

2010 Minnesota Academic Standards – English Language Arts K-12
Curriculum and Assessment Alignment Form
Grades 6-12 Literacy in History/Social Studies, Science, and Technical Subjects

L e v e l	Strand/Sub- strand	Anchor Standard	Benchmark	Curriculum	Assessment
6 - 8	12. READING in History/ Social Studies	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources.		
6 - 8	12. READING in History/ Social Studies	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.		
6 - 8	12. READING in History/ Social Studies	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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).		
6 - 8	12. READING in History/ Social Studies	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		

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6-8	12. READING in History/ Social Studies	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Describe how a text presents information (e.g., sequentially, comparatively, causally).		
6-8	12. READING in History/ Social Studies	6. Assess how point of view or purpose shapes the content and style of a text.	6. Identify aspects of a text that reveal an author's or creator's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts or ideas, use of color, formatting).		
6-8	12. READING in History/ Social Studies	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts		
6-8	12. READING in History/ Social Studies	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Distinguish among fact, opinion, and reasoned judgment in a text.		
6-8	12. READING in History/ Social Studies	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Analyze the relationship between a primary and secondary source on the same topic.		
	12. READING in History/ Social Studies	10. Read and comprehend complex literary and informational texts	10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text		

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		independently and proficiently.	complexity band independently and proficiently.		
6-8	13. READING in Science and Technical Subjects	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite specific textual evidence to support analysis of science and technical texts.		
6-8	13. READING in Science and Technical Subjects	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.		
6-8	13. READING in Science and Technical Subjects	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Follow precisely a multistep procedure when carrying out experiments, designing solutions , taking measurements, or performing technical tasks.		
6-8	13. READING in Science and Technical Subjects	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of symbols, equations, graphical representations, tabular representations , key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .		
6-8	13. READING in Science and Technical Subjects	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.		

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		scene, or stanza) relate to each other and the whole.			
6-8	13. READING in Science and Technical Subjects	6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze the author's purpose in describing phenomena , providing an explanation, describing a procedure, or discussing/ reporting an experiment in a text.		
6-8	13. READING in Science and Technical Subjects	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Compare and integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, table, map).		
6-8	13. READING in Science and Technical Subjects	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Distinguish among claims, evidence, reasoning, facts, and reasoned judgment based on research findings, and speculation in a text.		
6-8	13. READING in Science and Technical Subjects	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.		
6-8	13. READING in Science and Technical Subjects	10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.		
6-	14. WRITING in History/Social	1. Write arguments to support claims in an analysis	1. Write arguments focused on <i>discipline-specific content</i> .		

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8	Studies, Science, and Technical Subjects	of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and credible evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 		
6-8	14. WRITING in History/Social Studies, Science, and Technical Subjects	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>2. Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to 		

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			<p>achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, credible, sufficient, and well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		
6-8	14. WRITING in History/Social Studies, Science, and Technical Subjects	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. (See note; not applicable as a separate requirement).		
6-8	14. WRITING in History/Social Studies, Science, and Technical	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience.		

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	Subjects				
6-8	14. WRITING in History/Social Studies, Science, and Technical Subjects	5. Use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach.	5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach, focusing on how well purpose, discipline , and audience have been addressed		
6-8	14. WRITING in History/Social Studies, Science, and Technical Subjects	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Use technology, including, but not limited to , the Internet, to produce and publish writing and multi-media texts , and present the relationships between information and ideas clearly and efficiently.		
6-8	14. WRITING in History/Social Studies, Science, and Technical Subjects	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
6-8	14. WRITING in History/Social Studies, Science, and Technical Subjects	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. Gather relevant information from multiple data , print, physical (e.g., artifacts, objects, images) , and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a		

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			standard format for citation.		
6-8	14. WRITING in History/Social Studies, Science, and Technical Subjects	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
6-8	14. WRITING in History/Social Studies, Science, and Technical Subjects	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

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9 - 1 0	12. READING in History/ Social Studies	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information		
9 - 1 0	12. READING in History/ Social Studies	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.		
9 - 1 0	12. READING in History/ Social Studies	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.		
9 - 1 0	12. READING in History/ Social Studies	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.		

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		tone.			
9-10	12. READING in History/ Social Studies	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.		
9-10	12. READING in History/ Social Studies	6. Assess how point of view or purpose shapes the content and style of a text.	6. Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts including points of view about Minnesota American Indian history.		
9-10	12. READING in History/ Social Studies	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Integrate quantitative or technical analysis (e.g., charts, maps , research data) with qualitative analysis in print or digital text.		
9-10	12. READING in History/ Social Studies	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.		
9-10	12. READING in History/ Social Studies	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Compare and contrast treatments of the same topic in several primary and secondary sources, including texts from various cultures and Minnesota American Indian		

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			culture.		
9-10	12. READING in History/ Social Studies	10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 10, read and comprehend history/ social studies texts in the grades 9–10 text complexity band independently and proficiently.		
9-10	13. READING in Science and Technical Subjects	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.		
9-10	13. READING in Science and Technical Subjects	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.		
9-10	13. READING in Science and Technical Subjects	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Follow precisely a complex multistep procedure when carrying out experiments, designing solutions , taking measurements, or performing technical tasks, attending to special cases (constraints) or exceptions defined in the text.		
9-10	13. READING in Science and Technical Subjects	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word	4. Determine the meaning of symbols, equations, graphical representations, tabular representations , key terms, and other domain-specific words and phrases as they are used in a specific		

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		choices shape meaning or tone.	scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .		
9-10	13. READING in Science and Technical Subjects	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).		
9-10	13. READING in Science and Technical Subjects	6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze the author's purpose in describing phenomena , providing an explanation, describing a procedure, or discussing/ reporting an experiment in a text, defining the question the author seeks to address.		
9-10	13. READING in Science and Technical Subjects	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.		
9-10	13. READING in Science and Technical Subjects	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.		
9-11	13. READING in Science and Technical	9. Analyze how two or more texts address similar themes or topics in order to build	9. Compare and contrast findings presented in a text to those from other sources (including their own		

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0	Subjects	knowledge or to compare the approaches the authors take.	experiments), noting when the findings support or contradict previous explanations or accounts.		
9-10	13. READING in Science and Technical Subjects	10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.		
9-10	14. WRITING in History/Social Studies, Science, and Technical Subjects	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and credible evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and</p>		

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			<p>counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>		
9-10	14. WRITING in History/Social Studies, Science, and Technical Subjects	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>2. Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, credible and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and</p>		

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			<p>sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		
9-10	14. WRITING in History/Social Studies, Science, and Technical Subjects	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. (See note; not applicable as a separate requirement.)		
9-10	14. WRITING in History/Social Studies, Science, and Technical	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline , task, purpose, and audience.		

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	Subjects				
9-10	14. WRITING in History/Social Studies, Science, and Technical Subjects	5. Use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach.	5. Use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.		
9-10	14. WRITING in History/Social Studies, Science, and Technical Subjects	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Use technology, including, but not limited to , the Internet, to produce, publish, and update individual or shared writing products and multi-media texts , taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		
9-10	14. WRITING in History/Social Studies, Science, and Technical Subjects	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.		
9-10	14. WRITING in History/Social Studies, Science, and	8. Gather relevant information from multiple print and digital sources, assess the credibility and	8. Gather relevant information from multiple authoritative data , print, physical (e.g., artifacts, objects, images) , and digital		

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	Technical Subjects	accuracy of each source, and integrate the information while avoiding plagiarism.	sources using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		
9-10	14. WRITING in History/Social Studies, Science, and Technical Subjects	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
9-10	14. WRITING in History/Social Studies, Science, and Technical Subjects	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

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1 1 - 1 2	12. READING in History/ Social Studies	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.		
1 1 - 1 2	12. READING in History/ Social Studies	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.		
1 1 - 1 2	12. READING in History/ Social Studies	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.		
1 1 - 1 2	12. READING in History/ Social Studies	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces , and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).		
1 1 -	12. READING in History/ Social Studies	5. Analyze the structure of texts, including how specific sentences, paragraphs, and	5. Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraphs, and larger		

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1 2		larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	portions of the text contribute to the whole.		
1 1 - 1 2	12. READING in History/ Social Studies	6. Assess how point of view or purpose shapes the content and style of a text.	6. Evaluate authors' differing points of view, including differing points of view about Minnesota American Indian history , on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.		
1 1 - 1 2	12. READING in History/ Social Studies	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.		
1 1 - 1 2	12. READING in History/ Social Studies	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.		
1 1 - 1 2	12. READING in History/ Social Studies	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.		
1 1 -	12. READING in History/ Social Studies	10. Read and comprehend complex literary and informational texts	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12		

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1 2		independently and proficiently.	text complexity band independently and proficiently.		
1 1 - 1 2	13. READING in Science and Technical Subjects	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.		
1 1 - 1 2	13. READING in Science and Technical Subjects	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.		
1 1 - 1 2	13. READING in Science and Technical Subjects	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Follow precisely a complex multistep procedure when carrying out experiments, designing solutions , taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.		
1 1 - 1 2	13. READING in Science and Technical Subjects	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of symbols, equations, graphical representations, tabular representations , key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .		
1 1	13. READING in Science and	5. Analyze the structure of texts, including how specific	5. Analyze how the text structures information or ideas into categories		

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- 1 2	Technical Subjects	sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	or hierarchies, demonstrating understanding of the information or ideas.		
1 1 - 1 2	13. READING in Science and Technical Subjects	6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze the author's purpose in describing phenomena , providing an explanation, describing a procedure, or discussing/ reporting an experiment in a text, identifying important issues and questions that remain unresolved.		
1 1 - 1 2	13. READING in Science and Technical Subjects	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.		
1 1 - 1 2	13. READING in Science and Technical Subjects	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.		
1 1 - 1 2	13. READING in Science and Technical Subjects	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.		
1 1	13. READING in Science and	10. Read and comprehend complex literary and	10. By the end of grade 12, read and comprehend science/technical		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
- 1 2	Technical Subjects	informational texts independently and proficiently.	texts in the grades 11-12 text complexity band independently and proficiently.		
1 1 - 1 2	14. WRITING in History/Social Studies, Science, and Technical Subjects	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and credible evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>		
1 1 - 1 2	14. WRITING in History/Social Studies, Science, and Technical Subjects	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>2. Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant, credible, sufficient, and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the</p>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
			<p>topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>		
1 1 - 1 2	14. WRITING in History/Social Studies, Science, and Technical Subjects	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. (See note; not applicable as a separate requirement.)		
1	14. WRITING in	4. Produce clear and	4. Produce clear and coherent		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
1-2	History/Social Studies, Science, and Technical Subjects	coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	writing in which the development, organization, and style are appropriate to discipline , task, purpose, and audience.		
1-2	14. WRITING in History/Social Studies, Science, and Technical Subjects	5. Use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach.	5. Use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.		
1-2	14. WRITING in History/Social Studies, Science, and Technical Subjects	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Use technology, including, but not limited to , the Internet, to produce, publish, and update individual or shared writing products and multi-media texts in response to ongoing feedback, including new arguments or information.		
1-2	14. WRITING in History/Social Studies, Science, and Technical Subjects	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.		
1-	14. WRITING in History/Social Studies,	8. Gather relevant information from multiple print and digital sources,	8. Gather relevant information from multiple authoritative data , print, physical (e.g., artifacts,		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
1 2	Science, and Technical Subjects	assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	objects, images), and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		
1 - 1 2 8	14. WRITING in History/Social Studies, Science, and Technical Subjects	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
1 - 1 2	14. WRITING in History/Social Studies, Science, and Technical Subjects	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		