

Minnesota ELA Reading Standard Tracker w/ Skill Cards

Introduction

The Minnesota ELA Reading Standard Tracker allows educators to track their own instruction and their students' mastery of the Minnesota ELA State Standards; common double-sided printer settings should work to create copies (landscape orientation works best). Create a copy for yourself and each of your students. Each standard comes with basic questions that can be used during instruction or to assess student mastery. These questions can be embedded in worksheets, activities, discussions, or projects. The Foundational Skills and Language Benchmark Forms provide an area to document mastery. Additionally, each standard has been unpacked and added to a skill card.

Literature and Informational Text Forms

These are the primary forms. The standards at each level are described as benchmarks. For the literature and informational text standards, the benchmarks at each grade-level are listed on the far left side of the form. Questions for each benchmark are in the middle, and on the far right is an area to document when instruction was provided for the benchmark. Documentation is separated into three categories:

- Non-Focus (NF) is to document when instruction was first provided for the benchmark. This will often be the same date on both the student and teacher copies. If the student is new to the class during the school year, they might have missed the first lesson, so their date would be different.
- Instructional Focus (IF) is to document when the benchmark becomes an instructional focus. The dates will vary between teacher and student forms, and also between student forms. Teachers document the date when their whole-class lessons begin to focus on the benchmark. Student dates document when their small-group or individual instruction lessons begin to focus on the benchmark.
- Mastery Level (ML) is to document when the benchmark has been mastered. The dates will be different for teacher and students. Teachers document the date when their instructional focus for the benchmark ends because of class-wide mastery (80% of students). Student dates document when individual students have

mastered the benchmark. Teachers can use the student dates to determine if at least 80% of the students have mastered the benchmark.

Foundational Skills Forms

These are the most basic forms. There is a spot to document when the benchmark mark and sub-skills have been mastered. Future versions will include assessments to support this section, but for now teachers can use their own curriculum-embedded or sub-skill mastery measures.

Common Core Skill Cards

The Minnesota ELA Standard Skill Cards are printable cards that breakdown and unpack the Minnesota ELA Standards; the cards are most useful when printed using the double-sided setting. Each grade-level includes three cards. Literature skills are on the front. Informational skills are the on the back. The cards conveniently display a progression toward the standard for three years. Benchmark (standard) 10 is placed on each card to connect each benchmark to grade-level text complexity. At the bottom of each card, the skills are summarized and basic instructional goals are provided.

Examples
(Size has been slightly modified)

Literature and Informational Text Forms

Common Core Reading Standard Tracker-Grade 2					W. Johnson, 2013				
Reading Benchmarks: Literature (L) and Informational Text (I)									
Key Ideas and Details									
2.1.1.1: L- Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> • Student can answer who, what, where, when, why, and how questions about important events and details in a text. Who...? What...? When...? etc. • Ask me (or a partner) questions using who, what, where, when, why, and/or how. 								
		Date							
		Instruction	NF	IF	ML				
2.1.2.2: L- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	What central lesson/moral/ message is this story teaching you? <i>Range of Text (cross out)</i> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 25%; text-align: center;">Stories</td> <td style="width: 25%; text-align: center;">Folktales</td> <td style="width: 25%; text-align: center;">Fables</td> <td style="width: 25%; text-align: center;">Diverse Cultures</td> </tr> </table>	Stories	Folktales	Fables	Diverse Cultures				
Stories	Folktales	Fables	Diverse Cultures						
		Date							
		Instruction	NF	IF	ML				
2.1.3.3: L- Describe how characters in a story respond to major events and challenges.	How did the characters respond to major events or overcome challenges in the story?								
		Date							
		Instruction	NF	IF	ML				

Foundational Skills and Language Benchmarks Forms

Common Core Reading Standard Tracker-Grade 3		W. Johnson, 2013
Foundational Skills		Date Met
Phonics and Word Recognition		
3.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Identify and know the meaning of the most common prefixes and derivational suffixes.		
b. Decode words with common Latin suffixes.		
c. Decode multisyllable words.		
d. Read grade-appropriate irregularly spelled words.		
Fluency		
3.3.0.4- Read with sufficient accuracy and fluency to support comprehension.		
a. Read grade-level text with purpose and understanding.		
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

ELA Skill Cards

Key Ideas and Details: Literature		
Grade 5		
Grade 3	Grade 4	Grade 5
Benchmark 1		
Infer and Quote Text		
Questions and answers demonstrate understanding Answers refer explicitly to text	Explain what the text says... -Explicitly -Through inferences Refer to details and examples	Explain what the text says... -Explicitly -Through inferences Quote accurately
Benchmark 2		
Determine Theme and Summarize Text		
Recount stories from diverse cultures -Fables -Folktales -Myths Determine -Central Message -Lesson -Moral Support with key details	Determine theme -Story -Drama -Poem Reflect on details in the text Summarize the text	Determine Theme -Story -Drama -Poem Reflect on details in the text -Character responses -Speaker's reflection Summarize the text
Benchmark 3		
Compare and Contrast Characters, Settings, and Events		
Describe characters -Traits -Motivations -Feelings Explain how characters' actions contribute to sequence of events	Describe in depth -Character -Setting -Event Draw on specific details	Compare and contrast at least two -Characters -Settings -Events Draw on specific details
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 4-5 text complexity band		
skills		
Reference Text Explicitly Make Inferences Quote Text Accurately Determine Themes	Identify Details Summarize the Text Compare and Contrast	
Instructional Goals		
Quote a text accurately to explain explicit and inferred meaning Summarize a theme in a text with key details Compare and contrast story elements		

Craft and Structure: Literature		
Grade 5		
Grade 3	Grade 4	Grade 5
Benchmark 4		
Determine Meaning of Words, Phrases, and Figurative Language		
Determine the meaning of words and phrases Distinguish literal from non-literal language	Determine the meaning of words and phrases -Including references to significant characters in myths	Determine the meaning of words and phrases Determine the meaning of figurative language -Metaphors -Similes
Benchmark 5		
Explain Text Structure		
Refer to parts of texts -Story (chapters) -Drama (scenes) -Poem (Stanza) Describe how each part builds on earlier sections	Explain major differences between a poem, drama, and prose with reference to structural elements	Explain how the overall structure of a story, drama, or poem fit together. -Story (chapters) -Drama (scenes) -Poem (Stanza)
Benchmark 6		
Describe Point of View Influence		
Distinguish points of view -Personal -Narrator -Characters	Compare and contrast the point of view from different stories *Include first- and third-person narrations	Describe how a narrator's or speaker's point of view influences how events are described
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 4-5 text complexity band		
skills		
Understand Word Meaning Understand Phrase Meaning Understand Figurative Language		Understand Text Structure Distinguish Points of View Understand Point of View Influences
Instructional Goals		
Determine the meaning of figurative language Explain the structure of stories, dramas, and poems Describe how a narrator's or speaker's point of view influences how events are described		