



Standards
 English Language Arts
 Grades 5-12
 History Center

| | | | Class Title |
|--------------------------------|---|---|---------------------------------|
| | | | Generations of an Ojibwe Family |
| Grade | 2010 Standards | | |
| | Code | Standard | |
| 5 | Reading Benchmarks: Informational Text | | |
| | Key Ideas and Details | | |
| | 5.2.1.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | X |
| | 5.2.2.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | X |
| | 5.2.3.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | X |
| | Integration of Knowledge and Ideas | | |
| | 5.2.9.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | X |
| | Reading Benchmarks: Foundational Skills | | |
| | Phonics and Word Recognition | | |
| | 5.3.0.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | X |
| | Speaking, Viewing, Listening and Media Literacy Benchmarks | | |
| | Comprehension and Collaboration | | |
| | 5.8.2.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | X |
| | Language Benchmarks | | |
| Vocabulary Acquisition and Use | | | |
| 5.10.4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. | X | |
| 5.10.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). | X | |
| 6 | Reading Benchmarks: Informational Text | | |
| | Key Ideas and Details | | |
| | 6.5.1.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | X |
| | 6.5.3.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | X |
| | Speaking, Viewing, Listening and Media Literacy Benchmarks | | |
| | Comprehension and Collaboration | | |
| | 6.9.1.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. | X |
| 6.9.2.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | X | |
| Language Benchmarks | | | |

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| | Vocabulary Acquisition and Use | | |
| 6 | 6.11.4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. | X |
| | 6.11.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | X |
| 7 | Reading Benchmarks: Informational Text | | |
| | Key Ideas and Details | | |
| | 7.5.1.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | X |
| | 7.5.3.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | X |
| | Speaking, Viewing, Listening and Media Literacy Benchmarks | | |
| | Comprehension and Collaboration | | |
| | 7.9.1.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. | X |
| | 7.9.2.2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | X |
| | Language Benchmarks | | |
| | Vocabulary Acquisition and Use | | |
| | 7.11.4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | X |
| | 7.11.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | X |
| 8 | Reading Benchmarks: Informational Text | | |
| | Key Ideas and Details | | |
| | 8.5.1.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | X |
| | 8.5.3.3 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | X |
| | Speaking, Viewing, Listening and Media Literacy Benchmarks | | |
| | Comprehension and Collaboration | | |
| | 8.9.1.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. | X |
| | Language Benchmarks | | |
| | Vocabulary Acquisition and Use | | |
| | 8.11.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | X |
| 9 10 | Reading Benchmarks: Informational Text | | |
| | Key Ideas and Details | | |
| | 9.5.1.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | X |
| | Integration of Knowledge and Ideas | | |
| | 9.5.7.7 | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | X |
| | Language Benchmarks | | |
| | Vocabulary Acquisition and Use | | |

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| | 9.11.6.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | X |
| 11 12 | Reading Benchmarks: Informational Text | | |
| | Key Ideas and Details | | |
| | 11.5.1.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | X |
| | 11.5.3.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | X |
| Integration of Knowledge and Ideas | | | |
| | 11.5.7.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | X |
| Speaking, Viewing, Listening and Media Literacy Benchmarks | | | |
| Comprehension and Collaboration | | | |
| | 11.9.1.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively. | X |
| Vocabulary Acquisition and Use | | | |
| | 11.11.6.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | X |
| Standards for Literacy in History/Social Studies, Science, and Technical Subjects | | | |
| 6 7 8 | Reading Benchmarks: Literacy in History/Social Studies | | |
| | Key Ideas and Details | | |
| | 6.12.1.1 | Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources. | X |
| | 6.12.3.3 | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, how individuals become noteworthy, how ideas develop, how geography influences history). | X |
| Craft and Structure | | | |
| | 6.12.4.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | X |
| Integration of Knowledge and Ideas | | | |
| | 6.12.7.7 | Integrate visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts. | X |
| | 6.12.9.9 | Analyze the relationship between a primary and secondary source on the same topic. | X |
| 9 10 | Reading Benchmarks: Literacy in History/Social Studies | | |
| | Key Ideas and Details | | |
| | 9.12.2.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. | X |
| Integration of Knowledge and Ideas | | | |
| | 9.12.9.9 | Compare and contrast treatments of the same topic in several primary and secondary sources, including texts from various cultures and Minnesota American Indian culture. | X |
| 11 12 | Reading Benchmarks: Literacy in History/Social Studies | | |
| | Key Ideas and Details | | |
| | 11.12.1.1 | Cite specific textual visual or physical evidence to support analysis of | X |

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| | | primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. | |
| | Integration of Knowledge and Ideas | | |
| | 11.12.7.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, spatially, aurally, physically as well as in words) in order to address a question or solve a problem. | X |