



Draft #1 of Minnesota K-12 Academic Standards in English Language Arts (ELA) Education

Introduction

The First Draft of the English Language Arts (ELA) Standards represents the work of the ELA Standards review committee. This group of 32 individuals includes K-12 teachers, administrators, college faculty, representatives of educational organizations, and community members. The committee membership, timeline and assumptions that guide their work are found on the [Minnesota Department of Education \(MDE\) ELA webpage](https://education.mn.gov/MDE/dse/stds/ela/), [<https://education.mn.gov/MDE/dse/stds/ela/>].

We encourage you to provide feedback and comments about this draft of the standards via the online feedback survey from **November 11 – December 6**. Town Hall Meetings are scheduled at several locations across the state. These meetings provide background about the standards revision process and provide an opportunity for input. The survey and the meeting schedule are posted at the above link.

The second draft of the standards will be published in February and the final draft will be available in May. The final draft will be available for planning purposes and the standards become law through the Minnesota rulemaking process. More information on the standards development process is at the MDE English Language Arts (ELA) webpage linked above.

Minnesota Statutes require that there be statements of standards and benchmarks. Anchor Standards are a summary description of student learning. The Kindergarten - Grade 12 benchmarks identify the learning that is to be accomplished by all students by the end of each grade.

Career and College Readiness Statement

The standards and benchmarks should be aligned with the knowledge and skills needed for career and college readiness. Included here is the first draft of the ELA Career and College Readiness Statement.

College- and career-ready students are effective and critical consumers and producers of ideas, who are able to successfully function in and contribute as citizens to (their) (local and global) communities. Post-secondary success and personal fulfillment demands that individuals have a broad foundation of language and literacy skills and are able to transfer these skills and apply learning in order to:

...demonstrate their understanding, value, and respect of other perspectives, identities, and cultures. They understand their own perspectives, identities, and cultures in relation to those of others; they

engage with a wide variety of texts with a diverse representation of perspectives, identities, and cultures like and unlike their own (including but not limited to race, religion, gender and sexual minority); they are inclusive of others. They are conscious and critical of their own biases and those of larger society.

...become self-directed learners who value expanding knowledge, skills and understanding through literacy. They are able to express themselves clearly and creatively; they reflect on their learning and revise their own thinking; they persevere in the face of educational challenges; they read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise; they read a wide variety of self-selected texts for personal fulfillment; and they are lifelong learners who value knowledge.

...possess effective learning and work behaviors. They advocate for themselves; they are able to problem-solve; they comprehend as well as critique texts; they make informed decisions; they give and utilize constructive criticism; and they communicate and collaborate with others.

...build and communicate strong content knowledge. They adjust to, interact with, and interpret a wide variety of texts, including but not limited to informational, fictional, technical, and procedural; they synthesize information to articulate their thinking; they refine and share their knowledge; and they respond to the varying demands of audience, task, purpose, and discipline.

...become responsible digital citizens. They are critical consumers of information; they analyze and evaluate sources; they honor intellectual property; they find, use, and value credible evidence; they create and interact with content responsibly; they demonstrate safe and responsible use of technology; and they are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Organization of the Standards

The organization and structure of the standards communicates how ELA education is conceptualized for Minnesota students. The standards are organized into four strands:

1. Reading and Comprehension
2. Writing
3. Speaking, Viewing, Listening, and Creating
4. Language

Each anchor standard fits into a strand. There are 34 anchor standards which are consistent across Kindergarten through grade 12.

Each benchmark is grade-level specific and coded as follows:

The benchmarks for each anchor standard are designated by four-digit codes. For example, in the code **7.1.5.2**

- The **7** refers to grade 7;
- The **1** refers to the strand, *Reading and Comprehension*;

- The **5** refers to the ELA anchor standard: *Analyze the structure of texts, including how the parts of the text relate to each other and the whole.*
- The **2** refers to the specific benchmark for that standard: *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*

Example:

- 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.**

| Grade | Code | Benchmark |
|-------|---------|---|
| 7 | 7.1.5.2 | <i>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</i> |

Reading and Comprehension

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.

| Grade | Code | Benchmarks |
|--------------|---------|--|
| Kindergarten | 0.1.1.1 | With prompting and support, ask and answer questions about key details in a literature text. |
| Kindergarten | 0.1.1.2 | With prompting and support, ask and answer questions about key details in an informational text. |
| 1 | 1.1.1.1 | Ask and answer questions about key details in a literature text. |
| 1 | 1.1.1.2 | Ask and answer questions about key details in an informal text. |
| 2 | 2.1.1.1 | Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a literature text. |
| 2 | 2.1.1.2 | Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in an informational text. |
| 3 | 3.1.1.1 | Ask and answer questions to demonstrate understanding of a literature text, referring explicitly to the text as the basis for the answers. |
| 3 | 3.1.1.2 | Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers. |
| 4 | 4.1.1.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the literature text. |
| 4 | 4.1.1.2 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the informational text. |
| 5 | 5.1.1.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the literature text. |

| Grade | Code | Benchmarks |
|-------|----------|--|
| 5 | 5.1.1.2 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the informational text. |
| 6 | 6.1.1.1 | Cite textual evidence to support conclusions of what the text says explicitly as well as inferences drawn from the literature text. |
| 6 | 6.1.1.2 | Cite textual evidence to support conclusions of what the text says explicitly as well as inferences drawn from the informational text. |
| 7 | 7.1.1.1 | Cite several pieces of textual evidence to support conclusions of what the text says explicitly as well as inferences drawn from the literature text. |
| 7 | 7.1.1.2 | Cite several pieces of textual evidence to support conclusions of what the text says explicitly as well as inferences drawn from the informational text. |
| 8 | 8.1.1.1 | Cite the textual evidence that most strongly supports conclusions of what the text says explicitly as well as inferences drawn from the literature text. |
| 8 | 8.1.1.2 | Cite the textual evidence that most strongly supports conclusions of what the text says explicitly as well as inferences drawn from the informational text. |
| 9-10 | 9.1.1.1 | Cite strong and thorough textual evidence to support conclusions of what the text says explicitly as well as inferences drawn from the literature text. |
| 9-10 | 9.1.1.2 | Cite strong and thorough textual evidence to support conclusions of what the text says explicitly as well as inferences drawn from the informational text. |
| 11-12 | 11.1.1.1 | Cite strong and thorough textual evidence to support conclusions of what a literature text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| 11-12 | 11.1.1.2 | Cite strong and thorough textual evidence to support conclusions of what an informative text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

2. Determine central ideas or themes of a text. Summarize the key supporting details and ideas.

| Grade | Code | Benchmarks |
|--------------|---------|--|
| Kindergarten | 0.1.2.1 | With prompting and support, retell familiar stories, including key details from literature texts. |
| Kindergarten | 0.1.2.2 | With prompting and support, identify the main topic and retell key details of an informational text. |
| 1 | 1.1.2.1 | Retell stories from literature texts, including key details, and demonstrate understanding of their central message or lesson. |
| 1 | 1.1.2.2 | Identify the main topic and key details of an informational text. |
| 2 | 2.1.2.1 | Retell stories from literature texts in chronological order, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| 2 | 2.1.2.2 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the informational text. |
| 3 | 3.1.2.1 | Retell 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 literature text. |
| 3 | 3.1.2.2 | Determine the main idea of an informational text; identify the key details and explain how they support the main idea. |
| 4 | 4.1.2.1 | Determine a theme or central idea of a story, drama, or poem from details in the literature text; summarize the text. |
| 4 | 4.1.2.2 | Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. |
| 5 | 5.1.2.1 | Determine a theme or central idea of a story, drama, or poem from details in the literature text; summarize the text. |
| 5 | 5.1.2.2 | Determine two or more central ideas of an informational text and explain how they are supported by key details; summarize the text. |

| Grade | Code | Benchmarks |
|-------|----------|---|
| 6 | 6.1.2.1 | Determine a theme or central idea of a literature text and how it is conveyed through specific details; provide a summary of the text free from personal opinions or judgments. |
| 6 | 6.1.2.2 | Determine a theme or central idea of an informational text and how it is conveyed through specific details; provide a summary of the text free from personal opinions or judgments. |
| 7 | 7.1.2.1 | Determine a theme or central idea of a literature text and including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| 7 | 7.1.2.2 | Determine a theme or central idea of an informational text; provide an objective summary of the text. |
| 8 | 8.1.2.1 | Determine a theme or central idea of a literature text, including those by and about Minnesota American Indians, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| 8 | 8.1.2.2 | Determine the central idea(s) of an informational text, including the relationship to supporting ideas; provide an objective summary of the text. |
| 9-10 | 9.1.2.1 | Determine a theme or central idea of a literature text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| 9-10 | 9.1.2.2 | Determine the central idea(s) of an informational text, including how it is developed and refined by specific details; Synthesize the ideas and provide an objective summary of the text. |
| 11-12 | 11.1.2.1 | Determine two or more themes or central ideas of a literature text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| 11-12 | 11.1.2.2 | Determine two or more central ideas of an informational text and synthesize their development over the course of the text, including how they interact and build on one another to provide a complex synthesis; provide an objective summary of the text. |

3. Analyze the development of the central ideas or themes of a text; Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

| Grade | Code | Benchmarks |
|--------------|---------|---|
| Kindergarten | 0.1.3.1 | With prompting and support, identify characters, settings, and major events in a story. |
| Kindergarten | 0.1.3.2 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text. |
| 1 | 1.1.3.1 | Describe characters, settings, and major events in a story, using key details from a literature text. |
| 1 | 1.1.3.2 | Describe the connection between two individuals, events, ideas, or pieces of information in an informational text. |
| 2 | 2.1.3.1 | Describe how characters in a story respond to major events and challenges, using key details from a literature text. |
| 2 | 2.1.3.2 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text. |
| 3 | 3.1.3.1 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events in a literature text. |
| 3 | 3.1.3.2 | Describe events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the informational text. |
| 4 | 4.1.3.1 | Describe a character, setting, or event in a story or drama, drawing on specific details in the literature text (e.g., a character’s thoughts, words, or actions). |
| 4 | 4.1.3.2 | Explain the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text. |
| 5 | 5.1.3.1 | Describe two or more characters, settings, or events in a story or drama, drawing on specific details in the literature text (e.g., how characters interact). |

| Grade | Code | Benchmarks |
|-------|----------|--|
| 5 | 5.1.3.2 | 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 informational text. |
| 6 | 6.1.3.1 | Describe how a plot unfolds as well as how the characters respond or change as the plot moves toward a resolution in a literature text. |
| 6 | 6.1.3.2 | Analyze in detail how a key individual, event, or idea is introduced, displayed, and elaborated in an informational text (e.g., through examples or anecdotes). |
| 7 | 7.1.3.1 | Analyze how elements of a story or drama interact over the course of the literature text (e.g., how setting shapes the characters or plot). |
| 7 | 7.1.3.2 | Analyze the interactions between individuals, events, and ideas in an informational text. |
| 8 | 8.1.3.1 | Analyze how dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision in a literature text. |
| 8 | 8.1.3.2 | Analyze how an informational text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| 9-10 | 9.1.3.1 | Analyze how events, ideas, and complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and advance the plot or develop the theme in a literature text. |
| 9-10 | 9.1.3.2 | Analyze a series of informational ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them in an informational text. |
| 11-12 | 11.1.3.1 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) in a literature text. |

| Grade | Code | Benchmarks |
|-------|----------|--|
| 11-12 | 11.1.3.2 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of text in an informational text. |

4. Interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone.

| Grade | Code | Benchmarks |
|--------------|---------|---|
| Kindergarten | 0.1.4.1 | Recognize rhythm, alliteration, and repeated lines in a story, poem, or song. |
| Kindergarten | 0.1.4.2 | With prompting and support, ask and answer questions about unknown words in an informational text. |
| 1 | 1.1.4.1 | Recognize how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| 1 | 1.1.4.2 | Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text. |
| 2 | 2.1.4.1 | Recognize words and phrases in stories or poems, including words with multiple meanings, to shape meaning or tone in a literature text. |
| 2 | 2.1.4.2 | Determine the meaning of words and phrases in an informational text relevant to a grade 2 topic or subject area. |
| 3 | 3.1.4.1 | Determine the meaning of words and phrases as they are used in a literature text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| 3 | 3.1.4.2 | Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area. |
| 4 | 4.1.4.1 | Determine the meaning of words and phrases as they are used in a literature text, distinguishing literal from nonliteral language, including figurative language such as similes. |

| Grade | Code | Benchmarks |
|-------|---------|---|
| 4 | 4.1.4.2 | Determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area. |
| 5 | 5.1.4.1 | Determine the meaning of words and phrases as they are used in a literature text, including figurative language such as metaphors and similes and multiple meaning words. |
| 5 | 5.1.4.2 | Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area. |
| 6 | 6.1.4.1 | Determine the meaning of words and phrases as they are used in a literature text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| 6 | 6.1.4.2 | Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings. |
| 7 | 7.1.4.1 | Determine the meaning of words and phrases as they are used in a literature text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. |
| 7 | 7.1.4.2 | Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| 8 | 8.1.4.1 | Determine the meaning of words and phrases as they are used in a literature text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 8 | 8.1.4.2 | Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 9-10 | 9.1.4.1 | Determine the meaning of words and phrases as they are used in the literature text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |

| Grade | Code | Benchmarks |
|-------|----------|---|
| 9-10 | 9.1.4.2 | Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| 11-12 | 11.1.4.1 | Determine the meaning of words and phrases as they are used in the literature text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. |
| 11-12 | 11.1.4.2 | Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. |

5. Analyze the structure of texts, including how the parts of the text relate to each other and the whole.

| Grade | Code | Benchmarks |
|--------------|---------|--|
| Kindergarten | 0.1.5.1 | With prompting and support, recognize orientation (front cover, back cover, and title page of a book), organization (beginning, middle and end) of a story and features of print in literature texts. |
| Kindergarten | 0.1.5.2 | With prompting and support, recognize orientation (front cover, back cover, and title page of a book), organization, and features of print in informational texts. |
| 1 | 1.1.5.1 | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literature text types; Identify beginning, middle and end of a story. |
| | 1.1.5.2 | Know and use various informational text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| 2 | 2.1.5.1 | Describe the general purpose of each section of a story demonstrating understanding how the beginning introduces and the ending concludes in a literature text. |

| Grade | Code | Benchmarks |
|-------|---------|--|
| 2 | 2.1.5.2 | Know and use various informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| 3 | 3.1.5.1 | Refer to parts of stories, dramas, and poems when writing or speaking about a literature text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| 3 | 3.1.5.2 | Use informational text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| 4 | 4.1.5.1 | Explain the major differences between structural elements of poems, drama, and prose (chapters, scenes or stanzas) when writing or speaking about a literature text. |
| 4 | 4.1.5.2 | Describe the overall informational text structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| 5 | 5.1.5.1 | Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. |
| 5 | 5.1.5.2 | Compare and contrast the overall informational text structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information. |
| 6 | 6.1.5.1 | Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure of a literature text and contributes to the development of the theme, setting, or plot. |
| 6 | 6.1.5.2 | Analyze how a given sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the ideas. |
| 7 | 7.1.5.1 | Analyze how a drama's or poem's form or structure contributes to its meaning. |
| 7 | 7.1.5.2 | Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas. |

| Grade | Code | Benchmarks |
|-------|----------|--|
| 8 | 8.1.5.1 | Analyze how the differing structure of two or more literature texts contributes to their meaning and style. |
| 8 | 8.1.5.2 | Analyze the structure of a paragraph in an informational text, including the role of a given sentences in developing and refining a key concept. |
| 9-10 | 9.1.5.1 | Analyze how an author’s choices concerning how to structure a literature text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| 9-10 | 9.1.5.2 | Analyze how an author’s ideas or claims are developed and refined by given sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter). |
| 11-12 | 11.1.5.1 | Analyze how an author’s choices concerning how to structure specific parts of a literature text (e.g., the choice of where to begin or end a story, the choice of resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| 11-12 | 11.1.5.2 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging in an informational text. |

6. Analyze how the author’s purpose, cultural identities, biases, and points of view shape the content and style of a text.

| Grade | Code | Benchmarks |
|--------------|---------|---|
| Kindergarten | 0.1.6.1 | With prompting and support, define the role of an author and illustrator in telling the story. |
| Kindergarten | 0.1.6.2 | With prompting and support, define the role of an author and illustrator in presenting the ideas or information in an informational text. |
| 1 | 1.1.6.1 | Determine who is telling the story (i.e., point of view and cultural identities) in a literature text. |

| Grade | Code | Benchmarks |
|-------|---------|--|
| 1 | 1.1.6.2 | Compare information provided by pictures or other informational text features to information provided by the words in a text. |
| 2 | 2.1.6.1 | Determine the author's purpose (i.e., tell a story, provide information) and how it may be influenced by cultural identities in a literature text. |
| 2 | 2.1.6.2 | Identify the main purpose of an informational text, including what the author wants to answer, explain, or describe. |
| 3 | 3.1.6.1 | Determine the author's stated and implied purpose (i.e., entertain, inform, persuade) and how it may be influenced by cultural identities in a literature text. |
| 3 | 3.1.6.2 | Determine the author's stated and implied purpose (i.e., entertain, inform, persuade) and how it may be influenced by cultural identities in an informational text. |
| 4 | 4.1.6.1 | Determine whether a story is narrated in first or third person point of view. |
| 4 | 4.1.6.2 | Determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose, including by or about Minnesota American Indians, of the same event or topic in an informational text. |
| 5 | 5.1.6.1 | Describe how an author's cultural identities, bias, and point of view influence how events are described in a literature text. |
| 5 | 5.1.6.2 | Analyze multiple accounts by various cultures of the same event or topic, noting important similarities, differences, and biases in the point of view they represent in an informational text. |
| 6 | 6.1.6.1 | Compare and contrast stated or implied purposes of authors writing on the same topic, including those by or about Minnesota American Indians in a literature text. |
| 6 | 6.1.6.2 | Compare and contrast stated or implied purposes of authors writing on the same topic, including those by or about Minnesota American Indians in an informational text. |
| 7 | 7.1.6.1 | Analyze how an author develops and contrasts the cultural identities, biases, and points of view of different characters or narrators in a text in a literature text. |

| Grade | Code | Benchmarks |
|-------|----------|---|
| 7 | 7.1.6.2 | Determine an author’s point of view or purpose in an informational text and analyze how the author distinguishes his or her position from that of others with differing cultural identities and biases. |
| 8 | 8.1.6.1 | Analyze literary text written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence. |
| 8 | 8.1.6.2 | Analyze how the author of an informational text acknowledges and responds to conflicting evidence or viewpoints with differing cultural identities and biases. |
| 9-10 | 9.1.6.1 | Evaluate the extent to which historical, cultural, and/or global perspectives affect author’s stylistic and organizational choices in a literature text. |
| 9-10 | 9.1.6.2 | Analyze how an author uses rhetoric to advance a point of view or purpose in an informational text. |
| 11-12 | 11.1.6.1 | Analyze how the author’s purpose, cultural identities, biases, and points of view shape the content and style of a literature text. |
| 11-12 | 11.1.6.2 | Analyze how the author’s purpose, cultural identities, biases, and points of view shape the content and style of an informational text. |

7. Determine and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance, credibility, possible bias, and sufficiency of the evidence.

| Grade | Code | Benchmarks |
|--------------|---------|--|
| Kindergarten | 0.1.7.1 | <i>Literature benchmarks not applicable to this anchor standard.</i> |
| Kindergarten | 0.1.7.2 | <i>Informational benchmark begins in grade 3.</i> |
| 1 | 1.1.7.1 | <i>Literature benchmarks not applicable to this anchor standard.</i> |
| 1 | 1.1.7.2 | <i>Informational benchmark begins in grade 3.</i> |

| Grade | Code | Benchmarks |
|-------|---------|---|
| 2 | 2.1.7.1 | <i>Literature benchmarks not applicable to this anchor standard.</i> |
| 2 | 2.1.7.2 | <i>Informational benchmark begins in grade 3.</i> |
| 3 | 3.1.7.1 | <i>Literature benchmarks not applicable to this anchor standard.</i> |
| 3 | 3.1.7.2 | Describe the logical connection between given sentences and paragraphs in an informational text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| 4 | 4.1.7.1 | <i>Literature benchmarks not applicable to this anchor standard.</i> |
| 4 | 4.1.7.2 | Explain how an author uses reasons and evidence to support particular points in an informational text. |
| 5 | 5.1.7.1 | <i>Literature benchmarks not applicable to this anchor standard.</i> |
| 5 | 5.1.7.2 | Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s). |
| 6 | 6.1.7.1 | <i>Literature benchmarks not applicable to this anchor standard.</i> |
| 6 | 6.1.7.2 | Determine and evaluate the argument and specific claims in an informational text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| 7 | 7.1.7.1 | <i>Literature benchmarks not applicable to this anchor standard.</i> |
| 7 | 7.1.7.2 | Determine and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| 8 | 8.1.7.1 | <i>Literature benchmarks not applicable to this anchor standard.</i> |
| 8 | 8.1.7.2 | Determine and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |

| Grade | Code | Benchmarks |
|-------|----------|--|
| 9-10 | 9.1.7.1 | <i>Literature benchmarks not applicable to this anchor standard.</i> |
| 9-10 | 9.1.7.2 | Determine and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| 11-12 | 11.1.7.1 | <i>Literature benchmarks not applicable to this anchor standard.</i> |
| 11-12 | 11.1.7.2 | Determine and evaluate the reasoning in seminal U.S. informational texts, including the application of constitutional principles, use of legal reasoning, and the premises, purposes, and arguments in works of public advocacy. |

8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

| Grade | Code | Benchmarks |
|--------------|---------|---|
| Kindergarten | 0.1.8.1 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |
| Kindergarten | 0.1.8.2 | With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., illustrations, descriptions, or procedures). |
| 1 | 1.1.8.1 | Compare and contrast the adventures and experiences of characters in stories. |
| 1 | 1.1.8.2 | Identify basic similarities in and differences between two informational texts on the same topic (e.g., illustrations, descriptions, or procedures). |
| 2 | 2.1.8.1 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota American Indians. |
| 2 | 2.1.8.2 | Compare and contrast the most important points and key details presented in two informational texts on the same topic. |

| Grade | Code | Benchmarks |
|-------|---------|---|
| 3 | 3.1.8.1 | 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, myths, and literature from different cultures, including American Indian) in literature texts. |
| 3 | 3.1.8.2 | Compare and contrast the most important points and key details presented in two informational texts on the same topic. |
| 4 | 4.1.8.1 | Compare and contrast similar themes, topics and patterns of events in literature texts. |
| 4 | 4.1.8.2 | Synthesize information from two informational texts on the same topic in order to write or speak about the subject knowledgeably. |
| 5 | 5.1.8.1 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics In literature texts. |
| 5 | 5.1.8.2 | Synthesize information from three or more informational texts on the same topic in order to write or speak about the subject knowledgeably. |
| 6 | 6.1.8.1 | Compare and contrast literature texts in different forms or genres including those by and about Minnesota American Indians in terms of their approaches to similar themes and topics. |
| 6 | 6.1.8.2 | Compare and contrast one author’s presentation of events, including events related to Minnesota American Indians, with that of another in information texts. |
| 7 | 7.1.8.1 | Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history in literature texts. |
| 7 | 7.1.8.2 | Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians; shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts in informational texts. |

| Grade | Code | Benchmarks |
|-------|----------|--|
| 8 | 8.1.8.1 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works, including describing how the material is rendered new in a literature text. |
| 8 | 8.1.8.2 | Analyze a case in which two or more informational texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| 9-10 | 9.1.8.1 | Analyze how an author draws on and transforms source material in a specific literature text (e.g., how a Minnesota American Indian author uses oral tradition to create works of literature). |
| 9-10 | 9.1.8.2 | Analyze seminal U.S. documents of historical and literary significance (e.g., documents such as those written by Sojourner Truth, Chief Seattle, and Elizabeth Cady Stanton), including how they address related themes and concepts in informational texts. |
| 11-12 | 11.1.8.1 | Demonstrate knowledge of American literature, including American Indian and other diverse cultures' texts and how two or more literature texts from the same period treat similar themes or topics. |
| 11-12 | 11.1.8.2 | Analyze informational text documents of historical and literary significance for their themes, purposes, and rhetorical features. |

9. Self-select, read and comprehend complex literary and informational texts independently and proficiently.

| Grade | Code | Benchmarks |
|--------------|---------|---|
| Kindergarten | 0.1.9.1 | <p>Self-select, read, and comprehend literary texts with scaffolding as needed.</p> <ul style="list-style-type: none"> a. With support as needed, self- select books for personal enjoyment and interest. b. Actively engage in group reading activities. |

| Grade | Code | Benchmarks |
|--------------|---------|--|
| Kindergarten | 0.1.9.2 | <p>Self-select, read and comprehend informational texts of appropriate complexity for Kindergarten with scaffolding as needed.</p> <ul style="list-style-type: none"> a. With support as needed, self-select books for personal enjoyment and interest. b. Actively engage in group reading activities. |
| 1 | 1.1.9.1 | <p>Self-select, read and comprehend literary texts with scaffolding as needed.</p> <ul style="list-style-type: none"> a. With support as needed, self-select books for personal enjoyment and interest. b. Read and comprehend of appropriate text complexity for grade 1. |
| 1 | 1.1.9.2 | <p>Self-select, read and comprehend informational texts with scaffolding as needed.</p> <ul style="list-style-type: none"> a. With support as needed, self-select books for personal enjoyment and interest. b. Read and comprehend of appropriate text complexity for grade 1. |
| 2 | 2.1.9.1 | <p>Self-select, read and comprehend literary texts independently and proficiently.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment and interest to deepen exposure to favorite authors/topics/genres. b. Read and comprehend texts in the grades 2–3 text complexity band proficiently. |
| 2 | 2.1.9.2 | <p>Self-select, read and comprehend informational texts independently and proficiently, including history/social studies, science, and technical texts.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment and interest to deepen exposure to favorite authors/topics/genres. b. Read and comprehend texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| 3 | 3.1.9.1 | <p>Self-select, read and comprehend literary texts independently and proficiently.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment and interest to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 2–3 text complexity band proficiently. |

| Grade | Code | Benchmarks |
|-------|---------|--|
| 3 | 3.1.9.2 | <p>Self-select, read and comprehend informational texts independently and proficiently, including history/social studies, science, and technical texts.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment and interest to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 2–3 text complexity band proficiently. |
| 4 | 4.1.9.1 | <p>Self-select, read and comprehend literary texts independently and proficiently.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences b. Read and comprehend texts in the grades 4-5 text complexity band. |
| 4 | 4.1.9.2 | <p>Self-select, read and comprehend informational texts independently and proficiently including history/social studies, science, and technical texts.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 4-5 text complexity band. |
| 5 | 5.1.9.1 | <p>Self-select, read and comprehend literary texts independently and proficiently.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 4-5 text complexity band. |
| 5 | 5.1.9.2 | <p>Self-select, read and comprehend informational texts independently and proficiently including history/social studies, science, and technical texts.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. a. Read and comprehend texts in the grades 4-5 text complexity band. |

| Grade | Code | Benchmarks |
|-------|---------|---|
| 6 | 6.1.9.1 | <p>Self-select, read and comprehend literary developmentally appropriate texts independently and proficiently.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 6–8 text complexity band. |
| 6 | 6.1.9.2 | <p>Self-select, read and comprehend informational texts independently and proficiently.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 6–8 text complexity band. |
| 7 | 7.1.9.1 | <p>Self-select, read and comprehend literary texts independently and proficiently with appropriate scaffolding for texts at the high end of the range.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 6–8 text complexity band. |
| 7 | 7.1.9.2 | <p>Self-select, read and comprehend informational texts independently and proficiently independently and proficiently, with scaffolding as needed at the high end of the range.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. a. Read and comprehend texts in the grades 6–8 text complexity band. |
| 8 | 8.1.9.1 | <p>Self-select, read and comprehend literary texts independently and proficiently.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 6–8 text complexity band. |

| Grade | Code | Benchmarks |
|-------|----------|--|
| 8 | 8.1.9.2 | <p>Self-select, read and comprehend informational texts independently and proficiently.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 6–8 text complexity band. |
| 9-10 | 9.1.9.1 | <p>Self-select, read and comprehend literary texts independently and proficiently.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 9–10 text complexity band. |
| 9 | 9.1.9.2 | <p>Self-select, read and comprehend informational texts independently and proficiently</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 9–10 text complexity band. |
| 11-12 | 11.1.9.1 | <p>Self-select, read and comprehend literary texts independently and proficiently.</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 11-12 text complexity band. |
| 11-12 | 11.1.9.2 | <p>Self-select, read and comprehend informational texts independently and proficiently</p> <ul style="list-style-type: none"> a. Self-select books for personal enjoyment, interest, and academic tasks to deepening exposure to favorite authors/topics/genres and explaining preferences. b. Read and comprehend texts in the grades 11-12 text complexity band. |

10. Read and comprehend a wide variety of texts with a diverse representation of perspectives, identities, and cultures like and unlike their own, including the contributions of MN American Indian communities and tribes.

Benchmarks will be developed for Draft #2.

Reading Foundational Skills

There is currently not an Anchor Standard for these benchmarks, so they are coded: grade. strand (1 for reading). F (for Foundational Skill). benchmark.

Kindergarten

| Code | Skill | Benchmarks |
|---------|---|--|
| 0.1.F.1 | Print Concepts | <ul style="list-style-type: none"> a. Demonstrate understanding of the organization and basic features of print. b. Follow words from left to right, top to bottom, and page by page. c. Recognize that spoken words are represented in written language by specific sequences of letters. d. Understand that words are separated by spaces in print. e. Recognize and name all upper- and lowercase letters of the alphabet. |
| 0.1.F.2 | Phonological Awareness | <ul style="list-style-type: none"> a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Recognize and produce rhyming words. c. Count, pronounce, blend, and segment syllables in spoken words. d. Blend and segment onsets and rimes of single-syllable spoken words. e. 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/.) |
| 0.1.F.3 | Phonics and Word Recognition | <ul style="list-style-type: none"> a. Know and apply grade-level phonics and word analysis skills in decoding words. b. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. c. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. d. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ |
| 0.1.F.4 | Fluency | Read emergent-reader texts with purpose and understanding. |
| 0.1.F.5 | Self-Monitoring of comprehension; metacognition | <ul style="list-style-type: none"> a. With scaffolding and support, express confusion when reading doesn't make sense. b. With scaffolding and support, use self-monitoring talk ("I think", "This reminds me of"). |

1st Grade

| Code | Skill | Benchmark |
|---------|---|--|
| 1.1.F.1 | Print Concepts | <ul style="list-style-type: none"> a. Demonstrate understanding of the organization and basic features of print. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| 1.1.F.2 | Phonological Awareness | <ul style="list-style-type: none"> a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Distinguish long from short vowel sounds in spoken single-syllable words. c. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. e. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| 1.1.F.3 | Phonics and Word Recognition | <ul style="list-style-type: none"> a. Know and apply grade-level phonics and word analysis skills in decoding words. b. Know the spelling-sound correspondences for common consonant digraphs. c. Decode regularly spelled one-syllable words. d. Know final -e and common vowel team conventions for representing long vowel sounds. e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. f. Decode two-syllable words following basic patterns by breaking the words into syllables. g. Read words with inflectional endings. h. Recognize and read grade-appropriate irregularly spelled words. |
| 1.1.F.4 | Fluency | <ul style="list-style-type: none"> a. Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text with purpose and understanding. c. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 1.1.F.5 | Self-Monitoring of comprehension; metacognition | <ul style="list-style-type: none"> a. Express confusion when reading doesn't make sense b. Use self-monitoring talk ("I think", "This reminds me of"). |

2nd Grade

| Code | Skill | Benchmark |
|---------|---|---|
| 2.1.F.1 | Print Concepts | Not applicable. |
| 2.1.F.2 | Phonological Awareness | Not applicable |
| 2.1.F.3 | Phonics and Word Recognition | <ul style="list-style-type: none"> a. Know and apply grade-level phonics and word analysis skills in decoding words. b. Distinguish long and short vowels when reading regularly spelled one-syllable words. c. Know spelling-sound correspondences for additional common vowel teams. d. Decode regularly spelled two-syllable words with long vowels. e. Decode words with common prefixes and suffixes. f. Identify words with inconsistent but common spelling-sound correspondences. g. Recognize and read grade-appropriate irregularly spelled words. |
| 2.1.F.4 | Fluency | <ul style="list-style-type: none"> a. Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text with purpose and understanding. c. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 2.1.F.5 | Self-Monitoring of comprehension; metacognition | <ul style="list-style-type: none"> a. Express confusion when reading doesn't make sense, and apply learned strategies. b. Use self-monitoring skills to self-correct when meaning breaks down |

3rd Grade

| Code | Skill | Benchmark |
|---------|---|--|
| 3.1.F.1 | Print Concepts | Not applicable. |
| 3.1.F.2 | Phonological Awareness | Not applicable. |
| 3.1.F.3 | Phonics and Word Recognition | <ul style="list-style-type: none"> a. Know and apply grade-level phonics and word analysis skills in decoding words. b. Identify and know the meaning of the most common prefixes and derivational suffixes. c. Decode words with common Latin suffixes. d. Decode multi-syllable words. e. Read grade-appropriate irregularly spelled words. |
| 3.1.F.4 | Fluency | <ul style="list-style-type: none"> a. Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text with purpose and understanding. c. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 3.1.F.5 | Self-Monitoring of comprehension; metacognition | <ul style="list-style-type: none"> a. Express confusion when reading doesn't make sense, and apply learned strategies. b. Describe own process of self-monitoring when meaning breaks down. |

4th Grade

| Code | Skill | Benchmark |
|---------|---|--|
| 4.1.F.1 | Print Concepts | Not applicable. |
| 4.1.F.2 | Phonological Awareness | Not applicable. |
| 4.1.F.3 | Phonics and Word Recognition | <ul style="list-style-type: none"> a. Know and apply grade-level phonics and word analysis skills in decoding words. 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. |
| 4.1.F.4 | Fluency | <ul style="list-style-type: none"> a. Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text with purpose and understanding. c. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 4.1.F.5 | Self-Monitoring of comprehension; metacognition | <ul style="list-style-type: none"> a. Express confusion when reading doesn't make sense, and apply learned strategies. b. Self-evaluate and describe own process of comprehension when meaning breaks down. |

5th Grade

| Code | Skill | Benchmark |
|---------|---|--|
| 5.1.F.1 | Print Concepts | Not applicable. |
| 5.1.F.2 | Phonological Awareness | Not applicable. |
| 5.1.F.3 | Phonics and Word Recognition | <ul style="list-style-type: none"> a. Know and apply grade-level phonics and word analysis skills in decoding words. 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. |
| 5.1.F.4 | Fluency | <ul style="list-style-type: none"> a. Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text with purpose and understanding. c. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 5.1.F.5 | Self-Monitoring of comprehension; metacognition | <ul style="list-style-type: none"> a. Express confusion when reading doesn't make sense, and apply learned strategies. b. Self-evaluate and describe own process of comprehension and /or when meaning breaks down. |

6th Grade

| Code | Skill | Benchmark |
|---------|---|--|
| 6.1.F.1 | Print Concepts | Not applicable. |
| 6.1.F.2 | Phonological Awareness | Not applicable. |
| 6.1.F.3 | Phonics and Word Recognition | <ul style="list-style-type: none"> a. Apply knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. b. Apply knowledge of Latin or Greek roots useful in a content areas—science, history, math and technical subjects. |
| 6.1.F.4 | Fluency | <ul style="list-style-type: none"> a. Read silently with sufficient accuracy, fluency, and automaticity to support comprehension. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 6.1.F.5 | Self-Monitoring of comprehension; metacognition | <ul style="list-style-type: none"> a. Self-evaluate and describe own process of comprehension; seek assistance, models, sources, or feedback when meaning breaks down. b. Sustain effort to complete complex, grade appropriate reading task. |

7th Grade

| Code | Skill | Benchmark |
|---------|---|--|
| 7.1.F.1 | Print Concepts | Not applicable. |
| 7.1.F.2 | Phonological Awareness | Not applicable. |
| 7.1.F.3 | Phonics and Word Recognition | <ul style="list-style-type: none"> a. Apply knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context, determining intended word meaning and purpose. b. Apply knowledge of Latin or Greek roots useful in a content areas— science, history, math and technical subjects. |
| 7.1.F.4 | Fluency | <ul style="list-style-type: none"> a. Read silently with sufficient accuracy, fluency, and automaticity to support comprehension. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 7.1.F.5 | Self-Monitoring of comprehension; metacognition | <ul style="list-style-type: none"> a. 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. |

8th Grade

| Code | Skill | Benchmark |
|---------|---|--|
| 8.1.F.1 | Print Concepts | Not applicable. |
| 8.1.F.2 | Phonological Awareness | Not applicable. |
| 8.1.F.3 | Phonics and Word Recognition | <ul style="list-style-type: none"> a. Analyze knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context, determining intended word meaning and purpose. b. Apply knowledge of Latin or Greek roots useful in a content areas— science, history, math and technical subjects. |
| 8.1.F.4 | Fluency | <ul style="list-style-type: none"> a. Read silently with sufficient accuracy, fluency, and automaticity to support comprehension. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 8.1.F.5 | Self-Monitoring of comprehension; metacognition | <ul style="list-style-type: none"> a. Self-evaluate and describe own process of comprehension; seek assistance, models, sources, or feedback when meaning breaks down. b. Sustain effort to complete complex, grade appropriate reading tasks. |

9th and 10th grade

| Code | Skill | Benchmark |
|---------|---|--|
| 9.1.F.1 | Print Concepts | Not applicable. |
| 9.1.F.2 | Phonological Awareness | Not applicable. |
| 9.1.F.3 | Phonics and Word Recognition | Not applicable. |
| 9.1.F.4 | Fluency | Not applicable. |
| 9.1.F.5 | Self-Monitoring of comprehension; metacognition | <ul style="list-style-type: none"> a. Self-evaluate and describe own process of comprehension; seek assistance, models, sources, or feedback when meaning breaks down. b. Sustain effort to complete complex, grade appropriate reading tasks. |

Writing

1. Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant, credible and sufficient evidence.

| Grade | Code | Benchmark |
|--------------|---------|--|
| Kindergarten | 0.2.1.1 | <p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they consider audience.</p> <ul style="list-style-type: none"> a. Tell a reader the topic they are writing about. b. State an opinion about the topic. |
| 1 | 1.2.1.1 | <p>Write opinion pieces in which they consider the audience.</p> <ul style="list-style-type: none"> a. Introduce the topic. b. State an opinion about the topic. c. Supply a reason for the opinion. d. Provide some sense of closure. |
| 2 | 2.2.1.1 | <p>Write opinion pieces in which they consider the audience.</p> <ul style="list-style-type: none"> a. Introduce the topic. b. State an opinion about the topic. c. Supply reasons that support the opinion. d. Use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons. e. Provide a concluding statement or section. |
| 3 | 3.2.1.1 | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons with consideration of audience.</p> <ul style="list-style-type: none"> a. Introduce the topic with, stated an opinion. b. Provide and organize reasons to 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 connected to the opinion presented. |

| Grade | Code | Benchmark |
|-------|---------|--|
| 4 | 4.2.1.1 | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and evidence with consideration of audience.</p> <ol style="list-style-type: none"> a. Introduce the topic with stated opinion and purpose. b. Provide and organize reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section connected to the opinion presented. |
| 5 | 5.2.1.1 | <p>Write opinion pieces on topics or texts, supporting a point of view with clear reasons and relevant evidence with consideration of audience.</p> <ol style="list-style-type: none"> a. Introduce the topic clearly with stated opinion and purpose. b. Provide logically ordered reasons that are supported by relevant facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section connected to the opinion presented. |
| 6 | 6.2.1.1 | <p>Write formal arguments to support claims with clear reasons and relevant evidence with consideration of audience.</p> <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Provide a concluding statement or section that follows from and supports the argument presented. |

| Grade | Code | Benchmark |
|-------|---------|---|
| 7 | 7.2.1.1 | <p>Write formal arguments to support claims with clear reasons and relevant evidence with consideration of audience.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. |
| 8 | 8.2.1.1 | <p>Write formal arguments to support claims with clear reasons and relevant evidence with consideration of audience.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. |
| 9-10 | 9.2.1.1 | <p>Write formal arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence with consideration of audience.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |

| Grade | Code | Benchmark |
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| 11-12 | 11.2.1.1 | <p>Write formal arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence with consideration of audience.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain an objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. |

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.

| Grade | Code | Benchmark |
|--------------|---------|--|
| Kindergarten | 0.2.2.1 | <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they consider audience.</p> <ol style="list-style-type: none"> a. Name what they are writing about. b. Supply some information about the topic |
| 1 | 1.2.2.1 | <p>Write informative/explanatory texts in which they consider audience.</p> <ol style="list-style-type: none"> a. Name a topic. b. Supply facts about the topic. c. Provide a sense of closure. |

| Grade | Code | Benchmark |
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| 2 | 2.2.2.1 | <p>Write informative/explanatory texts in which they consider audience.</p> <ul style="list-style-type: none"> a. Introduce a topic. b. Use facts, definitions, and details to support topic. c. Provide a concluding statement. |
| 3 | 3.2.2.1 | <p>Write informative/explanatory texts in which they consider audience to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic. b. Develop the topic with facts, definitions, and details. Group related information together; include visuals when useful to aiding comprehension. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. |
| 4 | 4.2.2.1 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly, considering audience and in a consistent voice.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), and visuals when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section. |
| 5 | 5.2.2.1 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly, considering audience and in a consistent voice.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), visuals when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section. |

| Grade | Code | Benchmark |
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| 6 | 6.2.2.1 | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, considering audience and in a consistent voice.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), and graphics (e.g., charts, tables) when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section that follows from the information or explanation presented. |
| 7 | 7.2.2.1 | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, considering audience and in a consistent voice.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), and graphics (e.g., charts, tables) when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented. |

| Grade | Code | Benchmark |
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| 8 | 8.2.2.1 | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, considering audience and in a consistent voice.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| 9-10 | 9.2.2.1 | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content, considering audience and in a consistent voice.</p> <ul style="list-style-type: none"> a. Introduce a topic; develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. b. Organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), and graphics (e.g., figures, tables) as appropriate. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain an objective tone while attending to the norms and conventions of the discipline. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

| Grade | Code | Benchmark |
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| 11-12 | 11.2.2.1 | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content, considering audience and in a consistent voice.</p> <ol style="list-style-type: none"> Introduce a topic; develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

3. Write narratives and other creative texts to develop ideas using effective technique, descriptive details and clear sequence of events.

| Grade | Code | Benchmark |
|--------------|---------|--|
| Kindergarten | 0.2.3.1 | 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. |
| 1 | 1.2.3.1 | <p>Write narratives and other creative texts, considering audience, in which they describe two or more appropriately sequenced events.</p> <ol style="list-style-type: none"> Include some details regarding what happened and thoughts and feelings of characters. Use words that signal event order. Provide some sense of closure. |

| Grade | Code | Benchmark |
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| 2 | 2.2.3.1 | <p>Write narratives and other creative texts, considering audience, in which they describe short sequence of events.</p> <ul style="list-style-type: none"> a. Include details to describe actions, thoughts, and feelings of characters. b. Use words to signal event order and setting. c. Provide a sense of closure. |
| 3 | 3.2.3.1 | <p>Write narratives and other creative texts, considering audience, to develop real or imagined experiences or events using descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations and conflict. c. Use words and phrases to signal event order and setting. d. Provide a sense of closure. |
| 4 | 4.2.3.1 | <p>Write narratives and other creative texts, considering audience, to develop real or imagined experiences or events using, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Engage the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations and conflict and resolution. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion appropriate to the genre that follows from the narrated experiences or events. |

| Grade | Code | Benchmark |
|-------|---------|---|
| 5 | 5.2.3.1 | <p>Write narratives and other creative texts, considering audience, to develop real or imagined experiences or events using descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Engage the reader by establishing a situation and develop a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use literary and narrative techniques, such as dialogue, plot development, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion appropriate to the genre that honors the style of the narrative or creative text. |
| 6 | 6.2.3.1 | <p>Write narratives and other creative texts, considering audience, to develop real or imagined experiences or events using, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage the reader by establishing a context and develop a narrator and/or characters; organize an event sequence that unfolds purposely. b. Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, and explore plot techniques to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts. d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events. e. Provide a conclusion appropriate to the genre that honors the style of the narrative or creative text. |

| Grade | Code | Benchmark |
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| 7 | 7.2.3.1 | <p>Write narratives and other creative texts, considering audience, to develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage the reader by establishing a context and point of view and developing a narrator and/or complex characters; organize an event sequence that unfolds purposely. b. Use literary and narrative techniques, such as dialogue, plot techniques, pacing, rhythm, rhyme, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events. e. Provide a conclusion appropriate to the genre that honors the style of the narrative or creative text. |
| 8 | 8.2.3.1 | <p>Write narratives and other creative texts, considering audience, to develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage the reader by establishing a context and point of view and developing a narrator and/or complex characters; organize an event sequence that unfolds purposely. b. Use literary and narrative techniques, such as dialogue, complicated plot techniques, pacing, rhythm, repetition, rhyme, imagery, mood, and tone to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events. e. Provide a conclusion appropriate to the genre that honors the style of the narrative or creative text. |

| Grade | Code | Benchmark |
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| 9-10 | 9.2.3.1 | <p>Write narratives and other creative texts, considering audience, to develop real or imagined experiences or events using well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and developing a narrator and/or complex characters; create a purposeful progression of experiences or events. b. Use literary and narrative techniques, including dialogue, pacing, description, rhythm, repetition, rhyme, imagery, mood, and tone and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion appropriate to the genre that honors the style of the narrative or creative text. |
| 11-12 | 11.2.3.1 | <p>Write narratives and other creative texts, considering audience, to develop real or imagined experiences or events using well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and develop a narrator and/or characters; create a purposeful progression of experiences or events. b. Use literary and narrative techniques, including dialogue, pacing, rhythm, repetition, rhyme, description, imagery, mood, particular tone (e.g., a sense of mystery, suspense, growth, or resolution) and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward an outcome. d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion appropriate to the genre that honors the style of the narrative or creative text. |

4. Produce or publish writing in which the development, organization, and style are appropriate to task, purpose, audience, and discipline.

| Grade | Code | Benchmark |
|--------------|---------|--|
| Kindergarten | 0.2.4.1 | With guidance and support from adults, produce and publish writing that has organization. Writing types include opinions, informative/explanatory texts, narratives, and other creative texts. |
| 1 | 1.2.4.1 | With guidance and support from adults and peers, produce and publish writing that is developed, organized, and appropriate to task. Writing types include opinions, informative/explanatory texts, narratives, and other creative texts. |
| 2 | 2.2.4.1 | With guidance and support from adults and peers, produce and publish writing that is developed, organized, and appropriate to task. Writing types include opinions, informative/explanatory texts, narratives, and other creative texts. |
| 3 | 3.2.4.1 | With guidance and support from adults and peers, produce and publish writing that is developed, organized, and appropriate to task. Writing types include opinions, informative/explanatory texts, narratives, and other creative texts. |
| 4 | 4.2.4.1 | Produce and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing types include arguments, informative/explanatory texts, narratives, and other creative texts. |
| 5 | 5.2.4.1 | Produce and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing types include arguments, informative/explanatory texts, narratives, and other creative texts. |
| 6 | 6.2.4.1 | Produce and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing types include arguments, informative/explanatory texts, narratives, and other creative texts. |
| 7 | 7.2.4.1 | Produce and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing types include arguments, informative/explanatory texts, narratives, and other creative texts. |

| Grade | Code | Benchmark |
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| 8 | 8.2.4.1 | Produce and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing types include arguments, informative/explanatory texts, narratives, and other creative texts. |
| 9-10 | 9.2.4.1 | Produce and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing types include arguments, informative/explanatory texts, narratives, and other creative texts. |
| 11-12 | 11.2.4.1 | Produce and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing types include arguments, informative/explanatory texts, narratives, and other creative texts. |

5. Use a cyclical writing process to develop and strengthen writing as needed by planning, revising, and in preparation for publishing.

| Grade | Code | Benchmark |
|--------------|---------|--|
| Kindergarten | 0.2.5.1 | With guidance and support from adults, plan and draft writing (through a combination of drawing, dictating, and writing), respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| 1 | 1.2.5.1 | With guidance and support from adults, plan and draft writing, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 2 | 2.2.5.1 | With guidance and support from adults and peers, plan and draft writing, strengthen writing as needed by revising and editing. |
| 3 | 3.2.5.1 | Using self-reflection, guidance and support from peers and adults, use a cyclical writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing, with attention to grade-level appropriate organization and conventions |

| Grade | Code | Benchmark |
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| 4 | 4.2.5.1 | Using self-reflection, guidance and support from peers and adults, use a cyclical writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing, with attention to grade-level appropriate organization and conventions. |
| 5 | 5.2.5.1 | Using self-reflection, guidance and support from peers and adults, use a cyclical writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing, with attention to grade-level appropriate organization and conventions. |
| 6 | 6.2.5.1 | Using self-reflection and incorporating feedback from readers, platforms, and tools, use a cyclical writing process to develop and strengthen writing as needed by planning, drafting, revising (rewriting or trying a new approach), editing with attention to grade-level appropriate organization and conventions. With guidance and support from adults, provide constructive feedback on others' writing, appropriate to task, purpose, and audience. |
| 7 | 7.2.5.1 | Using self-reflection and incorporating feedback from readers, platforms, and tools, use a cyclical writing process to develop and strengthen writing as needed by planning, drafting, revising (rewriting or trying a new approach), editing with attention to grade-level appropriate organization and conventions. With guidance and support from adults, provide constructive feedback on others' writing, appropriate to task, purpose, and audience. |
| 8 | 8.2.5.1 | Using self-reflection and incorporating feedback from readers, platforms, and tools, use a cyclical writing process to develop and strengthen writing as needed by planning, drafting, revising (rewriting or trying a new approach), editing with attention to grade-level appropriate organization and conventions. With guidance and support from adults, provide constructive feedback on others' writing, appropriate to task, purpose, and audience. |
| 9-10 | 9.2.5.1 | Using self-reflection and incorporating feedback from readers, platforms, and tools, use a cyclical writing process to develop and strengthen writing as needed by planning, drafting, revising (rewriting or trying a new approach), editing with attention to grade-level appropriate organization and conventions. With guidance and support from adults, provide constructive feedback on others' writing, appropriate to task, purpose, and audience. |

| Grade | Code | Benchmark |
|-------|----------|--|
| 11-12 | 11.2.5.1 | Using self-reflection and incorporating feedback from readers, platforms, and tools, use a cyclical writing process to develop and strengthen writing as needed by planning, drafting, revising (rewriting or trying a new approach), editing with attention to grade-level appropriate organization and conventions. With guidance and support from adults, provide constructive feedback on others' writing, appropriate to task, purpose, and audience. |

6. Formulate questions to guide inquiry and research in both short and more sustained works in order to demonstrate understanding of the subject under investigation.

| Grade | Code | Benchmark |
|--------------|---------|--|
| Kindergarten | 0.2.6.1 | Ask questions to participate in shared research and writing projects. |
| 1 | 1.2.6.1 | Ask and answer questions to participate in shared research and writing projects. |
| 2 | 2.2.6.1 | Ask and answer on-topic questions to research information and demonstrate understanding through writing. |
| 3 | 3.2.6.1 | Formulate questions to guide inquiry and conduct research projects (both short and more sustained) that build knowledge about a topic. |
| 4 | 4.2.6.1 | Formulate questions to guide inquiry and conduct research projects (both short and more sustained) that build knowledge through investigation of different aspects of a topic. |
| 5 | 5.2.6.1 | Formulate questions to guide inquiry and conduct research projects (both short and more sustained) that use several sources to build knowledge through investigation of different aspects of a topic |
| 6 | 6.2.6.1 | Formulate questions to guide inquiry and conduct research projects (both short and more sustained) that use several sources to build knowledge through investigation of different aspects of a topic |

| Grade | Code | Benchmark |
|-------|----------|--|
| 7 | 7.2.6.1 | Conduct research projects (both short and more sustained) to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| 8 | 8.2.6.1 | Conduct research projects (both short and more sustained) to answer self-generated questions, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| 9-10 | 9.2.6.1 | Conduct research projects (both short and more sustained) to answer self-generated questions; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, and demonstrate an understanding of the subject under investigation. |
| 11-12 | 11.2.6.1 | Conduct research projects (both short and more sustained) to answer self-generated questions; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, and demonstrate understanding of the subject under investigation. |

7. Determine and evaluate information from multiple print and digital sources, including the validity of the reasoning as well as the relevance, credibility, bias, and sufficiency of the evidence, while avoiding plagiarism.

| Grade | Code | Benchmark |
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| Kindergarten | 0.2.7.1 | With guidance and support from adults, identify nonfiction from fiction in print and digital sources. |
| 1 | 1.2.7.1 | With guidance and support from adults, identify nonfiction from fiction in print and digital sources. |
| 2 | 2.2.7.1 | Gather information from provided and self-selected print and digital sources. <ul style="list-style-type: none"> a. Consider an author’s bias. |

| Grade | Code | Benchmark |
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| 3 | 3.2.7.1 | Gather information from provided and self-selected print and digital sources. <ul style="list-style-type: none"> a. Examine an author’s credibility and bias. b. Take brief notes on sources. c. Sort evidence into provided categories. |
| 4 | 4.2.7.1 | Gather relevant information from print and digital sources. <ul style="list-style-type: none"> a. Examine an author’s credibility and bias. b. Take notes and categorize information. c. Provide a list of sources. |
| 5 | 5.2.7.1 | Recall relevant information to gather relevant information from print and digital sources. <ul style="list-style-type: none"> a. Examine an author’s credibility and bias. b. Summarize or paraphrase information in notes and finished work. c. Provide a list of sources. |
| 6 | 6.2.7.1 | Gather relevant information from multiple print and digital sources. <ul style="list-style-type: none"> a. Assess the credibility of each source. b. Quote or paraphrase the data and conclusions of others, determining the validity of the reasoning, while avoiding plagiarism. c. Provide basic bibliographic information for sources. |
| 7 | 7.2.7.1 | Gather relevant information from multiple print and digital sources, using search terms effectively. <ul style="list-style-type: none"> a. Assess the credibility and accuracy of each source. b. Quote or paraphrase the data and conclusions, determining the validity of the reasoning others while avoiding plagiarism. c. Follow a standard format for citation. |
| 8 | 8.2.7.1 | Gather relevant information from multiple print and digital sources, using search terms effectively. <ul style="list-style-type: none"> a. Assess the credibility and accuracy of each source; consider the sufficiency of the evidence. b. Quote or paraphrase the data and conclusions, determining the validity of the reasoning others while avoiding plagiarism. c. Follow a standard format for citation. |

| Grade | Code | Benchmark |
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| 9-10 | 9.2.7.1 | <p>Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.</p> <ul style="list-style-type: none"> a. Assess the usefulness of each source in answering the research question. b. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. c. Following a standard format for citation. |
| 11-12 | 11.2.7.1 | <p>Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.</p> <ul style="list-style-type: none"> a. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. b. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. c. Follow a standard format for citation, appropriate to the discipline. |

8. Draw evidence from texts to support analysis, reflection, and research.

| Grade | Code | Benchmark |
|--------------|---------|---|
| Kindergarten | 0.2.8.1 | Using a combination of drawing, dictating, and writing, tell about what happens in stories read aloud. |
| 1 | 1.2.8.1 | Write about what happens in texts read aloud or independently. |
| 2 | 2.2.8.1 | Write about what happens in texts read aloud or independently by using information and details from the text for support. |
| 3 | 3.2.8.1 | Respond to a variety of texts, through written analysis and reflection including drawing on key details from text. |
| 4 | 4.2.8.1 | Draw evidence from a variety of literary or informational texts to support written analysis, reflection, and research by applying grade-level reading skill |
| 5 | 5.2.8.1 | Draw evidence from a variety of literary or informational texts to support written analysis, reflection, and research by applying grade-level reading skills. |

| Grade | Code | Benchmark |
|-------|----------|---|
| 6 | 6.2.8.1 | Draw evidence from a variety of literary or informational texts to support written analysis, reflection, and research by applying grade-level reading skills. |
| 7 | 7.2.8.1 | Draw evidence from a variety of literary or informational texts to support written analysis, reflection, and research by applying grade-level reading skills. |
| 8 | 8.2.8.1 | Draw evidence from a variety of literary or informational texts to support written analysis, reflection, and research by applying grade-level reading skills. |
| 9-10 | 9.2.8.1 | Draw evidence from a variety of literary or informational texts to support written analysis, reflection, and research by applying grade-level reading skills. |
| 11-12 | 11.2.8.1 | Draw evidence from a variety of literary or informational texts to support written analysis, reflection, and research by applying grade-level reading skills. |

9. Write routinely over short and more sustained time frames for a wide range of tasks, purposes, audiences and disciplines.

| Grade | Code | Benchmark |
|--------------|---------|---|
| Kindergarten | 0.2.9.1 | Routinely use a combination of drawing, dictating, and writing for a range of tasks. |
| 1 | 1.2.9.1 | Write routinely over shorter time frames for a range of tasks, purposes, and audiences. |
| 2 | 2.2.9.1 | 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. <ul style="list-style-type: none"> a. Independently select writing topics and formats for personal enjoyment, interest and academic tasks. |

| Grade | Code | Benchmark |
|-------|---------|---|
| 3 | 3.2.9.1 | <p>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.</p> <p>a. Independently select writing topics and formats for personal enjoyment, interest and academic tasks.</p> |
| 4 | 4.2.9.1 | <p>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.</p> <p>a. Independently select writing topics and formats for personal enjoyment, interest and academic tasks.</p> |
| 5 | 5.2.9.1 | <p>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.</p> <p>a. Independently select writing topics and formats for personal enjoyment, interest and academic tasks.</p> |
| 6 | 6.2.9.1 | <p>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.</p> <p>a. Independently select writing topics and formats for personal enjoyment, interest and academic tasks.</p> |
| 7 | 7.2.9.1 | <p>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.</p> <p>a. Independently select writing topics and formats for personal enjoyment, interest and academic tasks.</p> |
| 8 | 8.2.9.1 | <p>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.</p> <p>a. Independently select writing topics and formats for personal enjoyment, interest and academic tasks.</p> |

| Grade | Code | Benchmark |
|-------|----------|--|
| 9-10 | 9.2.9.1 | <p>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.</p> <ul style="list-style-type: none"> a. Independently select writing topics and formats for personal enjoyment, interest and academic tasks. |
| 11-12 | 11.2.9.1 | <p>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.</p> <ul style="list-style-type: none"> a. Independently select writing topics and formats for personal enjoyment, interest and academic tasks. |

Speaking, Viewing, Listening, and Creating

1. Collaborate in a wide range of discussions, while engaging with others' ideas and expressing one's ideas clearly.

| Grade | Code | Benchmark |
|--------------|---------|--|
| Kindergarten | 0.3.1.1 | <p>Participate in collaborative discussions with diverse partners and small or large groups of peers and adults about kindergarten topics and texts.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. c. Listen to others and name emotions by observing facial expressions and other nonverbal cues. |
| 1 | 1.3.1.1 | <p>Participate in collaborative discussions with diverse partners and small or large groups of peers and adults about grade 1 topics and texts.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Build on others' ideas in conversations by responding to the comments of others through multiple exchanges. c. Listen to others' ideas and identify others' points of view. d. Ask questions to clear up any confusion about the topics and texts under discussion. |
| 2 | 2.3.1.1 | <p>Participate in collaborative discussions with diverse partners and small or large groups of peers and adults about grade 2 topics and texts, including those by and about Minnesota American Indians.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others taking turns speaking about the topics and texts under discussion). b. Build on others' ideas in conversations by linking their comments to the comments of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Cooperate and compromise as appropriate for productive group discussion. |

| Grade | Code | Benchmark |
|-------|---------|--|
| 3 | 3.3.1.1 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own ideas clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, explicitly draw on preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others and taking turns speaking about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the comments of others. d. Explain their own ideas and understanding in light of the discussion. e. Cooperate and compromise as appropriate for productive group discussion. |
| 4 | 4.3.1.1 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own ideas clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out various discussion roles. c. Pose and respond to questions used to clarify or follow up on information, and make comments that contribute to the discussion and link to the comments of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. e. Cooperate and problem solve as appropriate for productive group discussion. |

| Grade | Code | Benchmark |
|-------|---------|--|
| 5 | 5.3.1.1 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, including those by and about Minnesota American Indians, building on others' ideas and expressing their own ideas clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out various discussion roles. c. Pose and respond to questions by making comments that contribute to the discussion and elaborate on the comments of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. e. Cooperate and problem solve to make decisions as appropriate for productive group discussion. |
| 6 | 6.3.1.1 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own ideas clearly and demonstrate an understanding of multiple perspectives.</p> <ul style="list-style-type: none"> a. Come to discussions prepared to engage collaboratively; explicitly draw on that preparation by referring to evidence on the topic, text, or issue. b. Paraphrase, as necessary. c. Ask and respond to questions. d. Present evidence. e. Elaborate on others' ideas. f. Cooperate, mediate, and problem solve, as appropriate for productive group discussion. |

| Grade | Code | Benchmark |
|-------|---------|--|
| 7 | 7.3.1.1 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared to engage collaboratively; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Paraphrase, as necessary c. Ask questions that elicit elaboration and respond to questions with relevant observations and ideas. d. Present evidence e. Acknowledge and elaborate on others' ideas f. Cooperate, mediate, and problem solve, as appropriate for productive group discussion |
| 8 | 8.3.1.1 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared to engage collaboratively, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Paraphrase, as necessary. c. Ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations, and ideas. d. Present evidence. e. Acknowledge, elaborate on others' ideas, and, when warranted, qualify or justify their own views in light of the evidence presented. f. Cooperate, mediate, and problem solve, as appropriate for productive group discussion. |

| Grade | Code | Benchmark |
|-------|----------|--|
| 9-10 | 9.3.1.1 | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared to engage collaboratively; explicitly draw on that preparation by referring to evidence and other research on the topic, text, or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. e. Cooperate, mediate, and problem solve to make decisions or build consensus as appropriate for productive group discussion. |
| 11-12 | 11.3.1.1 | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared to engage collaboratively; explicitly draw on that preparation by referring to evidence and other research on the topic, text, or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote collaborative discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

2. Evaluate and integrate information presented in diverse media and formats.

| Grade | Code | Benchmark |
|--------------|---------|---|
| Kindergarten | 0.3.2.1 | Confirm understanding of a text read aloud, information presented orally, or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| 1 | 1.3.2.1 | Ask and answer relevant questions about key details in a text, read-aloud, information presented orally, or through other media. |
| 2 | 2.3.2.1 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| 3 | 3.3.2.1 | Determine the main ideas and supporting details of a text read aloud or information presented in multiple types of media and formats, including illustrations, charts, and graphs, etc. |
| 4 | 4.3.2.1 | Summarize portions of a text read aloud or information presented in multiple types of media and formats, including , including illustrations, charts, and graphs, etc. |
| 5 | 5.3.2.1 | Paraphrase a written text read aloud or information presented in multiple types of media and formats, including illustrations, charts, and graphs, etc. |
| 6 | 6.3.2.1 | Interpret information presented in multiple types of media and formats, illustrations, charts, and graphs, etc.) and explain how it contributes to a topic, text, or issue under study. |
| 7 | 7.3.2.1 | Analyze the main ideas and supporting details presented in multiple types of media and formats illustrations, charts, and graphs, etc.) and explain how the ideas clarify a topic, text, or issue under study. |
| 8 | 8.3.2.1 | Analyze the purpose of information presented in multiple types of media and formats (illustrations, charts, and graphs, etc.) and identify bias. |
| 9-10 | 9.3.2.1 | Select and integrate multiple sources of information presented in multiple types of media or formats (illustrations, charts, and graphs, etc.) evaluating the credibility and accuracy of each source. |

| Grade | Code | Benchmark |
|-------|----------|---|
| 11-12 | 11.3.2.1 | Select and integrate multiple sources of information presented in multiple types of media (illustrations, charts, and graphs, etc.) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

| Grade | Code | Benchmark |
|--------------|---------|---|
| Kindergarten | 0.3.3.1 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| 1 | 1.3.3.1 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| 2 | 2.3.3.1 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| 3 | 3.3.3.1 | Ask relevant questions and answer comprehension questions about the speaker’s idea, offering appropriate elaboration and detail. |
| 4 | 4.3.3.1 | Identify the reasons and evidence a speaker provides to support particular points. |
| 5 | 5.3.3.1 | Demonstrate understanding of a speaker’s idea by summarizing the points a speaker makes and explaining how each claim is supported by reasons and evidence. |
| 6 | 6.3.3.1 | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by valid reasons and credible evidence from those that are not. |
| 7 | 7.3.3.1 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of evidence. |

| Grade | Code | Benchmark |
|-------|----------|---|
| 8 | 8.3.3.1 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of evidence, identifying the type(s) of rhetoric used (ex. pathos, logos, ethos). |
| 9-10 | 9.3.3.1 | Evaluate a speaker's point of view, claims, bias, purpose, intended audience, and use of evidence and rhetoric (ex. pathos, logos, ethos), identifying any fallacious reasoning (exaggerated or distorted evidence, evasion, generalization). |
| 11-12 | 11.3.3.1 | Evaluate a speaker's point of view, claims, bias, purpose, intended audience, and use of evidence and rhetoric (ex. pathos, logos, ethos), identifying any fallacious reasoning (exaggerated or distorted evidence, evasion, generalization) and assessing stance, rhetorical devices, word choice, and tone. |

4. Adapt and share information in an organized format appropriate to task, purpose, audience, and discipline.

| Grade | Code | Benchmark |
|--------------|---------|--|
| Kindergarten | 0.3.4.1 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. a. Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes and songs. |
| 1 | 1.3.4.1 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly with the support of visual aids or graphic organizers. a. Speak complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression, consonant with grade level language benchmarks |
| 2 | 2.3.4.1 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and in coherent sentences with the support of visual aids or graphic organizers. a. Speak complete sentences when appropriate to task and situation in order to provide requested detail or clarification, consonant with grade level language benchmarks. |

| Grade | Code | Benchmark |
|-------|---------|---|
| 3 | 3.3.4.1 | <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace with the support of visual aids or graphic organizers.</p> <ul style="list-style-type: none"> a. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification, consonant with grade level language benchmarks. |
| 4 | 4.3.4.1 | <p>Report on a topic or text, 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.</p> <ul style="list-style-type: none"> a. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation, consonant with grade level language benchmarks. b. Formally address class in oral presentation (e.g., show and tell). |
| 5 | 5.3.4.1 | <p>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; speak clearly at an understandable pace.</p> <ul style="list-style-type: none"> a. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation, consonant with grade level language benchmarks. b. Formally address class in oral presentation individually and in partnerships. |
| 6 | 6.3.4.1 | <p>Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to communicate main ideas or themes.</p> <ul style="list-style-type: none"> a. Use effective speaking techniques (appropriate eye contact, volume, pacing, and pronunciation) to present ideas in a variety of contexts (group presentation, class presentation, peer collaborative discussions, etc). b. Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate, consonant with grade level language benchmarks. c. Formally address class in oral presentation individually and in partnerships, including expositions with slide presentations. |

| Grade | Code | Benchmark |
|-------|---------|--|
| 7 | 7.3.4.1 | <p>Present claims and findings, emphasizing important points in a focused, coherent manner with relevant descriptions, facts, details, and examples.</p> <ul style="list-style-type: none"> a. Incorporate media (visual aids, slide presentations, audio, video, etc.) to reinforce ideas shared in presentations. b. Use effective speaking techniques (appropriate eye contact, volume, pacing, and pronunciation) to present ideas in a variety of contexts (group presentation, class presentation, peer collaborative discussions, etc). c. Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate, consonant with grade level language benchmarks. d. Formally address class in oral presentation individually and in partnerships, including expositions with slide presentations and well-formed expository or Informational speeches. |
| 8 | 8.3.4.1 | <p>Present claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning, and carefully selected details.</p> <ul style="list-style-type: none"> a. Incorporate media (visual aids, slide presentations, audio, video, etc.) to reinforce ideas shared in presentations. b. Use effective speaking techniques (appropriate eye contact, volume, pacing, and pronunciation) to present ideas in a variety of contexts (group presentation, class presentation, peer collaborative discussions, etc). c. Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate, consonant with grade level language benchmarks. d. Formally address class in oral presentation individually and in partnerships, including expositions with slide presentations, well-formed expository or Informational speeches and speeches for occasion and entertainment. |

| Grade | Code | Benchmark |
|-------|----------|--|
| 9-10 | 9.3.4.1 | <p>While respecting intellectual property, present information, making claims, and providing supporting details or evidence so that organization, development, substance, and style are appropriate to audience and purpose (e.g. debate, persuade, inform, entertain).</p> <ul style="list-style-type: none"> a. Incorporate diverse forms of media (visual aids, slide presentations, audio, video, etc.) to reinforce ideas shared in presentations. b. Use effective speaking techniques (appropriate eye contact, posture, volume, pacing, pronunciation) to present ideas in a variety of contexts (group presentation, class presentation, peer collaborative discussions, etc). c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate, consonant with grade level language benchmarks. d. Formally address class in oral presentation individually and in partnerships, including expositions with slide presentations, well-formed expository or Informational speeches, speeches for occasion and entertainment, and speeches of argument and persuasion. e. Apply assessment criteria to evaluate oral presentations by self and others. |
| 11-12 | 11.3.4.1 | <p>While respecting intellectual property, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to audience and purpose (e.g. debate, persuade, inform, entertain).</p> <ul style="list-style-type: none"> a. Incorporate diverse forms of media (visual aids, slide presentations, audio, video, etc.) to reinforce ideas shared in presentations. b. Strategically use speaking techniques (eye contact, posture, volume, pacing, pronunciation, gestures, expressions, and rhetorical devices) to support/achieve speaking purpose. c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate, consonant with grade level language benchmarks. d. Formally address class in oral presentation individually and in partnerships, including expositions with slide presentations, well-formed expository or Informational speeches, speeches for occasion and entertainment, speeches of argument and persuasion and formal debate. e. Apply assessment criteria to evaluate oral presentations by self and others. |

5. Critically analyze information found in electronic, print, and mass media, and use a variety of these sources.

| Grade | Code | Benchmark |
|--------------|---------|---|
| Kindergarten | 0.3.5.1 | <p>To informational and literary or creative text and media, respond with modeling and guidance to the information conveyed.</p> <p>a. With prompting and support, identify and explain how images are used to illustrate ideas and narratives in books and tablets.</p> |
| Kindergarten | 0.3.5.2 | <p>Consonant with grade-level tasks and activities, critically curate a variety of resources using digital tools and devices to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others</p> <p>a. With guidance and support use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.</p> |
| 1 | 1.3.5.1 | <p>To informational and literary or creative text and media, respond and interpret with guidance the information conveyed.</p> <p>a. With prompting and support, identify and explain how images are used to illustrate ideas and narratives in books and video.</p> |
| 1 | 1.3.5.2 | <p>Consonant with grade-level tasks and activities, critically curate a variety of resources using digital tools and devices to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <p>a. With guidance use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.</p> <p>b. With guidance select appropriate digital content.</p> |
| 2 | 2.3.5.1 | <p>To informational and literary or creative text and media, respond and interpret the information conveyed correctly with prompting.</p> <p>a. Identify and explain how images and sounds are used to illustrate ideas and narratives in books, video and digital media.</p> |

| Grade | Code | Benchmark |
|-------|---------|--|
| 2 | 2.3.5.2 | <p>Consonant with grade-level tasks and activities, critically curate a variety of resources using digital tools and devices to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <ul style="list-style-type: none"> a. Independently use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest. b. With prompting select appropriate digital content. c. With guidance explore a variety of teacher-selected tools to organize information and make connections to their learning. d. With guidance explore issues and topics and share ideas with digital tools and devices. |
| 3 | 3.3.5.1 | <p>To informational and literary or creative text and media, respond and independently interpret and share the information conveyed correctly.</p> <ul style="list-style-type: none"> a. Identify and explain the components of multimedia (e.g., graphics, sound, imagery, production) in printed formats, digital media, video, cinema, and other multimedia. |
| 3 | 3.3.5.2 | <p>Consonant with grade-level tasks and activities, critically curate a variety of resources using digital tools and devices to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <ul style="list-style-type: none"> a. Independently use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest. b. Independently select appropriate digital content. c. With prompting explore and apply a variety of teacher-selected digital tools to organize information and make connections to their learning. d. With prompting explore issues and topics and share ideas with digital tools and devices. |
| 4 | 4.3.5.1 | <p>To informational and literary or creative text and media, respond and independently interpret, share and apply the information conveyed correctly.</p> <ul style="list-style-type: none"> a. Identify and explain the components of multimedia (e.g., graphics, sound, imagery, production) in printed formats, digital media, video, cinema, and other multimedia. |

| Grade | Code | Benchmark |
|-------|---------|---|
| 4 | 4.3.5.2 | <p>Consonant with grade-level tasks and activities, critically curate a variety of resources using digital tools and devices to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <ul style="list-style-type: none"> a. With guidance, employ appropriate research techniques to locate digital resources that will help them in their learning process. b. With guidance, apply criteria for accuracy, perspective, credibility and relevance of information. c. With support, use a variety of strategies and available digital tools to organize information and make meaningful connections between digital resources for activities and topics in learning. d. With prompting, explore issues and topics and share findings and conclusions with digital tools and devices individually and in collaboration. |
| 5 | 5.3.5.1 | <p>To informational and literary or creative text and media, respond and independently interpret, share and apply the information conveyed correctly.</p> <ul style="list-style-type: none"> a. Identify and explain the components of multimedia (e.g., graphics, sound, imagery, production) in printed formats, digital media, video, cinema, and other multimedia. |
| 5 | 5.3.5.2 | <p>Consonant with grade-level tasks and activities, critically curate a variety of resources using digital tools and devices to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <ul style="list-style-type: none"> a. With prompting, employ appropriate research techniques to locate digital resources that will help them in their learning process. b. With prompting, apply criteria for accuracy, perspective, credibility and relevance of information. c. With prompting, use a variety of strategies and available digital tools to organize information and make meaningful connections between digital resources for activities and topics in learning. d. With prompting, explore issues and topics and share findings and conclusions with digital tools and devices, individually and in collaboration. |
| 6 | 6.3.5.1 | <p>To informational and literary or creative text and media, respond and independently interpret, share and apply the information conveyed correctly.</p> <ul style="list-style-type: none"> a. Identify and explain the components of multimedia (e.g., graphics, sound, imagery, production) in printed formats, digital media, video, cinema, and other multimedia. |

| Grade | Code | Benchmark |
|-------|---------|---|
| 6 | 6.3.5.2 | <p>Consonant with grade-level tasks and activities, critically curate a variety of resources using digital tools and devices to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <ul style="list-style-type: none"> a. Independently employ appropriate research techniques to locate digital resources that will help them in their learning process. b. With prompting, apply criteria for accuracy, perspective, credibility and relevance of information. c. Independently use a variety of strategies and available digital tools to organize information and make meaningful connections between digital resources for activities and topics in learning. d. With prompting, explore issues and topics and share findings and conclusions with digital tools and device, individually and in collaboration. |
| 7 | 7.3.5.1 | <p>To informational and literary or creative text and media, respond and independently evaluate and integrate information from multiple sources and independently interpret, share and apply the information conveyed correctly</p> <ul style="list-style-type: none"> a. Evaluate and critique the meaning and application of components of multimedia (e.g., graphics, sound, imagery, production) in printed formats, digital media, video, cinema, and other multimedia, and explicate its relation to text content, printed or spoken. |
| 7 | 7.3.5.2 | <p>Consonant with grade-level tasks and activities, critically curate a variety of resources using digital tools and devices to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <ul style="list-style-type: none"> a. With guidance, employ effective and comprehensive research techniques to locate appropriate digital resources in support of their learning. b. Independently apply practice criteria for accuracy, perspective, credibility and relevance of information. c. With support, use a variety of strategies and available digital tools to organize information and make meaningful connections between digital resources for activities and topics for a wide range of projects and purposes. d. With guidance, explore issues and topics and share findings and conclusions with digital tools and devices, individually and in collaboration. |

| Grade | Code | Benchmark |
|-------|---------|--|
| 8 | 8.3.5.1 | <p>To informational and literary or creative text and media, respond and independently evaluate and integrate information from multiple sources and independently interpret, share and apply the information conveyed correctly.</p> <ul style="list-style-type: none"> a. Critically analyze the meaning and application of components of multimedia (e.g., graphics, sound, imagery, production) in printed formats, online material, video, cinema, and other multimedia, and live performance, and explicate its relation to text content, printed or spoken. |
| 8 | 8.3.5.2 | <p>Consonant with grade-level tasks and activities, critically curate a variety of resources using digital tools and devices to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <ul style="list-style-type: none"> a. With prompting, employ effective and comprehensive research techniques to locate appropriate digital resources in support of their learning. b. Independently apply criteria for accuracy, perspective, credibility and relevance of information. c. With prompting, use a variety of strategies and available digital tools to organize information and make meaningful connections between digital resources for activities and topics for a wide range of projects and purposes. d. With prompting, explore issues and topics and share findings and conclusions with digital tools and devices, individually and in collaboration. |
| 9-10 | 9.3.5.1 | <p>To informational and literary or creative text and media, respond and independently evaluate and integrate information from multiple sources of mixed media and independently interpret, share and apply the information conveyed correctly.</p> <ul style="list-style-type: none"> a. Apply formal methods to critically analyze the meaning, application and aesthetics of components of multimedia (e.g., graphics, sound, imagery, production) in printed formats, digital media, video, cinema, other multimedia, and live performance, and explicate its relation to text content, printed or spoken. |

| Grade | Code | Benchmark |
|-------|----------|---|
| 9-10 | 9.3.5.2 | <p>Consonant with grade-level tasks and activities, critically curate a variety of resources using digital tools and devices to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <ul style="list-style-type: none"> a. Independently employ effective and comprehensive research techniques to locate appropriate digital resources in support of their learning. b. Independently apply and routinely practice criteria for accuracy, perspective, credibility and relevance of information. c. Independently use a variety of strategies and available digital tools to organize information and make meaningful connections between digital resources for activities and topics for a wide range of projects and purposes. d. Independently explore issues and topics and share findings and conclusions with digital tools and devices, individually and in collaboration. |
| 11-12 | 11.3.5.1 | <p>To complex and challenging informational and literary or creative text and media, respond and independently evaluate and integrate the information of multiple sources of mixed media and independently interpret, share and apply the information conveyed correctly.</p> <ul style="list-style-type: none"> e. Apply formal methods to critically analyze the meaning, application, aesthetics and technical achievements of components of multimedia (e.g., graphics, sound, imagery, production) in printed formats, digital media, video, cinema, other multimedia, and live performance, and explicate its relation to text content, printed or spoken. |
| 11-12 | 11.3.5.2 | <p>Consonant with grade-level tasks and activities, critically curate a variety of resources using digital tools and devices to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <ul style="list-style-type: none"> a. Independently employ effective and comprehensive research techniques to locate appropriate digital resources in support of their learning. b. Independently apply and routinely practice criteria for accuracy, perspective, credibility and relevance of information. c. Independently use a variety of strategies and available digital tools to organize information and make meaningful connections between digital resources for activities and topics for a wide range of projects and purposes. d. Independently explore issues and topics and share findings and conclusions with digital tools and devices, individually and in collaboration. e. Actively pursue an understanding of issues and topics which arise using the available digital tools and acquired technologies, including real-world problems and independent study. |

6. Communicate and collaborate using digital writing and publishing for an appropriate task, audience, purpose, and discipline.

| Grade | Code | Benchmark |
|--------------|---------|---|
| Kindergarten | 0.3.6.1 | <p>Use teacher-selected digital tools, devices and platforms to:</p> <ul style="list-style-type: none"> a. Access content with guidance and support. b. Accomplish assignments with guidance and support. c. Engage collaborative or interactive learning with guidance and support. d. Communicate (text and telephonic messaging) with guidance and support. |
| K | 0.3.6.2 | <p>Consonant with available technology (e.g., tablets, computers, networks, software, etc.) develop grade-appropriate computer technology knowledge and skills.</p> <ul style="list-style-type: none"> a. With guidance and support, apply basic functional use of the device, including understanding of keyboard, mouse, touchscreen, etc. |
| 1 | 1.3.6.1 | <p>Use teacher-selected digital tools, devices and platforms to:</p> <ul style="list-style-type: none"> a. Access content with guidance. b. Accomplish assignments with guidance. c. Engage collaborative or interactive learning with guidance and support. d. Communicate (text and telephonic messaging) with guidance. |
| 1 | 1.3.6.2 | <p>Consonant with available technology (e.g., tablets, computers, networks, software, etc.) develop grade-appropriate computer technology knowledge and skills.</p> <ul style="list-style-type: none"> a. With prompting, apply basic functional use of the device, including understanding of keyboard, mouse, touchscreen, etc. b. With guidance and support, enter text with keyboarding. |
| 2 | 2.3.6.1 | <p>Use teacher-selected digital tools, devices and platforms to:</p> <ul style="list-style-type: none"> a. Access content responsibly. b. Accomplish assignments as instructed with minimal support. c. Engage collaborative or interactive learning with prompting. d. Communicate (text and telephonic messaging) responsibly. |
| 2 | 2.6.3.2 | <p>Consonant with available technology (e.g., tablets, computers, networks, software, etc.) develop grade-appropriate computer technology knowledge and skills:</p> <ul style="list-style-type: none"> a. Independently apply basic functional use of the device, including understanding of keyboard, mouse, touchscreen, etc. b. Enter text with keyboarding capably and acquires knowledge and practice of shortcuts and basic word processing skills. |

| Grade | Code | Benchmark |
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| 3 | 3.3.6.1 | <p>Use teacher-selected digital tools, devices and platforms to:</p> <ul style="list-style-type: none"> a. Access content responsibly. b. Routinely apply such access and content to grade-level topical activities and research in individual assignments. c. Capably engage collaborative or interactive learning activities, applying acquired technological skills and knowledge. d. Communicate (text and telephonic messaging) responsibly. |
| 3 | 3.3.6.2 | <p>Consonant with available technology (e.g., tablets, computers, networks, software, etc.) develop grade-appropriate computer technology knowledge and skills.</p> <ul style="list-style-type: none"> a. Independently apply basic functional use of the device, including understanding of keyboard, mouse, touchscreen, etc. b. Enter text with keyboarding with proficiency and practices knowledge of shortcuts and basic word processing skills proficiently. |
| 4 | 4.3.6.1 | <p>Use teacher-selected digital tools, devices and platforms to:</p> <ul style="list-style-type: none"> a. Access content responsibly. b. Routinely apply such access and content to grade-level topical activities and research in individual assignments. c. Capably engage collaborative or interactive learning activities, applying acquired technological skills and knowledge. d. Communicate (text and telephonic messaging) responsibly. e. With guidance and support participates in public or open media and communications. |
| 4 | 4.3.6.2 | <p>Consonant with available technology (e.g., tablets, computers, networks, software, etc.) develop grade-appropriate computer technology knowledge and skills.</p> <ul style="list-style-type: none"> a. Master functional use of the device, including understanding of keyboard, mouse, touchscreen, etc. b. Enter text with proficiency and master knowledge and practice of advanced keyboarding and word processing skills. c. Prepare and present slide presentations with support and guidance. |

| Grade | Code | Benchmark |
|-------|---------|--|
| 5 | 5.3.6.1 | <p>With prompting choose and use available digital tools, devices and platforms to:</p> <ul style="list-style-type: none"> a. Access content responsibly. b. Routinely apply such access and content to grade-level topical activities and research in individual assignments. c. Capably engage collaborative or interactive learning activities, applying acquired technological skills and knowledge. d. Communicate (text and telephonic messaging) responsibly. e. Responsibly participate in public or open media and communications. f. Collaborate in shared assignments or mutually supportive assignments with guidance and support. |
| 5 | 5.3.6.2 | <p>Consonant with available technology (e.g., tablets, computers, networks, software, etc.) develop grade-appropriate computer technology knowledge and skills.</p> <ul style="list-style-type: none"> a. Master functional use of the device, including understanding of keyboard, mouse, touchscreen, etc. b. Enter text with proficiency and master knowledge and practice of advanced keyboarding and word processing skills. c. With guidance and support, prepare and present slide presentations and add design and multimedia and other teacher-selected features. |
| 6 | 6.3.6.1 | <p>Choose and use available digital tools, devices and platforms to:</p> <ul style="list-style-type: none"> a. Access content responsibly. b. Routinely apply such access and content to grade-level topical activities and research in individual assignments. c. Capably engage collaborative or interactive learning activities, applying acquired technological skills and knowledge. d. Communicate (text and telephonic messaging) responsibly. e. Responsibly participate in public or open media and communications. f. Collaborate in shared assignments or mutually supportive assignments as directed with minimal prompting. |
| 6 | 6.3.6.2 | <p>Consonant with available technology (e.g., tablets, computers, networks, software, etc.) develop grade-appropriate computer technology knowledge and skills.</p> <ul style="list-style-type: none"> a. Master functional use of the device, including understanding of keyboard, mouse, touchscreen, etc. b. Enter text with proficiency and master knowledge and practice of advanced keyboarding and word processing skills. c. Prepare and present slide presentations and adds design and multimedia and other student-selected features. |

| Grade | Code | Benchmark |
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| 7 | 7.3.6.1 | <p>Choose and use available digital tools, devices and platforms to:</p> <ul style="list-style-type: none"> a. Access content responsibly. b. Routinely apply such access and content to grade-level topical activities and research in individual assignments. c. Capably engage collaborative or interactive learning activities, applying acquired technological skills and knowledge. d. Communicate (text and telephonic messaging) responsibly. e. Responsibly participate in public or open media and communications. f. Collaborate in shared assignments or mutually supportive assignments. g. Organize and complete assigned collaborations independently. |
| 7 | 7.6.3.2 | <p>Consonant with available technology (e.g., tablets, computers, networks, software, etc.) develop grade-appropriate computer technology knowledge and skills.</p> <ul style="list-style-type: none"> a. Master functional use of the device, including understanding of keyboard, mouse, touchscreen, etc. b. Enter text with proficiency and master knowledge and practice of advanced keyboarding and word processing skills. c. Independently prepare and present slide presentations with design, multimedia and other advanced features, including transitions, animations, charts and diagrams. |
| 8 | 8.3.6.1 | <p>Choose and use available digital tools, devices and platforms to:</p> <ul style="list-style-type: none"> a. Access content responsibly. b. Routinely apply such access and content to grade-level topical activities and research in individual assignments. c. Capably engage collaborative or interactive learning activities, applying acquired technological skills and knowledge. d. Communicate (text and telephonic messaging) responsibly. e. Responsibly participate in public or open media and communications. f. Collaborate in shared assignments or mutually supportive assignments. g. Organize and complete assigned collaborations independently. |

| Grade | Code | Benchmark |
|-------|---------|--|
| 8 | 8.3.6.2 | <p>Consonant with available technology (e.g., tablets, computers, networks, software, etc.) develop grade-appropriate computer technology knowledge and skills.</p> <ul style="list-style-type: none"> a. Master functional use of the device, including understanding of keyboard, mouse, touchscreen, etc. b. Enter text with proficiency and master knowledge and practice of advanced keyboarding and word processing skills. c. Independently prepare and present slide presentations with design, multimedia and other advanced features, including transitions, animations, charts and diagrams. d. With guidance and support, create and apply multimedia (video, audio, etc.) to support activities and assignments. |
| 9-10 | 9.3.6.1 | <p>Choose and use available digital tools, devices and platforms to:</p> <ul style="list-style-type: none"> a. Access content responsibly. b. Routinely apply such access and content to grade-level topical activities and research in individual assignments. c. Capably engage collaborative or interactive learning activities, applying acquired technological skills and knowledge. d. Communicate (text and telephonic messaging) responsibly. e. Responsibly participate in public or open media and communications. f. Collaborate in shared assignments or mutually supportive assignments. g. Organize and complete assigned collaborations independently. |
| 9-10 | 9.3.6.2 | <p>Consonant with available technology (e.g., tablets, computers, networks, software, etc.) develop grade-appropriate computer technology knowledge and skills.</p> <ul style="list-style-type: none"> a. Master functional use of the device, including understanding of keyboard, mouse, touchscreen, etc. b. Enter text with proficiency and master knowledge and practice of advanced keyboarding and word processing skills. c. Independently prepare and present slide presentations with design, multimedia and other advanced features, including transitions, animations, charts and diagrams. d. Determine, create and apply multimedia (video, audio, etc.) to support activities and assignments. e. With guidance and support, create and apply internet media (e.g., web pages, podcasts, blogs, etc.) to support activities and assignments. |

| Grade | Code | Benchmark |
|-------|----------|--|
| 11-12 | 11.3.6.1 | <p>Choose and use available digital tools, devices and platforms to:</p> <ol style="list-style-type: none"> Access content responsibly. Routinely apply such access and content to grade-level topical activities and research in individual assignments. Capably engage collaborative or interactive learning activities, applying acquired technological skills and knowledge. Communicate (text and telephonic messaging) responsibly. Responsibly participate in public or open media and communications. Collaborate in shared assignments or mutually supportive assignments. Organize and complete assigned collaborations independently. |
| 11-12 | 11.3.6.2 | <p>Consonant with available technology (e.g., tablets, computers, networks, software, etc.) develop grade-appropriate computer technology knowledge and skills.</p> <ol style="list-style-type: none"> Master functional use of the device, including understanding of keyboard, mouse, touchscreen, etc. Enter text with proficiency and master knowledge and practice of advanced keyboarding and word processing skills. Independently prepare and present slide presentations with design, multimedia and other advanced features, including transitions, animations, charts and diagrams. Determine, create and apply multimedia (video, audio, etc.) to support activities and assignments. Determine create and apply internet media (e.g., web pages, podcasts, blogs, etc.) to support activities and assignments. |

7. Create digital content with credibility, validity, and relevancy, while considering the impact of one’s own digital footprint.

| Grade | Code | Benchmark |
|--------------|---------|---|
| Kindergarten | 0.3.7.1 | With guidance and support, create and apply visual displays (both personal and public domain content), with digital tools and devices. |
| Kindergarten | 0.3.7.2 | <p>Consonant with grade-level activities and topics, use digital technology responsibly, safely and ethically.</p> <p>With modeling and guidance, acquire knowledge of responsible use of digital technology.</p> |

| Grade | Code | Benchmark |
|-------|---------|---|
| 1 | 1.3.7.1 | With guidance and support, create and apply appropriate visual displays (both personal and public domain content) with digital tools and devices to illustrate text to clarify ideas, thoughts, and feelings. |
| 1 | 1.3.7.2 | Consonant with grade-level activities and topics, use digital technology responsibly, safely and ethically. <ul style="list-style-type: none"> a. With modeling and guidance practice responsible use of digital technology. b. With modeling and guidance acquire knowledge of how the digital space impacts their life. |
| 2 | 2.3.7.1 | With guidance and support, create and apply personal audio recordings of narratives, stories, or songs; Integrate appropriate visual displays (both personal and public domain content) digital tools and devices to illustrate text to clarify ideas, thoughts, and feelings. |
| 2 | 2.3.7.2 | Consonant with grade-level activities and topics, use digital technology responsibly, safely and ethically. <ul style="list-style-type: none"> a. With prompting, practice knowledge of responsible use of digital technology. b. With guidance, practice knowledge of how the digital space impacts their life. c. With guidance, follow rules about access, content, communication and collaboration online, including social media. |
| 3 | 3.3.7.1 | Integrate appropriate visual displays (both personal and public domain content) with digital tools and devices to illustrate text to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> a. With guidance and support, create, mix and apply audio recordings, including personal recordings, with various audio files. |
| 3 | 3.3.7.2 | Consonant with grade-level activities and topics, use digital technology responsibly, safely and ethically. <ul style="list-style-type: none"> a. Practice knowledge of responsible use of digital technology. b. Practice knowledge of how the digital space impacts their life. c. With prompting, follow rules about access, content, communication and collaboration online, including social media. d. With guidance, practice safeguards for personal privacy and security. |

| Grade | Code | Benchmark |
|-------|---------|---|
| 4 | 4.3.7.1 | <p>Integrate various audio and visual creations (both personal and public domain content) for informational or expressive presentations and content to enhance the development of main ideas or themes.</p> <ul style="list-style-type: none"> a. With guidance and support, ensure that informational content meets standards of relevancy. |
| 4 | 4.3.7.2 | <p>Consonant with grade-level activities and topics, use digital technology responsibly, safely and ethically.</p> <ul style="list-style-type: none"> a. Practice knowledge of responsible use of digital technology. b. Practice knowledge of how the digital space impacts their life. c. Practice rules about access, content, communication and collaboration online, including social media. d. With prompting practice safeguards for personal privacy and security. |
| 5 | 5.3.7.1 | <p>Integrate multimedia components (both personal and public domain content)—e.g., video, audio recording, graphics of data, sound) with appropriate visual displays in presentations and content to enhance the development of main ideas or themes.</p> <ul style="list-style-type: none"> a. Ensure that informational content meets standards of relevancy. |
| 5 | 5.3.7.2 | <p>Consonant with grade-level activities and topics, use digital technology responsibly, safely and ethically.</p> <ul style="list-style-type: none"> a. Practice knowledge of responsible use of digital technology. b. Practice knowledge of how the digital space impacts their life. c. Practice rules about access, content, communication and collaboration online, including social media. d. Practice safeguards for personal privacy and security. e. With guidance and modeling, acquire knowledge of digital identity and digital footprints in the online world. |
| 6 | 6.3.7.1 | <p>Integrate multimedia components (both personal and public domain content) - e.g., video, audio recording, graphics of data, sound) - with appropriate visual displays in presentations and content to enhance the development of main ideas or themes.</p> <ul style="list-style-type: none"> a. Apply such multimedia presentations and content to grade-level topical activities and research. b. Ensure that informational content meets basic standards of credibility, validity, and relevancy. |

| Grade | Code | Benchmark |
|-------|---------|---|
| 6 | 6.3.7.2 | <p>Consonant with grade-level activities and topics, use digital technology responsibly, safely and ethically.</p> <ul style="list-style-type: none"> a. Practice knowledge of responsible use of digital technology. b. Practice knowledge of how the digital space impacts their life. c. Practice rules about access, content, communication and collaboration online, including social media. d. Practice safeguards for personal privacy and security. e. With guidance, apply safeguards to protect digital identity and manage digital footprints in the online world. |
| 7 | 7.3.7.1 | <p>Integrate multimedia components (both personal and public domain content) -e.g., video, audio recording, graphics of data, sound) - with appropriate visual displays in presentations and content to enhance the development of main ideas or themes.</p> <ul style="list-style-type: none"> a. Apply such multimedia presentations and content to grade-level topical activities and research. b. With guidance and support, ensure that informational content meets basic standards of credibility, validity, and relevancy. |
| 7 | 7.3.7.2 | <p>Consonant with grade-level activities and topics, use digital technology responsibly, safely and ethically.</p> <ul style="list-style-type: none"> a. Practice knowledge of responsible use of digital technology. b. Practice knowledge of how the digital space impacts their life. c. Practice rules about access, content, communication and collaboration online, including social media. d. Practice safeguards for personal privacy and security. e. Apply safeguards to protect digital identity and manage digital footprints in the online world. f. With modeling and guidance, acquire knowledge of the rights and responsibilities of digital citizenship and the consequences of negative internet behavior (e.g., trolling, bullying, fake news, and other abuse and misconduct). |
| 8 | 8.3.7.1 | <p>Integrate multimedia components (both personal and public domain content) - e.g., video, audio recording, graphics of data, sound) - with appropriate visual displays in presentations and content to enhance the development of main ideas or themes.</p> <ul style="list-style-type: none"> a. Apply such multimedia presentations and content to grade-level topical activities and research. b. Ensure that informational content meets basic standards of credibility, validity, and relevancy. |

| Grade | Code | Benchmark |
|-------|---------|---|
| 8 | 8.3.7.2 | <p>Consonant with grade-level activities and topics, use digital technology responsibly, safely and ethically.</p> <ul style="list-style-type: none"> a. Practice knowledge of responsible use of digital technology. b. Practice knowledge of how the digital space impacts their life. c. Practice rules about access, content, communication and collaboration online, including social media. d. Practice safeguards for personal privacy and security. e. Apply safeguards to protect digital identity and manage digital footprints in the online world. f. Practice knowledge of responsible digital citizenship, responding appropriately to negative internet behavior (e.g., trolling, bullying, fake news, and other abuse and misconduct). |
| 9-10 | 9.3.7.1 | <p>Integrate multimedia components (both personal and public domain content) - e.g., video, audio recording, graphics of data, sound) - with appropriate visual displays in presentations and content to enhance the development of main ideas or themes to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none"> a. Apply such multimedia presentations and content to grade-level topical activities and research. b. Ensure that informational content meets rigorous academic standards of credibility, validity, and relevancy. |
| 9-10 | 9.3.7.2 | <p>Consonant with grade-level activities and topics, use digital technology responsibly, safely and ethically.</p> <ul style="list-style-type: none"> a. Practice responsible use of digital technology. b. Practice knowledge of how the digital space impacts their life. c. Practice societal norms for access, content, communication and collaboration online, including social media. d. Practice safeguards for personal privacy and security. e. Apply safeguards to protect digital identity and manage digital footprints in the online world. f. Practice knowledge of responsible digital citizenship, responding appropriately to negative internet behavior (e.g., trolling, bullying, fake news, and other abuse and misconduct). g. Seeking exemplars, recognize and engage in positive digital citizenship. |

| Grade | Code | Benchmark |
|-------|----------|---|
| 11-12 | 11.3.7.1 | <p>Integrate multimedia components (both personal and public domain content) - e.g., video, audio recording, graphics of data, sound) - with appropriate visual displays in presentations and content to enhance the development of main ideas or themes to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none"> a. Apply such multimedia presentations and content to grade-level topical activities and research. b. Ensure that informational content meets rigorous academic standards of credibility, validity, and relevancy. |
| 11-12 | 11.3.7.2 | <p>Consonant with grade-level activities and topics, use digital technology responsibly, safely and ethically.</p> <ul style="list-style-type: none"> a. Practice responsible use of digital technology. b. Practice knowledge of how the digital space impacts their life. c. Practice societal norms for access, content, communication and collaboration online, including social media. d. Practice safeguards for personal privacy and security. e. Apply safeguards to protect digital identity and manage digital footprints in the online world. f. Practice knowledge of responsible digital citizenship, responding appropriately to negative internet behavior (e.g., trolling, bullying, fake news, and other abuse and misconduct). g. Seeking exemplars, recognize and engage in positive digital citizenship. |

Language

1. Demonstrate command of the use of conventions of standard English grammar and usage when writing or speaking.

| Grade | Code | Benchmark |
|--------------|---------|--|
| Kindergarten | 0.4.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print most upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words orally (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions orally (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared oral language activities. |
| 1 | 1.4.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use regular and irregular verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |

| Grade | Code | Benchmark |
|-------|---------|--|
| 2 | 2.4.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The child watched the movie; The young child watched the movie; The action movie was watched by the young child). |
| 3 | 3.4.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use nouns, pronouns, verbs, adjectives, and adverbs in general and explain their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use simple verb tenses (e.g., I walked; I walk; I will walk). f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. |

| Grade | Code | Benchmark |
|-------|---------|---|
| 4 | 4.4.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). |
| 5 | 5.4.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use conjunctions, prepositions, and interjections in general and explain their functions in particular sentences. b. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). |
| 6 | 6.4.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English. f. Identify and use strategies to improve expression in conventional language. |

| Grade | Code | Benchmark |
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| 7 | 7.4.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| 8 | 8.4.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. |
| 9-10 | 9.4.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| 11-12 | 11.4.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. |

2. Within the context of the writing process, demonstrate command of the conventions of standard English.

| Grade | Code | Benchmark |
|--------------|---------|---|
| Kindergarten | 0.4.2.1 | <p>Within the context of the writing process, demonstrate command of the conventions of standard English.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| 1 | 1.4.2.1 | <p>Within the context of the writing process, demonstrate command of the conventions of standard English.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| 2 | 2.4.2.1 | <p>Within the context of the writing process, demonstrate command of the conventions of standard English.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |

| Grade | Code | Benchmark |
|-------|---------|--|
| 3 | 3.4.2.1 | <p>Within the context of the writing process, demonstrate command of the conventions of standard English.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| 4 | 4.4.2.1 | <p>Within the context of the writing process, demonstrate command of the conventions of standard English.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. |
| 5 | 5.4.2.1 | <p>Within the context of the writing process, demonstrate command of the conventions of standard English.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. |
| 6 | 6.4.2.1 | <p>Within the context of the writing process, demonstrate command of the conventions of standard English.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. |

| Grade | Code | Benchmark |
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| 7 | 7.4.2.1 | <p>Within the context of the writing process, demonstrate command of the conventions of standard English.</p> <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly. |
| 8 | 8.4.2.1 | <p>Within the context of the writing process, demonstrate command of the conventions of standard English.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. |
| 9-10 | 9.4.2.1 | <p>Within the context of the writing process, demonstrate command of the conventions of standard English.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. |
| 11-12 | 11.4.2.1 | <p>Within the context of the writing process, demonstrate command of the conventions of standard English.</p> <ul style="list-style-type: none"> a. Use hyphenation conventions. b. Spell correctly. |

3. Choose language appropriate to task, purpose, audience, and discipline to clearly communicate an idea.

| Grade | Code | Benchmark |
|--------------|---------|---|
| Kindergarten | 0.4.3.1 | <i>(Begins in grade 2.)</i> |
| 1 | 1.4.3.1 | <i>(Begins in grade 2.)</i> |
| 2 | 2.4.3.1 | <p>Choose language appropriate to task, purpose, audience, and discipline to clearly communicate an idea.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English. |

| Grade | Code | Benchmark |
|-------|---------|---|
| 3 | 3.4.3.1 | <p>Choose language appropriate to task, purpose, audience, and discipline to clearly communicate an idea.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize the differences between the conventions of spoken and written standard English. |
| 4 | 4.4.3.1 | <p>Choose language appropriate to task, purpose, audience, and discipline to clearly communicate an idea.</p> <ul style="list-style-type: none"> 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). |
| 5 | 5.4.3.1 | <p>Choose language appropriate to task, purpose, audience, and discipline to clearly communicate an idea.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| 6 | 6.4.3.1 | <p>Choose language appropriate to task, purpose, audience, and discipline to clearly communicate an idea.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. |
| 7 | 7.4.3.1 | <p>Choose language appropriate to task, purpose, audience, and discipline to clearly communicate an idea.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| 8 | 8.4.3.1 | <p>Choose language appropriate to task, purpose, audience, and discipline to clearly communicate an idea.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |

| Grade | Code | Benchmark |
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| 9-10 | 9.4.3.1 | <p>Choose language appropriate to task, purpose, audience, and discipline to clearly communicate an idea.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p> |
| 11-12 | 11.4.3.1 | <p>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> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.

| Grade | Code | Benchmark |
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| Kindergarten | 0.4.4.1 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to decode unknown words and determine meaning.</p> |
| 1 | 1.4.4.1 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.</p> <p>a. Use sentence-level context to determine the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes to determine the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> |

| Grade | Code | Benchmark |
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| 2 | 2.4.4.1 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.</p> <ul style="list-style-type: none"> a. Use sentence-level context to determine the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as to determine the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| 3 | 3.4.4.1 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.</p> <ul style="list-style-type: none"> a. Use sentence-level context to determine the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word to determine the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |
| 4 | 4.4.4.1 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |

| Grade | Code | Benchmark |
|-------|---------|---|
| 5 | 5.4.4.1 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word (e.g., photograph, photosynthesis). 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. |
| 6 | 6.4.4.1 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the inferred meaning of a word or phrase (e.g., by using a dictionary or context). |
| 7 | 7.4.4.1 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the inferred meaning of a word or phrase (e.g., by using a dictionary or context). |

| Grade | Code | Benchmark |
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| 8 | 8.4.4.1 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the inferred meaning of a word or phrase (e.g., by using a dictionary or context). |
| 9-10 | 9.4.4.1 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, origin, or history. d. Verify the inferred meaning of a word or phrase (e.g., by using a dictionary or context). |
| 11-12 | 11.4.4.1 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as to determine the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). |

5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

| Grade | Code | Benchmark |
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| Kindergarten | 0.4.5.1 | <p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods). b. Demonstrate understanding of words by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |
| 1 | 1.4.5.1 | <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing). b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |
| 2 | 2.4.5.1 | <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among synonyms (e.g., toss, throw, hurl or thin, slender, skinny, scrawny). |
| 3 | 3.4.5.1 | <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered.) |

| Grade | Code | Benchmark |
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| 4 | 4.4.5.1 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors in context (e.g., as pretty as a picture). b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| 5 | 5.4.5.1 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| 6 | 6.4.5.1 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). |
| 7 | 7.4.5.1 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |

| Grade | Code | Benchmark |
|-------|----------|--|
| 8 | 8.4.5.1 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |
| 9-10 | 9.4.5.1 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations |
| 11-12 | 11.4.5.1 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |

6. Acquire and use a range of academic, technical, and domain-specific words and phrases accurately.

| Grade | Code | Benchmark |
|--------------|---------|---|
| Kindergarten | 0.4.6.1 | Use words and phrases acquired through conversations, being read to, reading and responding to texts. |
| 1 | 1.4.6.1 | <p>Use words and phrases acquired through conversations, being read to, reading, and responding to texts.</p> <ul style="list-style-type: none"> a. Use conjunctions to signal simple relationships (e.g., because). |

| Grade | Code | Benchmark |
|-------|---------|---|
| 2 | 2.4.6.1 | <p>Use words and phrases acquired through conversations, being read to, reading, and responding to texts.</p> <p>a. Use adjectives and adverbs (e.g., When other kids are happy that makes me happy).</p> |
| 3 | 3.4.6.1 | <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>a. Use words that signal accurate spatial and temporal relationships (e.g., After dinner that night, we went looking for them).</p> |
| 4 | 4.4.6.1 | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>a. Use words that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).</p> <p>b. Use words that are common to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> |
| 5 | 5.4.6.1 | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>a. Use words that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> |
| 6 | 6.4.6.1 | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>a. Apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| 7 | 7.4.6.1 | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>a. Apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| 8 | 8.4.6.1 | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>a. Apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

| Grade | Code | Benchmark |
|-------|----------|---|
| 9-10 | 9.4.6.1 | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>a. Demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| 11-12 | 11.4.6.1 | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level</p> <p>a. Demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |