

Grade	Strand	Anchor Standard	Code	Benchmark	Initial Lesson Name	Materials	When fall, winter, spring, all year	Plan...if no lesson currently exists
1	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	1.1.1.0	Recognize the distinguishing features of a sentence in print (e.g., first word, capitalization, ending punctuation).				
1	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	1.1.1.1	Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, orally produce, blend, segment and manipulate syllables in multi-syllabic words and sounds in three to four phoneme words.				
1	Reading	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	1.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, looking at context and making connections.				
1	Reading	R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.	1.1.3.1	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.				
1	Reading	R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	1.1.4.3	Identify characters and setting, in a literary text, with prompting as needed.				
1	Reading	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	1.1.5.2	Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons).				
1	Reading	R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and	1.1.6.2	Identify the time period and setting of the text.				

		including Dakota and Anishinaabe perspective, in complex literary and informational texts.						
1	Reading	R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	1.1.8.1	Recognize how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.				
1	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.	1.1.9.2	Examine concept of relevance of sources to task and topic, with prompting as needed.				
1	Writing	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	1.2.1.2	Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words.				
1	Writing	W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.	1.2.2.2	Share personal perspective, identity, and voice, verbally, visually or in writing.				
1	Writing	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	1.2.4.1	Write to state a personal opinion, and provide one or two reasons for the opinion.				
1	Writing	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.	1.2.5.2	Write to respond to a story.				
1	Writing	W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	1.2.7.1	Ask and answer questions to participate in shared research and writing projects.				
1	Listening, Speaking, Viewing and Exchanging	as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other	1.3.1.1	a. Help create and follow agreed-upon norms for a discussion (e.g., speaker, listener, participation, questioning) respectful of culture. b. Participate as speaker and listener, responding to and building on the comments and ideas of				

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