

| 10th Grade | | |
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| Strand | Code | Benchmark |
| Reading | 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 | 10.1.2.2 | Select, read, and comprehend texts that address academic tasks, proficiently at grade 10 text complexity. |
| Reading | 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 | 10.1.3.1 | 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 | 10.1.4.1 | 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 | 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 | 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 | 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 | 10.1.5.1 | Evaluate the impact of the author's choices concerning order of events within a text (e.g., parallel, linear, and nonlinear plots). |

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| Reading | 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 | 10.1.5.3 | Evaluate the impact of illustrations, graphics, and other audiovisual elements on the use, meaning, and aesthetics of the text. |
| 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 | 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 | 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 | 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 | 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 | 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 | 10.1.9.1 | 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 | 10.1.9.2 | Make critical choices about information sources to use, based on perspective, biases credibility, and relevancy. |
| 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. |

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| Writing | 10.2.1.2 | Write with command of grammar and mechanics to influence voice and style. |
| Writing | 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 | 10.2.2.2 | Write to represent personal perspective, identity, and voice as a member of a global community. |
| 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 | 10.2.3.2 | Make effective word use and sentence structure choices for meaning or style, considering audience and context. |
| 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 | 10.2.4.2 | Write to persuade, demonstrating and understanding the relevant and authentic issues connected to the position, building on skills from previous years. |
| 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. 1. Use precise, domain-specific vocabulary. |
| Writing | 10.2.5.2 | Write to respond to literary text, choosing either a deeper or wider analysis of narrative elements. |
| 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. |

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| Writing | 10.2.6.2 | Use structure appropriate to task and purpose, in written narratives, poetry, or other creative text. |
| Writing | 10.2.7.1 | Formulate self-generated questions to solve a problem that guide inquiry, generating additional questions for further research and investigation. |
| Writing | 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 | 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. |
| Listening, Speaking, Viewing, and Exchanging Ideas (LSVEI) | 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. <ol style="list-style-type: none"> 1. Exchange ideas on grade 10 topics, texts, and issues from social studies and science. 2. Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas. 3. 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. 4. Develop conflict resolution strategies. |
| LSVEI | 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. |
| LSVEI | 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. |

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| LSVEI | 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. |
| LSVEI | 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. |
| LSVEI | 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 the audience, demonstrating understanding of digital footprint.* |