		sufficiency of the evidence.			
1	2. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
1	2. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	10. With prompting and support, read informational texts appropriately complex for grade 1, <b>as well as select texts for personal enjoyment, interest, and academic tasks.</b>		
1	3. READING Foundational Skills	0. No related anchor standard	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).		
1	3. READING Foundational Skills	0. No related anchor standard	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. 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. d. Segment spoken single-syllable words into their complete		

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			sequence of individual sounds (phonemes).		
1	3. READING Foundational Skills	0. No related anchor standard	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs, <b>and initial and final consonant blends.</b></p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words, <b>including high-frequency words.</b></p>		
1	3. READING Foundational Skills	0. No related anchor standard	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.</p>		

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			<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context <b>and other cues (e.g., phonics, word recognition skills, prior knowledge)</b> to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
1	6. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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. WRITING	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2. Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
1	6. WRITING	3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives <b>and other creative texts</b> 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.		
1	6. WRITING	4. Produce clear and coherent writing in which the	4. (Begins in grade 3)		

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		development, organization, and style are appropriate to task, purpose, and audience.			
1	6. WRITING	5. <b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from <b>adults and</b> peers, and add details to strengthen writing as needed.		
1	6. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
1	6. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
1	6. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. (Begins in grade 4)		
1	6. WRITING	10. Write routinely over extended time frames (time for research, reflection, and	10. (Begins in grade 3)		

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		revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>d. <b>Listen to others' ideas and identify others' points of view.</b></li> <li>e. <b>Follow two-step oral directions.</b></li> </ul>		
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media ( <b>e.g., stories, poems, rhymes, songs</b> ).		
1	8. SPEAKING, VIEWING,	3. Evaluate a speaker's point of view, reasoning, and use of	3. Ask and answer questions about what a speaker says in order to		

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	LISTENING, AND MEDIA LITERACY	evidence and rhetoric.	gather additional information or clarify something that is not understood.		
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Produce complete sentences when appropriate to task and situation, <b>and respond to stories, poems, rhymes and songs with expression.</b> (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.)		
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. <b>Critically analyze information found in electronic, print, and mass media and use a variety of these sources.</b>	7. <b>Distinguish among and understand purposes of different types of print, digital, and multimodal media.</b> a. <b>Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard</b>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<p>or viewed.</p> <p><b>b. Summarize ideas from media in own words.</b></p>		
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	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.)		
1	10. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring</p>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<p>conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>		
1	10. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>		
1	10. LANGUAGE	3. Apply knowledge of language to understand how language functions in different	3. (Begins in grade 2)		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
1	10. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize reference materials , as appropriate.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. 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., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).		
1	10. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings <b>to develop word consciousness</b> . 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 <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<p>stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>		
1	10. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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., <i>because</i> ).		

**2010 Minnesota Academic Standards – English Language Arts K-12  
K-5 Curriculum and Assessment Alignment Form**

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
2	1. READING Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.		
2	1. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
2	1. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe how characters in a story respond to major events and challenges.		
2	1. READING Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		
2	1. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
2	1. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
2	1. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		
2	1. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)		
2	1. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, <b>including those by or about Minnesota American Indians.</b>		
2	1. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	10. By the end of the year, <b>select</b> , read and comprehend literature including stories and poetry <b>for personal enjoyment, interest, and academic tasks</b> , in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
2	2. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual	1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		evidence when writing or speaking to support conclusions drawn from the text.			
2	2. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		
2	2. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
2	2. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .		
2	2. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.		
2	2. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
2	2. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text		
2	2. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Describe how reasons support specific points the author makes in a text.		
2	2. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Compare and contrast the most important points presented by two texts on the same topic.		
2	2. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	10. By the end of year, <b>select</b> , 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 <b>for personal interest, enjoyment, and academic tasks.</b>		
2	3. READING Foundational Skills	0. No related anchor standard	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams.		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<ul style="list-style-type: none"> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words, <b>including high-frequency words</b>.</li> </ul>		
2	3. READING Foundational Skills	0. No related anchor standard	<ul style="list-style-type: none"> <li>4. Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context <b>and other cues (e.g., phonics, word recognition skills, prior knowledge)</b> to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>		
2	6. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		relevant and sufficient evidence.	support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.		
2	6. WRITING	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.		
2	6. WRITING	3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives <b>and other creative texts</b> 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 some sense of closure.		
2	6. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. (Begins in grade 3)		
2	6. WRITING	5. <b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach.	5. With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.		
2	6. WRITING	6. Use technology, including	6. With guidance and support from		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		the Internet, to produce and publish writing and to interact and collaborate with others.	adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
2	6. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. Recall information from experiences or gather information from provided sources to answer a question.		
2	6. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. (Begins in grade 4)		
2	6. WRITING	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 tasks, purposes, and audiences.	10. (Begins in grade 3)		
2	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their	1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		own clearly and persuasively.	<p>discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>d. <b>Cooperate for productive group discussion.</b></p> <p>e. <b>Follow two-step oral directions.</b></p>		
2	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
2	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	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.		
2	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.		
2	8. SPEAKING,	5. Make strategic use of	5. Create audio recordings of		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
	VIEWING, LISTENING, AND MEDIA LITERACY	digital media and visual displays of data to express information and enhance understanding of presentations.	stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
2	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	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 on page 38 for specific expectations.)		
2	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	7. Distinguish, understand, and use different types of print, digital, and multimodal media. a. Use tools for locating print and electronic materials appropriate to the purpose.		
2	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	8. With prompting and support, create and share 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		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<p><b>purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.</b></p> <p><b>b. Share the work with an audience.</b></p>		
2	10. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>		
2	10. LANGUAGE	2. Demonstrate command of	2. Demonstrate command of the		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>		
2	10. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>a. Compare formal and informal uses of English.</li> </ol>		
2	10. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize reference materials, as appropriate.	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ol>		

L e v e l	Strand/Sub- strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>		
2	10. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<p>5. Demonstrate understanding of word relationships and nuances in word meanings <b>to develop word consciousness</b>.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
2	10. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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., <i>When other kids are happy that makes me happy</i> ).		

**2010 Minnesota Academic Standards – English Language Arts K-12  
K-5 Curriculum and Assessment Alignment Form**

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
3	1. READING Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
3	1. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.		
3	1. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		
3	1. READING Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, <b>including figurative language such as similes.</b>		
3	1. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		scene, or stanza) relate to each other and the whole.	successive part builds on earlier sections.		
3	1. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	6. Distinguish their own point of view from that of the narrator or those of the characters.		
3	1. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)		
3	1. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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).		
3	1. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	10. By the end of the year, read and comprehend literature <b>and other texts</b> including stories, drama, and poetry, in the grades 2-3 text complexity band proficiently and independently. <b>a. Self-select texts for personal enjoyment, interest, and academic tasks.</b>		
3	2. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		speaking to support conclusions drawn from the text.			
3	2. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.		
3	2. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.		
3	2. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .		
3	2. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		
3	2. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	6. Distinguish their own point of view from that of the author of a text.		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
3	2. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Compare and contrast the most important points and key details presented in two texts on the same topic.		
3	2. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	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. <b>a. Self-select texts for personal enjoyment, interest, and academic tasks.</b>		
3	3. READING Foundational Skills	0. No related anchor standard	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		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words, <b>including high-frequency words.</b>		
3	3. READING Foundational Skills	0. No related anchor standard	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.		
3	6. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. 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., <i>because, therefore, since, for example</i> ) to connect opinion and reasons. d. Provide a concluding statement or section.		
3	6. WRITING	2. Write informative/explanatory texts to examine	2. Write informative /explanatory texts to examine a topic and		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ul>		
3	6. WRITING	3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul>		
3	6. WRITING	4. Produce clear and coherent writing in which the	4. With guidance and support from adults, produce writing in which		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		development, organization, and style are appropriate to task, purpose, and audience.	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. WRITING	5. <b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach.	5. With guidance and support from peers and adults, <b>use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 41-42.)		
3	6. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.		
3	6. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short research projects that build knowledge about a topic.		
3	6. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
3	6. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. (Begins in grade 4)		
3	6. WRITING	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 tasks, purposes, and audiences.	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. <b>a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</b>		
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <b>a.</b> 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>b.</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).		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>e. <b>Cooperate and compromise as appropriate for productive group discussion.</b></p> <p>f. <b>Follow multi-step oral directions.</b></p>		
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.		
3	8. SPEAKING, VIEWING,	5. Make strategic use of digital media and visual	5. Create engaging audio recordings of stories or poems that		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
	LISTENING, AND MEDIA LITERACY	displays of data to express information and enhance understanding of presentations.	demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	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.)		
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	<p><b>7. Distinguish among, understand, and use different types of print, digital, and multimodal media.</b></p> <ul style="list-style-type: none"> <li>a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).</li> <li>b. Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used.</li> <li>c. Check for accuracy in pictures and images.</li> <li>d. Recognize safe practices in personal media communications.</li> </ul>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	<p>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.)</p> <p>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.</p> <p>b. Share the work with an audience.</p>		
3	10. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<ul style="list-style-type: none"> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.*</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul>		
3	10. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based</li> </ul>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<p>spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		
3	10. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>		
3	10. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize reference materials , as appropriate.	<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
3	10. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5. Demonstrate understanding of word relationships and nuances in word meanings <b>to develop word consciousness.</b> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).		
3	10. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to	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., <i>After dinner that night we went looking for them</i> ).		

L e v e l	Strand/Sub- strand	Anchor Standard	Benchmark	Curriculum	Assessment
		comprehension or expression.			

**2010 Minnesota Academic Standards – English Language Arts K-12  
K-5 Curriculum and Assessment Alignment Form**

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
4	1. READING Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
4	1. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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).		
4	1. READING Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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., <i>Herculean</i> ).		
4	1. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to	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,		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		each other and the whole.	dialogue, stage directions) when writing or speaking about a text.		
4	1. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		
4	1. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)		
4	1. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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, <b>including American Indian.</b>		
4	1. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	10. By the end of the year, read and comprehend literature <b>and other texts</b> including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and <b>independently with</b> scaffolding as needed at the high end of the range. <b>a. Self-select texts for personal enjoyment, interest, and</b>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			academic tasks.		
4	2. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.		
4	2. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.		
4	2. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .		
4	2. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
4	2. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	6. Compare and contrast a firsthand and secondhand account, <b>including those by or about Minnesota American Indians</b> , of the same event or topic; describe the differences in focus and the information provided.		
4	2. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Explain how an author uses reasons and evidence to support particular points in a text.		
4	2. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
4	2. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	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 <b>independently</b> and proficiently, with scaffolding as needed at the high end of the range. <b>a. Self-select texts for personal</b>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<b>enjoyment, interest, and academic tasks.</b>		
4	3. READING Foundational Skills	0. No related anchor standard	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.		
4	3. READING Foundational Skills	0. No related anchor standard	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.		
4	6. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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., <i>for instance, in order to, in addition</i> ).		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			d. Provide a concluding statement or section related to the opinion presented.		
4	6. WRITING	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2. Write informative /explanatory texts to examine a topic and convey ideas and information clearly. 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., <i>another, for example, also, because</i> ). 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.		
4	6. WRITING	3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives <b>and other creative texts</b> 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		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<p>narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion (<b>when appropriate to the genre</b>) that follows from the narrated experiences or events</p>		
4	6. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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. WRITING	5. <b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach.	5. With guidance and support from peers and adults, <b>use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 41-42.)		
4	6. WRITING	6. Use technology, including	6. With some guidance and support		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		the Internet, to produce and publish writing and to interact and collaborate with others.	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.		
4	6. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
4	6. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> 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 <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			particular points in a text”).		
4	6. WRITING	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 tasks, purposes, and audiences.	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. <b>a. Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.</b>		
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. <b>a.</b> 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>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles. <b>c.</b> 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		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<p>remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>e. <b>Cooperate and problem solve as appropriate for productive group discussion.</b></p>		
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Identify the reasons and evidence a speaker provides to support particular points.		
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.		
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
4	8. SPEAKING, VIEWING,	6. Adapt speech to a variety of contexts and	6. Differentiate between contexts that call for formal English (e.g.,		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
	LISTENING, AND MEDIA LITERACY	communicative tasks, demonstrating command of formal English when indicated or appropriate.	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.)		
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	<p><b>7. Distinguish among, understand, and use different types of print, digital, and multimodal media.</b></p> <p><b>a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).</b></p> <p><b>b. Locate and use information in print, non-print, and digital resources using a variety of strategies.</b></p> <p><b>c. Check for accuracy of information between two different sources.</b></p> <p><b>d. Recognize safe practices in social and personal media communications.</b></p>		
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	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		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<p>expression.)</p> <p>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.</p> <p>b. Publish the work and share it with an audience.</p>		
4	10. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently</p>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			confused words (e.g., <i>to, too, two; there, their</i> ).*		
4	10.LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use comma 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.		
4	10. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	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).		
4	10. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		reference materials, as appropriate.	<p>text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>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.</p>		
4	10. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <b>to develop word consciousness.</b></p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>		
4	10. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking,	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		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
		and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	(e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).		

**2010 Minnesota Academic Standards – English Language Arts K-12  
K-5 Curriculum and Assessment Alignment Form**

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
5	1. READING Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
5	1. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine the 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. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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).		
5	1. READING Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		
5	1. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
		(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
5	1. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	6. Describe how a narrator's or speaker's point of view influences how events are described.		
5	1. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)		
5	1. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	10. By the end of the year, read and comprehend literature <b>and other texts</b> including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently. <b>a. Self-select texts for personal enjoyment, interest, and academic tasks.</b>		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
5	2. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
5	2. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		
5	2. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.		
5	2. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 5 topic or subject area</i> .		
5	2. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
5	2. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	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.		
5	2. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
5	2. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	10. By the end of 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. <b>a. Self-select texts for personal enjoyment, interest, and academic tasks.</b>		
5	3. READING Foundational Skills	0. No related anchor standard	3. Know and apply grade-level phonics and word analysis skills in decoding words.		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
			<ul style="list-style-type: none"> <li>b. 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.</li> </ul>		
5	3. READING Foundational Skills	0. No related anchor standard	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>		
5	6. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
5	6. WRITING	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>		
5	6. WRITING	3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use <b>literary and</b> narrative</li> </ul>		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
			<p>techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion (<b>when appropriate to the genre</b>) that follows from the narrated experiences or events</p>		
5	6. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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. WRITING	5. <b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach.	5. With guidance and support from peers and adults, <b>use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, and editing, revising 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. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact	6. With some guidance and support from adults, use technology, including the Internet, to produce		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
		and collaborate with others.	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.		
5	6. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
5	6. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “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]”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
			evidence support which point[s]”).		
5	6. WRITING	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 tasks, purposes, and audiences.	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. <b>a. Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.</b>		
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. <b>a.</b> 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>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles. <b>c.</b> Pose and respond to specific questions by making comments that contribute to the discussion		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
			<p>and link to the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p> <p>e. <b>Cooperate and problem solve as appropriate for productive group discussion.</b></p>		
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence <b>distinguishing between a speaker's opinions and verifiable facts.</b>		
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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; and avoid plagiarism by identifying sources; speak clearly at an understandable pace.		
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	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.)		
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	<p>7. Distinguish among, understand, and use different types of print, digital, and multimodal media.</p> <p>a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).</p> <p>b. Locate and use information in print, non-print, and digital resources using a variety of strategies.</p> <p>c. Evaluate the accuracy and credibility of information found in digital sources.</p> <p>d. Recognize ethical standards and safe practices in social and personal media communications.</p>		
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	<p>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.)</p> <p>a. Evaluate the Fair Use of</p>		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
			<p>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.</p> <p><b>b. Publish the work and share it with an audience</b></p>		
5	10. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>		
5	11. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p>		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
			<p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>		
5	10. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>		
5	10. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize reference materials, as appropriate.	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</p>		

Level	Strand/Sub-strand	Anchor Standard		Curriculum	Assessment
			<p>(e.g., <i>photograph, photosynthesis</i>).</p> <p>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.</p>		
5	10. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings <b>to develop word consciousness.</b></p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		
5	10. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to	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., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).		

L e v e l	Strand/Sub- strand	Anchor Standard		Curriculum	Assessment
		comprehension or expression.			