



2010 Minnesota English Language Arts (ELA) Standards

Reading: Literature – Learning Progressions

Introduction

The following pages present the 2010 K-12 Minnesota Academic Standards for English Language Arts and History/Social Studies, Science, and Technical Subjects in an altered format. This format presents each college and career ready (CCR) standard preceded by each of its related grade-level benchmarks. This format allows educators to explore the progression of knowledge and skills over time.

To Learn More

For information about the benefits afforded when educators identify learning progressions across grades as represented by standards and benchmarks and specific activities which utilize these pages, visit the Learning Progressions page of the [Minnesota Standards Portal](#).

To access the complete ELA standards document, visit the [Academic Standards \(K-12\)](#) webpage.

2010 Minnesota ELA Standards – Reading Anchor Standard 1

Literature Strand: Key Ideas and Details

Anchor Standard 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.

Grade	Grade-Specific Benchmark
Kindergarten	With prompting and support, ask and answer questions about key details in a text.
Grade 1	Ask and answer questions about key details in a text.
Grade 2	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
Grade 3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Grade 4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Grade 5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Grade 6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2010 Minnesota ELA Standards – Reading Anchor Standard 2

Literature Strand: Key Ideas and Details

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade	Grade-Specific Benchmark
Kindergarten	With prompting and support, retell familiar stories, including key details.
Grade 1	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Grade 2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Grade 3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Grade 4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Grade 5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Grade 6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Grade 7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
Grade 8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Grades 9-10	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Grades 11-12	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

2010 Minnesota ELA Standards – Reading Anchor Standard 3

Literature Strand: Key Ideas and Details

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade	Grade-Specific Benchmark
Kindergarten	With prompting and support, identify characters, settings, and major events in a story.
Grade 1	Describe characters, settings, and major events in a story, using key details.
Grade 2	Describe how characters in a story respond to major events and challenges.
Grade 3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Grade 4	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Grade 5	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Grade 6	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Grade 7	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Grade 8	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Grades 9-10	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Grades 11-12	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

2010 Minnesota ELA Standards – Reading Anchor Standard 4

Literature Strand: Craft and Structure

Anchor Standard 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.

Grade	Grade-Specific Benchmark
Kindergarten	Ask and answer questions about unknown words in a text.
Grade 1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Grade 2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Grade 3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Grade 4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Grade 5	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Grade 6	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Grade 7	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
Grade 8	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Grades 9-10	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Grades 11-12	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

2010 Minnesota ELA Standards – Reading Anchor Standard 5

Literature Strand: Craft and Structure

Anchor Standard 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.

Grade	Grade-Specific Benchmark
Kindergarten	Recognize common types of texts (e.g., storybooks, poems).
Grade 1	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Grade 2	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Grade 3	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Grade 4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Grade 5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Grade 6	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Grade 7	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
Grade 8	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Grades 9-10	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Grades 11-12	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

2010 Minnesota ELA Standards – Reading Anchor Standard 6

Literature Strand: Craft and Structure

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Grade	Grade-Specific Benchmark
Kindergarten	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Grade 1	Identify who is telling the story at various points in a text.
Grade 2	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Grade 3	Distinguish their own point of view from that of the narrator or those of the characters.
Grade 4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Grade 5	Describe how a narrator's or speaker's point of view influences how events are described.
Grade 6	Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.
Grade 7	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.
Grade 8	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Grades 9-10	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Grades 11-12	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

2010 Minnesota ELA Standards – Reading Anchor Standard 7

Literature Strand: Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Grade	Grade-Specific Benchmark
Kindergarten	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Grade 1	Use illustrations and details in a story to describe its characters, setting, or events.
Grade 2	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Grade 3	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Grade 4	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
Grade 5	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Grade 6	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
Grade 7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Grade 8	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
Grades 9-10	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).
Grades 11-12	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play

	or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
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2010 Minnesota ELA Standards – Reading Anchor Standard 8

Literature Strand: Integration of Knowledge and Ideas

Anchor Standard 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.

Grade	Grade-Specific Benchmark
All Grades	(Not applicable to literature)

2010 Minnesota ELA Standards – Reading Anchor Standard 9

Literature Strand: Integration of Knowledge and Ideas

Anchor Standard 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.

Grade	Grade-Specific Benchmark
Kindergarten	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Grade 1	Compare and contrast the adventures and experiences of characters in stories.
Grade 2	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota American Indians.
Grade 3	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Grade 4	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.
Grade 5	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Grade 6	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Grade 7	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Grade 8	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Grades 9-10	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how a Minnesota American Indian author uses oral tradition to create works of literature).
Grades 11-12	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works

	of American literature, including American Indian and other diverse cultures' texts and how two or more texts from the same period treat similar themes or topics.
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2010 Minnesota ELA Standards – Reading Anchor Standard 10

Literature Strand: Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Grade	Grade-Specific Benchmark
Kindergarten	Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest and academic tasks.
Grade 1	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest and academic tasks.
Grade 2	By the end of the year, read and comprehend literature, including stories and poetry for personal enjoyment, interest and academic tasks, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 3	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. a. Self-select texts for personal enjoyment, interest and academic tasks.
Grade 4	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. Self-select texts for personal enjoyment, interest and academic tasks.
Grade 5	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. a. Self-select texts for personal enjoyment, interest and academic tasks.
Grade 6	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 7	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. Self-select texts for personal enjoyment, interest and academic tasks.

	b. Read widely to understand multiple perspectives and pluralistic viewpoints.
Grade 8	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently with appropriate scaffolding for texts at the high end of the range.</p> <p>a. Self-select texts for personal enjoyment, interest and academic tasks.</p> <p>b. Read widely to understand multiple perspectives and pluralistic viewpoints.</p>
Grades 9-10	<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>a. Self-select texts for personal enjoyment, interest and academic tasks.</p> <p>b. Read widely to understand multiple perspectives and pluralistic viewpoints.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>a. Self-select texts for personal enjoyment, interest and academic tasks.</p> <p>b. Read widely to understand multiple perspectives and pluralistic viewpoints.</p>
Grades 11-12	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>a. Self-select texts for personal enjoyment, interest and academic tasks.</p> <p>b. Read widely to understand multiple perspectives and pluralistic viewpoints.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>a. Self-select texts for personal enjoyment, interest and academic tasks.</p> <p>b. Read widely to understand multiple perspectives and pluralistic viewpoints.</p>