

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
6	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	Reading		
6.1.1.1	Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (Greek) to decode and comprehend unfamiliar multi-syllabic words in and out of context.	Reading	Root Words, Prefixes, and Suffixes	
6	R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	Reading		
6.1.2.1	Read independently and self-monitor understanding of grade-level text and annotate learning (i.e. underline, highlight, and take notes), with guidance and support, independently applying strategies when meaning breaks down, including, but not limited to connecting to prior knowledge, using context clues, reading ahead and looking back	Reading	Use Your Prior Knowledge Try It Out: Previewing and Reading a Text First Reading: Understanding Key Ideas, p. 428	
6.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.	Reading	Connect, Connect, Connect, p. 28 Organizing Your Writing, p. 30-32 The Parts of a Composition Publishing, Chapter Five (example texts)	
6.1.2.3	Locate, select, and read texts representing various perspectives and identities from dominant, non-dominant, and marginalized social groups, using various methods of searching for text. (e.g., literary award lists, curated book lists, book reviews).	Reading		

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6	R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	Reading		
6.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	Reading		
6	R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	Reading		
6.1.4.1	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.	Reading	Write About the Text Using Textual Evidence Look for Textual Evidence, p. 431 Gather Evidence, p. 159 Taking Notes—Chapter 6	
6.1.4.2	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.	Reading	Focused Re-Reading of Fiction and Drama Focused Re-Reading of Poetry 1. First Reading: Understand Key Ideas	
6.1.4.3	Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.	Reading	Finding Meaning in Narrative (Fiction, Nonfiction, and Poetry) Focused Re-Reading of Fiction and Drama	
6.1.4.4	Analyze how a key individual, event, or concept is introduced, illustrated, and elaborated, in informational text.	Reading	Informational Text: Textbooks, Newspaper Articles	
6	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	Reading		

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6.1.5.1	Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot.	Reading	Narrative Paragraph Structure Writing a Scene for a Play	
6.1.5.2	Analyze how a given sentence, paragraph, or section fits into the overall structure of an informational text (including, but not limited to, description, classification, cause/effect and comparison/contrast) and contributes to the development of ideas.	Reading	Drafting the Body, p. 208	
6.1.5.3	Interpret, apply, and evaluate the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics, and other audiovisual elements in a wide variety of texts.	Reading	The Process of Inquiry (graphic, p. 185) Publishing, p. 89	
6	R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	Reading		
6.1.6.1	Analyze multiple accounts by various cultures, including Dakota and Anishinaabe, of the same event or topic, noting important similarities and differences in the point of view they represent.	Reading		
6.1.6.2	Examine similar texts published in different time periods, comparing and contrasting influence on meaning, content, or style of the texts.	Reading		
6.1.6.3	Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts and evidence from claims that are not.	Reading	Analyze the Argument, p 190 Focused Re-Reading of Informational and Argumentative Text (chart)	
6	R7 Evaluate arguments and specific claims from complex informational texts.	Reading		
6.1.7.1	Distinguish between relevant and irrelevant evidence to evaluate an author's argument.	Reading	Focused Re-Reading of Informational and Argumentative Text (chart)	

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6	R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	Reading		
6.1.8.1	Analyze the impact of a specific word choice, and rhythm or meter, on the meaning and tone of a story, poem, or song. (word choice analysis including, but not limited to, vocabulary, assonance, consonance, and rhyme)	Reading	Finding Meaning in Lyrical Poetry Focused Re-Reading of Poetry Questions for Evaluating a Text	
6.1.8.2	Examine academic and technical vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools.	Reading	Try It Out: Using Greek and Latin Word Parts	
6	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.	Reading		
6.1.9.1	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.	Reading		
6.1.9.2	Evaluate perspective, credibility and relevancy of sources related to task and purpose.	Reading	Evaluating Sources, p. 106-7 Process for Formal Inquiry	
6	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	Writing		
6.2.1.1	Use correct punctuation (including dashes, hyphens, and ellipses), spelling, capitalization, and grammar, authentically in writing.	Writing	Chapter 24—Subject & Verb Agreement Chapter 26—Capitalization Chapter 29—Other Punctuation Chapter 30—Spelling Strategies	
6.2.1.2	Apply spelling patterns and rules to spell words with Greek word origin, authentically in writing.	Writing	Spelling Patterns Root Words, Prefixes, and Suffixes	
6.2.1.3	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.	Writing	Chapter 22—Using Verbs Chapter 23—Using Pronouns	

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			Chapter 25—Using Adjectives and Adverbs	
6	W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice.	Writing		
6.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.	Writing	Try It Out: Write a Friendly Letter Writing a First Draft—Chapter 5 Crafting an Argument—pp. 102-113 Writing a Personal Narrative Writing a Short Story	
6.2.2.2	Write to reflect how personal perspective, identity, and voice have developed over time.	Writing		
6	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	Writing		
6.2.3.1	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.	Writing	Publishing—Chapter 1 Writing the First Draft—Chapter 4 Revising and Editing—Chapter 4 Crafting an Argument—Chapter 6 Publishing—Chapter 8	
6.2.3.2	Vary word choice, showing understanding of denotation and connotation, phrases, and sentence structures as applicable to context, to convey ideas precisely and engage intended audience.	Writing	As You Write: Word Choice—p.124 As You Write: Word Choice—p.144 As You Revise: Word Choice—p.345	
6	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	Writing		

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6.2.4.1	Write to argue, articulating both an argument and a counter-argument, building on skills from previous years.	Writing	Crafting an Argument— Chapter 6 Claims and Counterclaims—p. 95	
6.2.4.2	Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years.	Writing	Argumentative Writing— Chapter 6	
6	W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	Writing		
6.2.5.1	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive) a. Use precise, domain-specific vocabulary.	Writing	Writing a First Draft—Chapter 5 Writing and Giving an Effective Speech—pp.465-471	
6.2.5.2	Write to respond to a literary text, demonstrating understanding of character complexity. (e.g., writing personal reactions, analysis, and interpretation of text)	Writing	Planning, Focusing, and Organizing—Chapter 8 Revising and Editing—Chapter 8	
6	W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	Writing		
6.2.6.1	Write to create, portraying complexity in characters or self-expression in various literary forms. (e.g., complex emotions, motivations, experiences, and characters who change over time)	Writing	Writing a Personal Narrative Writing a Short Story Writing a Scene for a Play Writing a Poem	
6.2.6.2	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.	Writing	Writing a Personal Narrative Writing a Short Story Writing a Scene for a Play Writing a Poem	

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6	W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	Writing		
6.2.7.1	Formulate self-generated questions that guide inquiry and refocus inquiry when appropriate.	Writing	Inquiry, p. 10 Questions to Ask to Limit a Subject (p. 76) Developing Inquiry Questions, p. 187	
6.2.7.2	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.	Writing	Develop a Plan for Research, p. 187 Evaluating Sources, pp. 188-189 Paraphrase, Don't Plagiarize, pp. 192-193	
6	W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.	Writing		
6.2.8.1	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.	Writing	Paraphrase, Don't Plagiarize, pp. 192-193 Citing Sources, p. 209 Works Cited Page, pp. 210-212	
6	LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	Listening, Speaking, Viewing, and Exchanging Ideas		
6.3.1.1	Exchange ideas through storytelling, discussion, and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own. a. Use tools to collaborate with others synchronously and asynchronously. b. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.	Listening, Speaking, Viewing, and Exchanging Ideas	Try It Out: Fishbowl Activity Group Decision-Making, pp. 475-476 Try It Out: Collaborating with a Group, p. 477	

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6.3.1.2	Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.	Listening, Speaking, Viewing, and Exchanging Ideas	Try It Out: Fishbowl Activity Ask clarifying questions, p. 463	
6.3.1.3	Adapt speech, writing, or communications by utilizing constructive feedback from self and others.	Listening, Speaking, Viewing, and Exchanging Ideas	Collaborating, p. 206 Guidelines for Creating a Supportive Environment, pp. 473-474	
6	LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas		
6.3.2.1	Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, in a variety of forms including digital and face-to-face interactions, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas	Speaking Effectively, pp. 459-461 Writing and Giving an Effective Speech Try It Out: Give a Formal Speech, p. 471	
6	LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	Listening, Speaking, Viewing, and Exchanging Ideas		
6.3.3.1	Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices.	Listening, Speaking, Viewing, and Exchanging Ideas	Publishing, p. 21 Publishing, p. 215	
6.3.3.2	Create and share, individually or in a collaborative group, an informative multimedia work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.*	Listening, Speaking, Viewing, and Exchanging Ideas	Considering Presentation Options, p. 86 Including Multimedia Components, p. 469	
7	R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	Reading		

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7.1.2.1	Read independently and self-monitor understanding of grade-level text and independently annotate learning, independently applying strategies when meaning breaks down, including, but not limited to, making predictions, recalling purpose of reading, and activating prior knowledge to confirm understanding.	Reading	Use Your Prior Knowledge, pp. 424-425 Try It Out: Previewing and Reading a Text, p. 426 Monitoring Comprehension, p. 436	
7.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 7 text complexity.	Reading	Publishing, pp. 89-91 Publishing, pp. 115-117 Writing a Short Story, pp. 130-133	
7.1.2.3	Locate, select, and read texts representing multiple perspectives and identities like and unlike their own, demonstrating skill in identifying perspective of text and searching for alternate perspectives on the subject of the text.	Reading		
7	R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	Reading		
7.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	Reading		
7	R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	Reading		
7.1.4.1	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.	Reading	Write About the Text Using Textual Evidence Look for Textual Evidence, p. 431 Gather Evidence, p. 159	
7.1.4.2	Analyze how the themes or central ideas develop over the course of a single text.	Reading	How Literary Elements Contribute to Meaning, pp. 153-155 Focused Re-Reading of Fiction and Drama, p. 435	

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7.1.4.3	Analyze the interactions between characters, settings, events, or ideas in literary text.	Reading	How Literary Elements Contribute to Meaning, pp. 153-155 Focused Re-Reading of Fiction and Drama, p. 435	
7.1.4.4	Analyze the interactions between individuals, events, or concepts, in informational text.	Reading	Focused Re-Reading of Informational and Argumentative Text, p. 434	
7	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	Reading		
7.1.5.1	Analyze how the sequence of events is told and developed in a story, drama, or poem to contribute to its meaning.	Reading	Finding Meaning in Narrative (Fiction, Nonfiction, and Poetry), p. 153	
7.1.5.2	Analyze the informational text structure (including, but not limited to, compare/contrast, cause/effect, and problem/solution) used including how the major sections contribute to the whole and to the development of ideas.	Reading	Text Structure, pp. 422-424 Focused Re-Reading, p. 432	
7.1.5.3	Interpret, integrate, evaluate and apply the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements for accuracy, perspective, credibility and relevance of information.	Reading	Including Multimedia Components, p. 469 Photographs, p. 196 Statistics, pp. 197-199	
7	R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	Reading		
7.1.6.1	Analyze how an author, including Dakota and Anishinaabe authors, uses his, her, or their stated identity to establish credibility with the reader on an issue or topic.	Reading		
7.1.6.2	Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Reading		

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7.1.6.3	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.	Reading		
7	R7 Evaluate arguments and specific claims from complex informational texts.	Reading		
7.1.7.1	Determine the argument and specific claims in a text, assessing whether the evidence is sufficient to support the claims.	Reading	Analyzing Sources Through Close Reading, pp. 189-191 (note: the headline on p. 189 has a typo, “through” is misspelled as “though”) Argumentative Text: Editorials, Research Papers, p. 429	
7	R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	Reading		
7.1.8.1	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings.	Reading	Determining Word Meaning, pp. 444-450	
7.1.8.2	Analyze the impact of specific word choices on meaning and tone in academic, technical and domain-specific text.	Reading	Focused Re-Reading of Informational and Argumentative Text, p. 434	
7	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.	Reading		
7.1.9.1	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.	Reading	Evaluating Sources, pp. 106-107 Evaluating Sources, pp. 188-189	
7.1.9.2	Evaluate perspective, credibility, relevancy, and sufficiency of sources related to task and purpose.	Reading	Evaluating Sources, pp. 106-107 Evaluating Sources, pp. 188-189	

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7	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	Writing		
7.2.1.1	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.	Writing	Editing, p. 19 As You Edit: Verb Tense, p. 59 Revising and Editing, p. 164 As You Edit: Capitalization As You Edit: Semicolons, Commas, and Clauses	
7.2.1.2	Apply knowledge of word study in spelling academic terms, authentically in writing.	Writing	Chapter 30—Spelling Strategies	
7.2.1.3	Use nouns, verbs, adjectives, adverbs, and pronouns (including intensive pronouns), be able to explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex, and compound-complex sentences, authentically in writing.	Writing	As You Edit: Prepositional Phrases and Subject-Verb Agreement, p. 259 Chapter 13—Nouns and Pronouns Chapter 14—Verbs Chapter 15—Adjectives and Adverbs Pronouns and Their Antecedents, pp. 328-331	
7	W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice.	Writing		
7.2.2.1	Write routinely for a range of tasks, purposes, and audiences, choosing topics and format. (e.g., personal interest, enjoyment, academic tasks)	Writing	Crafting an Argument, pp. 102-115 Writing a Personal Narrative Writing a Short Story Writing a Scene from a Play Writing a Poem	
7.2.2.2	Write to reflect how personal perspective and identity have developed in relation to self and others.	Writing	Writing a Personal Narrative	
7	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	Writing		

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7.2.3.1	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools) and publish.	Writing	Planning, Focusing, and Organizing, pp. 75-82 Writing a First Draft, pp. 83-85 Crafting an Argument, pp. 102-115 Writing a Personal Narrative	
7.2.3.2	Use words, phrases, and sentence structures to establish consistency in voice, style, and tone when writing, considering audience and context.	Writing	As You Draft: Voice and Audience As Your Draft: Voice, p. 128	
7	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	Writing		
7.2.4.1	Write to argue, providing and organizing evidence of both an argument and a counter-argument, building on skills from previous years.	Writing	Crafting an Argument, pp. 102-115	
7.2.4.2	Write to persuade, articulating both a passionate opinion and strong facts that support the opinion, building on skills from previous years.	Writing	Crafting an Argument, pp. 102-115 Chapter 8—Writing About Literary Texts	
7	W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	Writing		
7.2.5.1	Write to inform or explain, conveying ideas about topic in two different ways to two different audiences, utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years. a. Using precise, domain-specific vocabulary.	Writing	Chapter 5—Informational Writing Organizing Your Writing, pp. 30-32	
7.2.5.2	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms. (e.g., writing personal reactions, analysis, and interpretation of text)	Writing	Chapter 8—Writing About Literary Texts	
7	W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	Writing		

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7.2.6.1	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone, and plot in various literary forms. (e.g., poetry, plays, autobiography, biography, story, myth)	Writing	Writing a Personal Narrative Writing a Short Story Writing a Scene from a Play Writing a Poem	
7.2.6.2	Apply structural elements characteristic of the literary genre, in written narratives, poetry, or other creative text. (e.g., chapters, stanzas, scenes)	Writing	Structure of a Personal Narrative, p. 125 Short Story Structure, pp. 133-134	
7	W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	Writing		
7.2.7.1	Formulate self-generated questions that narrow or broaden the inquiry when appropriate.	Writing	Developing Inquiry Questions, p. 187	
7.2.7.2	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.	Writing	Inquiry and Initial Research Publishing, p. 215	
7	W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.	Writing		
7.2.8.1	Use and cite a variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism.	Writing	Paraphrase, Don't Plagiarize, pp. 192-193 Citing Sources, p. 209 Works Cited Page, pp. 210-212	
7	LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	Listening, Speaking, Viewing, and Exchanging Ideas		
7.3.1.1	Exchange ideas through storytelling, discussion, and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.	Listening, Speaking, Viewing, and Exchanging Ideas	Personal Response Strategies, p. 151 Try It Out: Fishbowl Activity	

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	a. Acknowledge and elaborate on others' ideas. b. Use tools to collaborate with others both synchronously and asynchronously. c. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.		Communicating and Collaborating in Groups	
7.3.1.2	Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion.	Listening, Speaking, Viewing, and Exchanging Ideas	Try It Our: Fishbowl Activity	
7.3.1.3	Adapt speech, writing, or communications by utilizing constructive feedback from self and others.	Listening, Speaking, Viewing, and Exchanging Ideas	Guidelines for a Conference, p. 15 Guidelines for Creating a Supportive Environment	
7	LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas		
7.3.2.1	Use vocabulary, language, structure, and features of spoken language to establish personal voice, style, and tone, in communicating with others, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas	Writing and Giving an Effective Speech, pp. 465-471 Try It Out: Give a Formal Speech	
7	LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	Listening, Speaking, Viewing, and Exchanging Ideas		
7.3.3.1	Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices; collaborate with peers, such that multiple aspects of a topic are explored. (e.g., collaborative magazine, blog, or presentation).	Listening, Speaking, Viewing, and Exchanging Ideas	Publishing, p. 21 Choosing a Mode of Delivery, pp. 203-204 Publishing, p. 215	
7.3.3.2	Create and share, individually or in a collaborative group, an artistic or entertaining multi-media work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.*	Listening, Speaking, Viewing, and Exchanging Ideas	Including Multimedia Components, p. 469 Formats and Organization Structures, p. 204	

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8	R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	Reading		
8.1.2.1	Read independently and self-monitor understanding of grade-level text and independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.	Reading	Try It Out: Previewing and Reading a Text, p. 426 Monitoring Comprehension, p. 438 Annotating a Text, p. 430	
8.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 8 text complexity.	Reading		
8.1.2.3	Locate, select, and read texts that address personal identity and intersectionality, utilizing various search methods.	Reading		
8	R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	Reading		
8.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. (Connects to mastery of skills in grade-level text in standard R2)	Reading		
8	R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	Reading		
8.1.4.1	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.	Reading	Write About the Text Using Textual Evidence Look for Textual Evidence, p. 431	
8.1.4.2	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.	Reading	How Literary Elements Contribute to Meaning, pp. 153-155	

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			Focused Re-Reading of Fiction and Drama, p. 435	
8.1.4.3	Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.	Reading	Writing a Scene for a Play, p. 140 Finding Meaning in Drama, p. 155	
8.1.4.4	Analyze how a text makes connections between individuals, events, or concepts, in informational text.	Reading	Connect, Connect, Connect, pp. 28-29	
8	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	Reading		
8.1.5.1	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style. (e.g., poetry/short story, drama/poem).	Reading	Determine Point of View, p. 135	
8.1.5.2	Analyze the informational text structure (including, but not limited to, cause/effect, problem/solution, and proposition/support) highlighting the role that a particular sentence or paragraph has in developing and refining a key concept.	Reading	Try It Out: Previewing and Reading a Text, p. 426	
8.1.5.3	Compare and contrast the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance.	Reading		
8	R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	Reading		
8.1.6.1	Analyze how an author, including Dakota and Anishinaabe authors, develops the point of view and identity of the character to enrich a text.	Reading		
8.1.6.2	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 including describing how the material is rendered new.	Reading	Use Your Prior Knowledge, pp. 424-425	
8.1.6.3	Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting	Reading		

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	information on the same topic and identify where the texts disagree on matters of fact or interpretation.			
8	R7 Evaluate arguments and specific claims from complex informational texts.	Reading		
8.1.7.1	Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant/irrelevant and sufficient.	Reading	Analyzing Sources Through Close Reading, pp. 189-191 (note: the headline on p. 189 has a typo, “through” is misspelled as “though”) Argumentative Text: Editorials, Research Papers, p. 429	
8	R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	Reading		
8.1.8.1	Analyze the impact of specific word choices on meaning and tone of literary text, including analogies or allusions to other texts.	Reading	Focused Re-Reading, p. 431 Finding Meaning in Lyrical Poetry, p. 154	
8.1.8.2	Analyze the impact of specific word choices on meaning and tone of a variety of academic, technical, and domain-specific words and phrases in informational text.	Reading	Focused Re-Reading of Informational and Argumentative Text, p. 434	
8	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.	Reading		
8.1.9.1	Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives.	Reading	Finding Sources, p. 106 Strategies for Gathering Information, pp. 187-188	
8.1.9.2	Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources related to task and purpose. (e.g., purpose/motive of author or source)	Reading	Evaluating Sources, pp. 106-107 Evaluating Sources, pp. 188-189	
8	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	Writing		

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8.2.1.1	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.	Writing	Editing, pp. 19-20 As You Edit: Verb Tense Revising and Editing, pp. 69-71	
8.2.1.2	Use nouns, verbs, adjectives, adverbs, and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, and building on skills from previous years.	Writing	Chapter 13—Nouns and Pronouns Chapter 14—Verbs Chapter 15—Adjectives and Adverbs Chapter 20—Clauses	
8	W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice.	Writing		
8.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, and audiovisual elements) when applicable.	Writing	Crafting an Argument, pp. 102-115 Writing a Personal Narrative Writing a Short Story Writing a Scene from a Play Writing a Poem Charts, p. 198 Diagrams, p. 199	
8.2.2.2	Write to reflect how personal perspective and identity have developed in relation to social or cultural groups.	Writing	Writing a Personal Narrative	
8	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	Writing		
8.2.3.1	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing, and publishing.	Writing	Planning, Focusing, and Organizing, pp. 75-82 Writing a First Draft, pp. 83-85 Crafting an Argument, pp. 102-115 Writing a Personal Narrative	
8.2.3.2	Use words, phrases, and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Writing	Specific Words, p. 33 Writing Concise Sentences, p. 42	

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			Choosing Precise Words, p. 457	
8	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	Writing		
8.2.4.1	Write to argue, clarifying the relationship among claims and evidence in both argument and counter-argument, building on skills from previous years.	Writing	Crafting an Argument, pp. 102-115	
8.2.4.2	Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years.	Writing	Crafting an Argument, pp. 102-115 Chapter 8—Writing About Literary Texts	
8	W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	Writing		
8.2.5.1	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly cited summary, paraphrase, and quotation, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. a. Use precise, domain-specific vocabulary.	Writing	Chapter 5—Informational Writing Paraphrase, Don't Plagiarize pp. 192-193 Organizing Your Writing, pp. 30-32	
8.2.5.2	Write to respond to a literary text, demonstrating understanding of style, mood, and tone. (e.g., writing personal reactions, analysis, and interpretation of text)	Writing	Chapter 8—Writing About Literary Texts	
8	W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	Writing		
8.2.6.2	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.	Writing	Use Dialogue, p. 142 The Structure of a Personal Narrative, p. 125	
8	W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	Writing		

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8.2.7.1	Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.	Writing	Developing Inquiry Questions, p. 187	
8.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing. (e.g., sources of different formats and/or perspectives)	Writing	Inquiry and Initial Research, pp. 186-189	
8	W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.	Writing		
8.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism.	Writing	Citing Sources, pp. 209-210 Works Cited Page, pp. 210-212 Paraphrase, Don't Plagiarize, pp. 192-193	
8	LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	Listening, Speaking, Viewing, and Exchanging Ideas		
8.3.1.1	Exchange ideas through storytelling, discussion, and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented. b. Use tools to collaborate with others in both synchronously and asynchronously. c. Work toward a shared goal.	Listening, Speaking, Viewing, and Exchanging Ideas	Personal Response Strategies, p. 151 Try It Out: Fishbowl Activity Communicating and Collaborating in Groups	
8.3.1.2	Ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations and ideas, demonstrating preparation for the discussion.	Listening, Speaking, Viewing, and Exchanging Ideas	Respond Appropriately, pp. 462-463 Try It Out: Fishbowl Activity	
8.3.1.3	Adapt speech, writing, or communications by utilizing constructive feedback from self and others.	Listening, Speaking, Viewing, and Exchanging Ideas	Guidelines for a Conference, p. 15 Guidelines for Creating a Supportive Environment	

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8	LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas		
8.3.2.1	Use vocabulary, language, structure, and features of spoken language to establish personal voice, style, and tone, and impact in communicating with others, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas	Writing and Giving an Effective Speech, pp. 465-471 Try It Out: Give a Formal Speech	
8	LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	Listening, Speaking, Viewing, and Exchanging Ideas		
8.3.3.1	Communicate claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning, and carefully selected details, in a variety of presentation styles, following ethical and safe communication practices.	Listening, Speaking, Viewing, and Exchanging Ideas	Publishing, p. 21 Choosing a Mode of Delivery, pp. 203-204 Publishing, p. 215	
8.3.3.2	Create and share, individually or in a collaborative group, a persuasive multimedia work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.*	Listening, Speaking, Viewing, and Exchanging Ideas	Including Multimedia Components, p. 469 Formats and Organization Structures, p. 204	
9	R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	Reading		
9.1.2.1	Read independently and self-monitor understanding of grade-level text and independently annotate learning, independently applying strategies when meaning breaks down, including, but not limited to consulting resources for more information.	Reading	Annotating a Text, p. 486 As You Read, pp. 483-496	
9.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity.	Reading	Try It Out: Previewing a Text, p. 482 Try It Out: Annotating a Text, p. 486	

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			Try It Out: Focused Re-read on Character, p. 493	
9.1.2.3	Locate, select, and read texts by two authors on the same topic or theme.	Reading		
9	R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	Reading		
9.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people, to examine concepts, issues, or histories.	Reading		
9	R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	Reading		
9.1.4.1	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including making connections to other texts; objectively summarize the text.	Reading	Write About the Text Using Textual Evidence, p. 499 Look for Textual Evidence, p. 487	
9.1.4.2	Analyze the themes or central ideas, including how it emerges and shaped by specific details, of multiple texts, considering author perspective, identity, and bias.	Reading	Finding Meaning in Narrative (Fiction, Nonfiction, and Poetry), pp. 167-169 Focused Re-Reading of Fiction and Drama, p. 491	
9.1.4.3	Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.	Reading		
9.1.4.4	Analyze how an author or authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.	Reading	Responding to Nonfiction, p. 180 First Readings: Build Understanding, p. 217	
9	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	Reading		

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
9.1.5.1	Evaluate the impact of author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).	Reading	Finding Meaning in Narrative (Fiction, Nonfiction, and Poetry), p. 167	
9.1.5.2	Analyze the informational text structure, including, but not limited to, proposition/support, critique, inductive/deductive, focusing on the role of various sentences and paragraphs in a text in developing and refining a key concept.	Reading	Text Structure, pp. 479-480	
9.1.5.3	Critically analyze the use, meaning, and aesthetics of illustrations, graphics, and other audiovisual elements and explain their relation to the text.	Reading	Statistics, p. 227 Questions for Evaluating a Text, p. 494	
9	R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	Reading		
9.1.6.1	Examine how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases, and perspective shape the content and style of a text.	Reading	Checklist for Evaluating Print Sources, p. 109	
9.1.6.2	Examine the impact of a text's publishing date on its current validity and credibility, in literature, social studies, or science.	Reading	Checklist for Evaluating Print Sources, p. 109	
9.1.6.3	Delineate the argument and specific claims in a text; identify false statements and fallacious reasoning.	Reading	Faulty Reasoning and Logical Fallacies, pp. 218-220	
9	R7 Evaluate arguments and specific claims from complex informational texts.	Reading		
9.1.7.1	Compare and contrast the arguments of two authors with different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning.	Reading		
9	R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	Reading		
9.1.8.1	Analyze the impact of specific word choices, rhythm, meter, or other style choices on meaning and tone on literary text. (e.g., word choices that allude to culture, time period, or geography)	Reading		

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
9.1.8.2	Examine the impact of domain-specific vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools.	Reading	Technical Dictionaries, p. 515	
9	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.	Reading		
9.1.9.1	Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, in the process of inquiry.	Reading	Develop a Plan for Research, pp. 215-216 Exploring the Broad Topic, p. 214	
9.1.9.2	Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources, accessing additional sources as needed.	Reading	Evaluating Sources, pp. 109-110 Evaluating Sources, pp. 216-217 Analyze the Argument, p. 218	
9	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	Writing		
9.2.1.1	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.	Writing	Editing, pp. 19-20 Using Standard Manuscript Form, p. 22 As You Edit: Using a Style Guide, p. 329	
9.2.1.2	Write with sufficient command of grammar and mechanics to influence voice and style. (e.g., parts of speech, sentence structures, pronoun/antecedent agreement)	Writing	Chapter 12—The Parts of Speech Pronouns and Their Antecedents Sentence Structure	
9	W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice.	Writing		
9.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual	Writing	Try It Out: Write a Friendly Letter	

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	elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable.		Try It Out: Write a College Essay Crafting an Argument Writing a Short Story Writing a Scene for a Play Statistics, p. 227	
9.2.2.2	Write to reflect how personal identities and the intersection of identities inform perspective.	Writing	Writing a Personal Narrative	
9	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	Writing		
9.2.3.1	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing, and publication.	Writing	Writing the First Draft, pp. 12-14 Guidelines for a Conference, p. 15 Writing the First Draft, pp. 66-69 Writing the First Draft, pp. 84-87	
9.2.3.2	Vary word usage and sentence structure for effect, considering audience and context.	Writing	As You Write: Word Choice, p. 129 Creating Sentence Variety, pp. 39-41	
9	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	Writing		
9.2.4.1	Write to argue, basing argument, and counter-argument, with evidence, on personally relevant and authentic issues, building on skills from previous years.	Writing	Crafting an Argument Claims and Counterclaims, pp. 98-99	
9.2.4.2	Write to persuade, considering and addressing other perspectives, building on skills from previous years.	Writing	Crafting an Argument As You Revise: Sentence Effectiveness, p. 318 Try It Out: Give a Speech, (Activity #3) p. 536	

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
9	W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	Writing		
9.2.5.1	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, and clearly explaining connections and distinctions between key ideas and concepts, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. a. Use precise, domain-specific vocabulary.	Writing	Chapter 5—Informational Writing Text Structure, pp. 479-480	
9.2.5.2	Write to respond to a literary text, including analysis of narrative elements. (e.g., writing personal reactions, analysis, and interpretation of text)	Writing	Chapter 8—Writing About Literary and Nonfiction Texts	
9	W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	Writing		
9.2.6.1	Write to create, applying basic and advanced literary techniques as observed in mentor texts to various tasks and purposes, in various literary forms.	Writing	Writing a Short Story Writing a Scene for a Play Writing a Personal Narrative Writing a Poem	
9.2.6.2	Model use of structural elements of mentor texts, in written narratives, poetry, or other creative text.	Writing	Writing a Short Story, pp. 135-139 Writing a Scene for a Play, pp. 147-151	
9	W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	Writing		
9.2.7.1	Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation.	Writing	Developing Inquiry Questions, p. 215 Analyze the Argument, p. 218	

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9.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.	Writing	Inquiry and Initial Research Synthesizing, p. 234	
9	W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.	Writing		
9.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance.	Writing	Paraphrase, Don't Plagiarize, pp. 222-223 Citing Sources, pp. 240-242 Works Cited Page, pp. 242-244	
9	LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	Listening, Speaking, Viewing, and Exchanging Ideas		
9.3.1.1	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives. a. Exchange ideas on grade 9 topics, texts, and issues from social studies and science. b. Elaborating on others' ideas, and summarizing points of agreement and disagreement. c. Work toward a shared goal by building consensus and integrating divergent views. d. Use teacher-provided models of conflict resolution.	Listening, Speaking, Viewing, and Exchanging Ideas	Personal Response Strategies, p. 165 Try It Out: Fishbowl Activity, p. 527 Collaborating Effectively, pp. 537-539 Try It Out: Collaborating and Decision-Making, p. 545	
9.3.1.2	Contribute to 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, demonstrating preparation for the discussion.	Listening, Speaking, Viewing, and Exchanging Ideas	Guidelines for Effective Collaboration, p. 540 Try It Out: Fishbowl Activity, p. 527 Keeping the Discussion Moving, p. 542	

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9.3.1.3	Request and utilize constructive feedback for use in revising work.	Listening, Speaking, Viewing, and Exchanging Ideas	Collaborating, p. 236 Give and Receive Constructive Feedback, p. 540	
9	LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas		
9.3.2.1	Adapt speech, writing, or communications to a variety of contexts, audiences, tasks, demonstrating command of formal English when indicated or appropriate.	Listening, Speaking, Viewing, and Exchanging Ideas	Try It Out: Write a Friendly Letter Try It Out: Write a College Essay Try It Out: Give a Speech Writing and Giving an Effective Speech	
9	LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	Listening, Speaking, Viewing, and Exchanging Ideas		
9.3.3.1	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Listening, Speaking, Viewing, and Exchanging Ideas	Statistics, p. 227 Including Multimedia Components, p. 533 Evaluating Sources, pp. 109-110 Evaluating Sources, pp. 216-217	
9.3.3.2	Create and share, individually or in a collaborative group, a piece of digital work or digital communication, for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property.*	Listening, Speaking, Viewing, and Exchanging Ideas	Publishing, p. 21 Publishing, p. 248	
10	R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	Reading		

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10.1.2.1	Read independently and synthesize understanding from multiple texts in order to make meaning about a topic, with guidance and support, and annotate learning.	Reading	Synthesizing, p. 234 Annotating a Text, p. 486	
10.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 10 text complexity.	Reading	Try It Out: Previewing a Text Try It Out: Annotating a Text Try It Out: Focused Re-read On Character	
10.1.2.3	Locate, select, and read text by multiple authors on the same topic or theme to examine concepts or issues from multiple viewpoints or perspectives.	Reading		
10	R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	Reading		
10.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people, to examine concepts, issues, or histories	Reading		
10	R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	Reading		
10.1.4.1	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including analysis of how and when author introduces concepts, ideas, or characters; objectively summarize the text.	Reading	Write About the Text Using Textual Evidence, p. 499 Look for Textual Evidence, p. 487 Summarizing, pp. 498-499	
10.1.4.2	Analyze and compare/contrast the themes or central ideas of multiple texts, researching and interpreting possible impact of author perspective, identity, and bias.	Reading	Checklist for Evaluating Print Sources, p. 109	
10.1.4.3	Analyze how events, ideas and complex characters develop over the course of a text and advance the plot, in a literary text.	Reading	Finding Meaning in Narrative (Fiction, Nonfiction, and Poetry), p. 167 Focused Re-reading of Fiction and Drama, pp. 490-491	

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
10.1.4.4	Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.	Reading		
10	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	Reading		
10.1.5.1	Evaluate the impact of the author's choices concerning order of events within a text (e.g., parallel, linear, and nonlinear plots).	Reading	Plot, p. 167 Questions for Evaluating Literature, p. 169	
10.1.5.2	Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs, or larger sections of an informational text.	Reading	Analyze the Argument, p. 218	
10.1.5.3	Evaluate the impact of illustrations, graphics, and other audiovisual elements on the use, meaning, and aesthetics of the text.	Reading	Questions for Evaluating a Text, p. 494 Publishing, pp. 91-93 Student Model, p. 248	
10	R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	Reading		
10.1.6.1	Analyze how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases, and perspective shape the content and style of a text.	Reading	Checklist for Evaluating Print Sources, p. 109	
10.1.6.2	Analyze the impact of a text's publishing date on its current validity and credibility, in literature, social studies, or science.	Reading	Checklist for Evaluating Print Sources, p. 109	
10.1.6.3	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Reading	Faulty Reasoning and Logical Fallacies, pp. 218-220	
10	R7 Evaluate arguments and specific claims from complex informational texts.	Reading		
10.1.7.1	Analyze the arguments of several authors with similar or different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning.	Reading		

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
10	R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	Reading		
10.1.8.1	Evaluate the impact of vocabulary, including key words or phrases with multiple meanings, on content, style, and meaning of literary text.	Reading	The Structure of a Play, pp. 147-151	
10.1.8.2	Analyze the impact of specific word choices, including word origins that allude to culture, time period, or geography, in informational text.	Reading		
10	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.	Reading		
10.1.9.1	Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, to expand understanding of a topic of inquiry.	Reading	Finding Sources, p. 109 Develop a Plan for Research, pp. 215-216	
10.1.9.2	Make critical choices about information sources to use, based on perspective, biases credibility, and relevancy.	Reading	Evaluating Sources, pp. 109-110 Evaluating Sources, pp. 216-217 Analyze the Argument, p. 217	
10	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	Writing		
10.2.1.1	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.	Writing	Editing, pp. 19-20 Using Standard Manuscript Form, p. 22 As You Edit: Using a Style Guide, p. 329	
10.2.1.2	Write with command of grammar and mechanics to influence voice and style.	Writing	Use of Language As You Revise: Style, p. 283 As You Revise: Style, p. 447 As You Revise: Style, p. 458	
10	W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.	Writing		

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
10.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable.	Writing	Try It Out: Write a Friendly Letter Try It Out: Write a College Essay Crafting an Argument Writing a Short Story Writing a Scene for a Play Statistics, p. 227	
10.2.2.2	Write to represent personal perspective, identity, and voice as a member of a global community.	Writing	Writing a Personal Narrative	
10	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	Writing		
10.2.3.1	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.	Writing	Using Standard Manuscript Form, p. 22 Guidelines for Making an Outline, p. 83 Parenthetical Citations, pp. 241-242	
10.2.3.2	Make effective word use and sentence structure choices for meaning or style, considering audience and context.	Writing	As You Revise: Style, p. 283 As You Draft: Voice and Audience, p. 13 As You Write: Sentence Fluency, p. 41 Appeals to Emotion (Pathos) Voice and Audience, p. 106	
10	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	Writing		
10.2.4.1	Write to argue, basing argument and counter-argument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.	Writing	Crafting an Argument Claims and Counterclaims, pp. 98-99	

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
10.2.4.2	Write to persuade, demonstrating and understanding of the relevant and authentic issues connected to the position, building on skills from previous years.	Writing	Crafting an Argument Try It Out: Give a Speech, (Activity #3) p. 536	
10	W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	Writing		
10.2.5.1	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic, utilizing organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years. a. Use precise, domain-specific vocabulary.	Writing	Chapter 5—Informational Writing Text Structure, pp. 479-480 Evaluating Sources, pp. 109-110 Evaluating Sources, pp. 216-217	
10.2.5.2	Write to respond to literary text, choosing either a deeper or wider analysis of narrative elements.	Writing	Chapter 8—Writing About Literary and Nonfiction Texts	
10	W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	Writing		
10.2.6.1	Write to create, applying basic and advanced literary techniques and a variety of creative skills to various tasks and purposes, in various literary forms.	Writing	Writing a Short Story Writing a Scene for a Play Writing a Personal Narrative Writing a Poem	
10.2.6.2	Use structure appropriate to task and purpose, in written narratives, poetry, or other creative text.	Writing	Narrative Paragraph Structure, p. 130 Short Story Structure, p. 140 The Structure of Drama, p. 152	
10	W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	Writing		

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
10.2.7.1	Formulate self-generated questions to solve a problem that guide inquiry, generating additional questions for further research and investigation.	Writing	Developing Inquiry Questions, p. 215 Analyze the Argument, p. 218	
10.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.	Writing	Inquiry and Initial Research Synthesizing, p. 234	
10	W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.	Writing		
10.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance.	Writing	Paraphrase, Don't Plagiarize, pp. 222-223 Citing Sources, pp. 240-242 Works Cited Page, pp. 242-244	
10	LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	Listening, Speaking, Viewing, and Exchanging Ideas		
10.3.1.1	Exchange ideas through storytelling, discussion, and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Exchange ideas on grade 10 topics, texts, and issues from social studies and science. b. Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to set rules for collegial 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. d. Develop conflict resolution strategies.	Listening, Speaking, Viewing, and Exchanging Ideas	Personal Response Strategies, p. 165 Try It Out: Fishbowl Activity, p. 527 Collaborating Effectively, pp. 537-539 Try It Out: Collaborating and Decision-Making, p. 545	

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
10.3.1.2	Extend conversations by posing and responding to questions that relate the current discussion to broader theme or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion.	Listening, Speaking, Viewing, and Exchanging Ideas	Guidelines for Effective Collaboration, p. 540 Try It Out: Fishbowl Activity, p. 527 Keeping the Discussion Moving, p. 542	
10.3.1.3	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.	Listening, Speaking, Viewing, and Exchanging Ideas	Give and Receive Constructive Feedback, p. 540	
10	LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas		
10.3.2.1	Make effective choices regarding vocabulary, language, structure, and advanced application of features of spoken language (e.g., rhetorical questioning), in a variety of forms including digital and face-to-face interactions, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas	Speaking Effectively, pp. 521-524 Writing and Giving an Effective Speech	
10	LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	Listening, Speaking, Viewing, and Exchanging Ideas		
10.3.3.1	Select and use the most applicable style of communication, appropriate to task, purpose, audience, and discipline, following ethical and safe communication practice.	Listening, Speaking, Viewing, and Exchanging Ideas	Try It Out: Giving and Following Complex Directions, p. 524 Try It Out: Give a Speech	
10.3.3.2	Create and share, individually or in a collaborative group, and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific purpose; publish work, considering audience, demonstrating understanding of digital footprint.*	Listening, Speaking, Viewing, and Exchanging Ideas	Publishing, p. 21 Publishing, p. 248 Try It Out: Give a Speech	
11	R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	Reading		

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
11.1.2.1	Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning.	Reading	Synthesizing, p. 234 Annotating a Text, p. 486	
11.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 11-12 text complexity.	Reading	Try It Out: Previewing a Text Try It Out: Annotating a Text Try It Out: Focused Re-read On Character	
11.1.2.3	Read widely, locating, selecting, and reading texts to examine concepts or issues from multiple viewpoints or perspectives like and unlike their own from dominant, non-dominant, and marginalized social groups.	Reading		
11	R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	Reading		
11.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues, or histories.	Reading		
11	R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	Reading		
11.1.4.1	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matters uncertain; objectively summarize the text.	Reading	Write About the Text Using Textual Evidence, p. 499 Look for Textual Evidence, p. 487 Summarizing, pp. 498-499	
11.1.4.2	Determine two or more themes or central ideas of a text and synthesize their development over the course of the text, including how they interact and build on one another to provide a complex synthesis.	Reading		
11.1.4.3	Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama, in a literary text. (e.g., where a story is set, how action is ordered, how characters are introduced or developed)	Reading	Finding Meaning in Narrative (Fiction, Nonfiction, and Poetry), p. 167 Focused Re-reading of Fiction and Drama, pp. 490-491	

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
			Questions for Evaluating Literature, p. 169	
11.1.4.4	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, concepts, or events interact and develop over the course of the text	Reading	Focused Re-Reading of Argumentative Text, p. 490 Focused Re-Reading of Fiction and Drama, pp. 490-491 Finding Meaning in Narrative (Fiction, Nonfiction, and Poetry), p. 167	
11	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	Reading		
11.1.5.1	Evaluate the impacts on meaning and appeal of the author's choices concerning structuring the text, including how specific parts of the text interact with each other and contribute to the whole.	Reading	Plot, p. 167 Questions for Evaluating Literature, p. 169 Text Structure, pp. 479-480	
11.1.5.2	Evaluate the use of differing informational text structures to support an author's ideas, claims, and arguments.	Reading	Text Structure, pp. 479-480 Questions for Evaluating a Text, pp. 494-495	
11.1.5.3	Compare and contrast the impact of illustrations, graphics, and other audiovisual elements on the use, meaning, and aesthetics of a wide variety of texts.	Reading		
11	R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	Reading		
11.1.6.1	Evaluate how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases, and perspective shape the content and style of a text.	Reading	Checklist for Evaluating Print Sources, p. 109	
11.1.6.2	Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance.	Reading		

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
11.1.6.3	Delineate and evaluate the reasoning in seminal scientific and legal texts, and the premises, purposes, and arguments in the documents identifying persuasive opinions and factual evidence.	Reading	Questions for Evaluating a Text, pp. 494-495	
11	R7 Evaluate arguments and specific claims from complex informational texts.	Reading		
11.1.7.1	Examine validity of reasoning, relevance and sufficiency of evidence supporting arguments in several texts to evaluate credibility of frequently used sources.	Reading	Analyze the Argument, p. 218	
11	R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	Reading		
11.1.8.1	Analyze the cumulative impact of specific word choices on meaning, mood, and tone of literary text. (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)	Reading	Poetry, p. 485 Questions for Evaluating a Text, p. 495	
11.1.8.2	Evaluate the impact of academic, technical, and domain-specific vocabulary, including words and phrases, on content, style, and meaning of informational text.	Reading		
11	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.	Reading		
11.1.9.1	Access information from a wide variety of sources, including academic journals and peer-reviewed sources, on both sides of an issue, or from multiple perspectives, to expand understanding of a topic of inquiry.	Reading	Finding Sources, p. 109 Develop a Plan for Research, pp. 215-216	
11.1.9.2	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.	Reading	Evaluating Sources, pp. 109-110 Evaluating Sources, pp. 216-217 Works Cited page, p. 242	
11	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	Writing		

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
11.2.1.1	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose.	Writing	Editing, pp. 19-20 Using Standard Manuscript Form, p. 22 As You Edit: Using a Style Guide, p. 329	
11.2.1.2	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.	Writing	As You Revise: Style, p. 283 As You Revise: Style, p. 447 As You Revise: Style, p. 458	
11	W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, a voice.	Writing		
11.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, and audiovisual elements) when applicable.	Writing	Try It Out: Write a Friendly Letter Try It Out: Write a College Essay Crafting an Argument Writing a Short Story Writing a Scene for a Play Statistics, p. 227	
11.2.2.2	Write to reflect how personal perspective, identity, and voice have developed and changed over time, in relation to the global community.	Writing	Writing a Personal Narrative	
11	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	Writing		
11.2.3.1	Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise, and edit work considering the publishing plan.	Writing	Publishing, p. 21 Publishing, p. 189 Publishing, p. 248	
11.2.3.2	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.	Writing	Creating Sentence Variety, pp. 39-41 As You Revise: Style p. 283 As You Edit: Using a Style Guide, p. 329	
11	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	Writing		

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
11.2.4.1	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.	Writing	Crafting an Argument Claims and Counterclaims, pp. 98-99 Appeals to Logic (Logos), pp. 101-102	
11.2.4.2	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.	Writing	Crafting an Argument Try It Out: Give a Speech, (Activity #3) p. 536 Developing Your Idea, p. 26	
11	W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	Writing		
11.2.5.1	Write to inform or explain, comparing, integrating, and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years. a. Use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Writing	Chapter 5—Informational Writing Text Structure, pp. 479-480 Depth of Thought, p. 78	
11.2.5.2	Write to respond to literary text, analyzing multiple literary with texts with common genre, author, or theme.	Writing	Chapter 8—Writing About Literary and Nonfiction Texts	
11	W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	Writing		
11.2.6.1	Write to create, engaging and orienting the reader, establishing context and narrative point of view, and applying basic and advanced literary techniques in various literacy forms, including, by not limited to personal or autobiographical essays, building on skills learned in previous years.	Writing	Writing a Short Story Writing a Scene for a Play Writing a Personal Narrative Writing a Poem	
11.2.6.2	Apply structural elements characteristic of the personal essay or autobiographical essay.	Writing	Writing a Personal Narrative	

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
11	W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	Writing		
11.2.7.2	Plan and conduct independent research from a wide variety of sources including academic journals and peer-reviewed sources, demonstrating understanding of subject of investigation, and share findings in writing.	Writing	Inquiry and Initial Research Synthesizing, p. 234 Publishing, p. 248	
11	W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.	Writing		
11.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose.	Writing	Paraphrase, Don't Plagiarize, pp. 222-223 Citing Sources, pp. 240-242 Works Cited Page, pp. 242-244	
11	LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	Listening, Speaking, Viewing, and Exchanging Ideas		
11.3.1.1	Exchange ideas through storytelling, discussion, and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Exchange ideas on grade 11–12 topics, texts, and issues from social studies and science. b. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. d. Develop a shared vision and goal in seeking diverse perspectives from the wider world. (e.g., experts from the local community or students from other schools, towns, states, or countries). e. Employ conflict resolution strategies.	Listening, Speaking, Viewing, and Exchanging Ideas	Personal Response Strategies, p. 165 Try It Out: Fishbowl Activity, p. 527 Collaborating Effectively, pp. 537-539 Try It Out: Collaborating and Decision-Making, p. 545	

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
11.3.1.2	Extend 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, demonstrating preparation for the discussion.	Listening, Speaking, Viewing, and Exchanging Ideas	Guidelines for Effective Collaboration, p. 540 Try It Out: Fishbowl Activity, p. 527 Keeping the Discussion Moving, p. 542	
11.3.1.3	Give and respond thoughtfully to constructive feedback, summarize points of agreement and disagreement and soliciting relevant feedback for use in revising work.	Listening, Speaking, Viewing, and Exchanging Ideas	Give and Receive Constructive Feedback, p. 540	
11	LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas		
11.3.2.1	Make effective choices regarding vocabulary, language, structure, and advanced application of features of spoken language, in a variety of forms including digital and face to face interactions, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas	Speaking Effectively, pp. 521-524 Writing and Giving an Effective Speech	
11	LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	Listening, Speaking, Viewing, and Exchanging Ideas		
11.3.3.1	Select and deliver most applicable style of presentation to communicate knowledge and ideas appropriate to task, purpose, audience, and discipline, ensuring that audience can follow the line of reasoning in presentation of knowledge of ideas, following ethical and safe communication practices.	Listening, Speaking, Viewing, and Exchanging Ideas	Try It Out: Giving and Following Complex Directions, p. 524 Try It Out: Give a Speech	
11.3.3.2	Create and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint.*	Listening, Speaking, Viewing, and Exchanging Ideas	Publishing, p. 21 Publishing, p. 248 Try It Out: Give a Speech	
12	R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	Reading		

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
12.1.2.1	Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning.	Reading	Synthesizing, p. 234 Annotating a Text, p. 486	
12.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 11-12 text complexity.	Reading	Try It Out: Previewing a Text Try It Out: Annotating a Text Try It Out: Focused Re-read On Character	
12.1.2.3	Read widely, locating, selecting, and reading texts to examine concepts or issues from multiple viewpoints or perspectives like and unlike their own from dominant, non-dominant, and marginalized social groups.	Reading		
12	R3 Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	Reading		
12.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues, or histories.	Reading		
12	R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	Reading		
12.1.4.1	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matters uncertain; objectively summarize the text.	Reading	Write About the Text Using Textual Evidence, p. 499 Look for Textual Evidence, p. 487 Summarizing, pp. 498-499	
12.1.4.2	Determine two or more themes or central ideas of a text and synthesize their development over the course of the text, including how they interact and build on one another to provide a complex synthesis.	Reading		
12.1.4.3	Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama, in a literary text. (e.g., where a story is set, how action is ordered, how characters are introduced or developed)	Reading	Finding Meaning in Narrative (Fiction, Nonfiction, and Poetry), p. 167 Focused Re-reading of Fiction and Drama, pp. 490-491	

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
			Questions for Evaluating Literature, p. 169	
12.1.4.4	Analyze a complex set of ideas or sequence of events and how explain how specific individuals, ideas, concepts, or events	Reading	Focused Re-Reading of Argumentative Text, p. 490 Focused Re-Reading of Fiction and Drama, pp. 490-491 Finding Meaning in Narrative (Fiction, Nonfiction, and Poetry), p. 167	
12	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	Reading		
12.1.5.1	Evaluate the impacts on meaning and appeal of the author's choices concerning structuring the text, including how specific parts of the text interact with each other and contribute to the whole.	Reading	Plot, p. 167 Questions for Evaluating Literature, p. 169 Text Structure, pp. 479-480	
12.1.5.2	Evaluate the use of differing informational text structures to support an author's ideas, claims, and arguments.	Reading	Text Structure, pp. 479-480 Questions for Evaluating a Text, pp. 494-495	
12.1.5.3	Compare and contrast the impact of illustrations, graphics, and other audiovisual elements on the use, meaning, and aesthetics of a wide variety of texts.	Reading		
12	R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	Reading		
12.1.6.1	Evaluate how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases, and perspective shape the content and style of a text.	Reading	Checklist for Evaluating Print Sources, p. 109	
12.1.6.2	Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance.	Reading		

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
12.1.6.3	Delineate and evaluate the reasoning in seminal scientific and legal texts, and the premises, purposes, and arguments in the documents identifying persuasive opinions and factual evidence.	Reading	Questions for Evaluating a Text, pp. 494-495	
12	R7 Evaluate arguments and specific claims from complex informational texts.	Reading		
12.1.7.1	Examine validity of reasoning, relevance and sufficiency of evidence supporting arguments in several texts to evaluate credibility of frequently used sources.	Reading	Analyze the Argument, p. 218	
12	R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	Reading		
12.1.8.1	Analyze the cumulative impact of specific word choices on meaning, mood, and tone of literary text. (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)	Reading	Poetry, p. 485 Questions for Evaluating a Text, p. 495	
12.1.8.2	Evaluate the impact of academic, technical, and domain-specific vocabulary, including words and phrases, on content, style, and meaning of informational text.	Reading		
12	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.	Reading		
12.1.9.1	Access information from a wide variety of sources, including academic journals and peer-reviewed sources, on both sides of an issue, or from multiple perspectives, to expand understanding of a topic of inquiry.	Reading	Finding Sources, p. 109 Develop a Plan for Research, pp. 215-216	
12.1.9.2	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.	Reading	Evaluating Sources, pp. 109-110 Evaluating Sources, pp. 216-217 Works Cited page, p. 242	
12	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	Writing		

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
12.2.1.1	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose.	Writing	Editing, pp. 19-20 Using Standard Manuscript Form, p. 22 As You Edit: Using a Style Guide, p. 329	
12.2.1.2	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.	Writing	As You Revise: Style, p. 283 As You Revise: Style, p. 447 As You Revise: Style, p. 458	
12	W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, a voice.	Writing		
12.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, and audiovisual elements) when applicable.	Writing	Try It Out: Write a Friendly Letter Try It Out: Write a College Essay Crafting an Argument Writing a Short Story Writing a Scene for a Play Statistics, p. 227	
12.2.2.2	Write to reflect how personal perspective, identity, and voice have developed and changed over time, in relation to the global community.	Writing	Writing a Personal Narrative	
12	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	Writing		
12.2.3.1	Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise, and edit work considering the publishing plan.	Writing	Publishing, p. 21 Publishing, p. 189 Publishing, p. 248	
12.2.3.2	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.	Writing	Creating Sentence Variety, pp. 39-41 As You Revise: Style p. 283 As You Edit: Using a Style Guide, p. 329	
12	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	Writing		

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12.2.4.1	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.	Writing	Crafting an Argument Claims and Counterclaims, pp. 98-99 Appeals to Logic (Logos), pp. 101-102	
12.2.4.2	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.	Writing	Crafting an Argument Try It Out: Give a Speech, (Activity #3) p. 536 Developing Your Idea, p. 26	
12	W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	Writing		
12.2.5.1	Write to inform or explain, comparing, integrating, and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years. a. Use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Writing	Chapter 5—Informational Writing Text Structure, pp. 479-480 Depth of Thought, p. 78	
12.2.5.2	Write to respond to literary text, analyzing multiple literary texts with common genre, author, or theme.	Writing	Chapter 8—Writing About Literary and Nonfiction Texts	
12	W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	Writing		
12.2.6.1	Write to create, engaging and orienting the reader, establishing context and narrative point of view, and applying basic and advanced literary techniques in various literacy forms, including, by not limited to personal or autobiographical essays, building on skills learned in previous years.	Writing	Writing a Short Story Writing a Scene for a Play Writing a Personal Narrative Writing a Poem	
12.2.6.2	Apply structural elements characteristic of the personal essay or autobiographical essay.	Writing	Writing a Personal Narrative	

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12	W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	Writing		
12.2.7.2	Plan and conduct independent research from a wide variety of sources including academic journals and peer-reviewed sources, demonstrating understanding of subject of investigation, and share findings in writing.	Writing	Inquiry and Initial Research Synthesizing, p. 234 Publishing, p. 248	
12	W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.	Writing		
12.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose.	Writing	Paraphrase, Don't Plagiarize, pp. 222-223 Citing Sources, pp. 240-242 Works Cited Page, pp. 242-244	
12	LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	Listening, Speaking, Viewing, and Exchanging Ideas		
12.3.1.1	Exchange ideas through storytelling, discussion, and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Exchange ideas on grade 11–12 topics, texts, and issues from social studies and science. b. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. d. Develop a shared vision and goal in seeking diverse perspectives from the wider world. (e.g., experts from the local community or students from other schools, towns, states, or countries). e. Employ conflict resolution strategies.	Listening, Speaking, Viewing, and Exchanging Ideas	Personal Response Strategies, p. 165 Try It Out: Fishbowl Activity, p. 527 Collaborating Effectively, pp. 537-539 Try It Out: Collaborating and Decision-Making, p. 545	

Minnesota Benchmark #	Description	Strand	Program Series, Grade – SE	Program Series, Grade – TE
12.3.1.2	Extend 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, demonstrating preparation for the discussion.	Listening, Speaking, Viewing, and Exchanging Ideas	Guidelines for Effective Collaboration, p. 540 Try It Out: Fishbowl Activity, p. 527 Keeping the Discussion Moving, p. 542	
12.3.1.3	Give and respond thoughtfully to constructive feedback, summarize points of agreement and disagreement and soliciting relevant feedback for use in revising work.	Listening, Speaking, Viewing, and Exchanging Ideas	Give and Receive Constructive Feedback, p. 540	
12	LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas		
12.3.2.1	Make effective choices regarding vocabulary, language, structure, and advanced application of features of spoken language, in a variety of forms including digital and face to face interactions, considering audience and context.	Listening, Speaking, Viewing, and Exchanging Ideas	Speaking Effectively, pp. 521-524 Writing and Giving an Effective Speech	
12	LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	Listening, Speaking, Viewing, and Exchanging Ideas		
12.3.3.1	Select and deliver most applicable style of presentation to communicate knowledge and ideas appropriate to task, purpose, audience, and discipline, ensuring that audience can follow the line of reasoning in presentation of knowledge of ideas, following ethical and safe communication practices.	Listening, Speaking, Viewing, and Exchanging Ideas	Try It Out: Giving and Following Complex Directions, p. 524 Try It Out: Give a Speech	
12.3.3.2	Create and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint.*	Listening, Speaking, Viewing, and Exchanging Ideas	Publishing, p. 21 Publishing, p. 248 Try It Out: Give a Speech	