



Standards  
 English Language Arts  
 Grades 4-8  
 History Center

		Class Title	
		How Did you Think of That? Minnesota Invents	
Grade	2010 Standards		
	Code	Standard	
4	<b>Reading Benchmarks: Informational Text</b>		
	Key Ideas and Details		
	4.2.3.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	X
	Integration of Knowledge and Ideas		
	4.2.7.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	X
	<b>Reading Benchmarks: Foundational Skills</b>		
	Phonics and Word Recognition		
	4.3.0.3	Know and apply grade-level phonics and word analysis skills in decoding words.	X
	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks</b>		
	Comprehension and Collaboration		
4.8.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	X	
4.8.2.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X	
<b>Language Benchmarks</b>			
Vocabulary Acquisition and Use			
4.10.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	X	
4.10.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	X	
5	<b>Reading Benchmarks: Informational Text</b>		
	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
	5.2.3.3	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
	<b>Reading Benchmarks: Foundational Skills</b>		
	Phonics and Word Recognition		
	5.3.0.3	Know and apply grade-level phonics and word analysis skills in decoding words.	X

5	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks</b>		
	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
<b>Language Benchmarks</b>			
Knowledge of Language			
	5.10.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X
Vocabulary Acquisition and Use			
	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	<b>Reading Benchmarks: Informational Text</b>		
	Key Ideas and Details		
	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
<b>Speaking, Viewing, Listening and Media Literacy Benchmarks</b>			
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
<b>Language Benchmarks</b>			
Vocabulary Acquisition and Use			
	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	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
<b>Reading Benchmarks: Informational Text</b>			
Key Ideas and Details			
	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
<b>Speaking, Viewing, Listening and Media Literacy Benchmarks</b>			
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
<b>Language Benchmarks</b>			
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	<b>Reading Benchmarks: Informational Text</b>		
	Key Ideas and Details		
	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

8	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks</b>		
	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
	<b>Language Benchmarks</b>		
	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
	Integration of Knowledge and Ideas		
<b>Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>			
6 7 8	<b>Reading Benchmarks: Literacy in History/Social Studies</b>		
	Key Ideas and Details		
	6.12.1.1	Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources.	X
	6.12.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	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
6 7 8	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