2020 K–12 Minnesota English Language Arts (ELA) Learning Progressions

Reading Strand

The 2020 K–12 Minnesota English Language Arts (ELA) standards in the vertical format show the standards, organized by strand, with their corresponding grade-level benchmarks for grades K–12. These learning progressions allow teachers, school leaders and administrators, and parents and caregivers to see what students should be learning in their grade level in relation to the grade levels above and below.

The 2020 ELA academic standards are organized into three strands: 1) Reading; 2) Writing; and 3) Listening, Speaking, Viewing and Exchanging Ideas (LSVEI). Each strand has a series of anchor standards (e.g., R1, R2), and each anchor standard has one or more grade-level benchmarks with a 4-digit code (e.g., 0.1.1.0).

This document shows the learning progression of the Reading strand from kindergarten through 12th grade, organized by anchor standards and individual benchmarks. Importantly, the standard and benchmark information below is the same as can be found in the primary 2020 K–12 ELA Standards documents—available on the MDE ELA webpage—but is organized in a learning progression format. Please see the corresponding Writing and LSVEI learning progression documents, also available on the MDE ELA webpage.

Reading Anchor Standard 1 (R1)

Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.

Grade	Code	Benchmark
K	0.1.1.0	Demonstrate understanding of the basic features of print: a. Follow words from left to right, top to bottom and page by page. b. Recognize and name all uppercase and lowercase letters of the alphabet. c. Understand that words are separated by spaces in print.
1	1.1.1.0	Recognize the distinguishing features of a sentence in print (e.g., first word, capitalization, ending punctuation).
2–12	N/A	Benchmarks end in grade 1.

Grade	Code	Benchmark
K	0.1.1.1	Demonstrate understanding of spoken words, syllables and sounds (phonemes): a. Identify and orally produce rhyming words, onset-rime and alliteration. b. Identify, count, pronounce, blend, segment and manipulate (add, delete or substitute) compound words and syllables in multi-syllabic words.

Grade	Code	Benchmark
1	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.
2	2.1.1.1	Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, blend, segment and manipulate syllables in multi-syllabic words and sounds in five-phoneme words, including consonant blends.
3–12	N/A	Benchmarks end in grade 2.

Grade	Code	Benchmark
K	0.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words: a. Decode words using one-to-one letter sound correspondences in three-phoneme CVC words and knowledge of word families, demonstrating both accuracy and automaticity. b. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
1	1.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words: a. Know the spelling-sound correspondences for the common consonant digraphs and blends. b. Decode regularly spelled one-syllable words including final e and vowel teams, consonant digraphs and diphthongs, and inflectional suffixes and two-syllable words that follow six-syllable types, demonstrating both accuracy and automaticity. c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
2	2.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words: a. Know the spelling-sound correspondences for the common vowel graphemes. b. Decode multi-syllabic words that include prefixes, suffixes and vowel digraphs. c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
3	3.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words: a. Identify, know the meaning of and read words with common prefixes and suffixes. b. Decode multi-syllabic words. c. Read grade-level irregularly spelled words, including high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
4	4.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns and word origin (Anglo-Saxon) to decode and comprehend unfamiliar multi-syllabic words in and out of context.
5	5.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns and word origin (French and Latin) to decode and comprehend unfamiliar multi-syllabic words in and out of context.
6	6.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns and word origin (Greek) to decode and comprehend unfamiliar multi-syllabic words in and out of context.
7–12	N/A	Benchmarks end in grade 6.

Grade	Code	Benchmark
K	0.1.1.3	Read decodable texts accurately, with guidance and support. (Decodable texts are those that include words taught in phonics lesson).
1	1.1.1.3	Read decodable texts accurately and with automaticity.
2	2.1.1.3	Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension.
3	3.1.1.3	Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension.
4	4.1.1.3	Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension.
5	5.1.1.3	Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension.
6–12	N/A	Benchmarks end in grade 5.

Reading Anchor Standard 2 (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.

Grade	Code	Benchmark
K	0.1.2.1	With guidance and support, read and monitor understanding of grade-level text, self-correcting as needed, using strategies including, but not limited to, decoding, asking questions and making connections.
1	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.
2	2.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text-to-text connections, and building on strategies learned in previous grade levels, with guidance and support.
3	3.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, looking back at the text and reading ahead, building on strategies learned in previous grade levels.
4	4.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed, using more advanced metacognitive strategies including, but not limited to, making inferences and connecting text to background knowledge, building on strategies learned in previous grade levels, with guidance and support.
5	5.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed, independently using strategies including, but not limited to, making inferences and connecting text to background knowledge.
6	6.1.2.1	Read independently and self-monitor understanding of grade-level text; annotate learning (i.e., underline, highlight, and take notes), with guidance and support, independently applying strategies when meaning breaks down, including, but not limited to, connecting to prior knowledge, using context clues, reading ahead and looking back.

Grade	Code	Benchmark
7	7.1.2.1	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, making predictions, recalling purpose of reading, and activating prior knowledge to confirm understanding.
8	8.1.2.1	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
9	9.1.2.1	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information.
10	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.
11–12	11.1.2.1	Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning.

Grade	Code	Benchmark
K	N/A	Benchmarks begin in grade 1.
1	1.1.2.2	At grade 1 text complexity, select and proficiently read and comprehend texts that address academic tasks.
2	2.1.2.2	At grade 2 text complexity, select and proficiently read and comprehend texts that address academic tasks.
3	3.1.2.2	At grade 3 text complexity, select and proficiently read and comprehend texts that address academic tasks.
4	4.1.2.2	At grade 4 text complexity, select and proficiently read and comprehend texts that address academic tasks.
5	5.1.2.2	At grade 5 text complexity, select and proficiently read and comprehend texts that address academic tasks.
6	6.1.2.2	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.
7	7.1.2.2	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
8	8.1.2.2	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
9	9.1.2.2	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
10	10.1.2.2	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
11–12	11.1.2.2	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.

Grade	Code	Benchmark
K	0.1.2.3	Choose and read texts that explore personal identity and interests, with prompting and support.
1	1.1.2.3	Express curiosity about a topic and choose and read texts for personal interest and enjoyment.
2	2.1.2.3	Locate, select and read texts on a topic of personal interest.
3	3.1.2.3	Locate, select and read texts on a topic of personal interest, demonstrating understanding of literary award lists and curated book lists that aid in making selections.
4	4.1.2.3	Locate, select and read texts on a topic of personal interest, utilizing literary award lists and curated book lists in making selections.
5	5.1.2.3	Locate, select and read texts representing various perspectives and identities like and unlike their own, using various methods of searching for text (e.g., literary award lists, curated book lists, book reviews).
6	6.1.2.3	Locate, select and read texts representing various perspectives and identities from dominant, non-dominant and marginalized social groups, using various methods of searching for text (e.g., literary award lists, curated book lists, book reviews).
7	7.1.2.3	Locate, select and read texts representing multiple perspectives and identities like and unlike their own, demonstrating skill in identifying perspective of text and searching for alternate perspectives on the subject of the text.
8	8.1.2.3	Locate, select and read texts that address personal identity and intersectionality, utilizing various search methods.
9	9.1.2.3	Locate, select and read texts by two authors on the same topic or theme.
10	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.
11–12	11.1.2.3	Read widely, locating, selecting and reading texts to examine concepts or issues from multiple viewpoints or perspectives like and unlike their own from dominant, non-dominant and marginalized social groups.

Reading Anchor Standard 3 (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. Note: this standard connects to proficiency of skills in grade-level text in standard R2.

Grade	Code	Benchmark
K	0.1.3.1	Choose and read texts that represent perspectives and identities of historical and contemporary Dakota and Anishinaabe people, with prompting and support.
1	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.
2	2.1.3.1	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.
3	3.1.3.1	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.

Grade	Code	Benchmark
4	4.1.3.1	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.
5	5.1.3.1	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.
6	6.1.3.1	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.
7	7.1.3.1	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.
8	8.1.3.1	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.
9	9.1.3.1	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.
10	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.
11–12	11.1.3.1	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 Anchor Standard 4 (R4)

Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

Grade	Code	Benchmark
K	0.1.4.1	Ask and answer questions about key details in a text, with prompting and support.
1	1.1.4.1	Ask and answer questions including who, what and where to demonstrate understanding of key details in a text; retell key details.
2	2.1.4.1	Ask and answer questions including who, what, where, when, why and how to demonstrate understanding of key details in a text; recount the text.
3	3.1.4.1	Ask and answer questions to demonstrate understanding of both literal and nonliteral language in a text, referring explicitly to the texts as the basis for the answers; summarize the text.
4	4.1.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
5	5.1.4.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
6	6.1.4.1	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

Grade	Code	Benchmark
7	7.1.4.1	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
8	8.1.4.1	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
9	9.1.4.1	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including making connections to other texts; objectively summarize the text.
10	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.
11–12	11.1.4.1	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text.

Grade	Code	Benchmark
K	0.1.4.2	Identify the topic of a text, with prompting and support.
1	1.1.4.2	Identify the central idea, message or moral of a text, with prompting as needed.
2	2.1.4.2	Identify the central idea, message or moral of a text and one or two supporting details.
3	3.1.4.2	Identify the central idea or argument in fables, folktales, and myths, explain how it is supported by key details, and describe the connection between details.
4	4.1.4.2	Determine a theme or central idea of a story, drama or poem from details in the text.
5	5.1.4.2	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
6	6.1.4.2	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
7	7.1.4.2	Analyze how the themes or central ideas develop over the course of a single text.
8	8.1.4.2	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
9	9.1.4.2	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
10	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.
11–12	11.1.4.2	Determine two or more themes or central ideas of a text and synthesize their development over the course of the text, including how they interact and build on one another to provide a complex synthesis.

Grade	Code	Benchmark
K	0.1.4.3	Identify characters and setting, in a literary text, with prompting and support.
1	1.1.4.3	Identify characters and setting, in a literary text, with prompting as needed.
2	2.1.4.3	Identify characters, setting, conflict, resolution and events in literary text.

Grade	Code	Benchmark
3	3.1.4.3	Describe how details about characters, setting, conflict, resolution and events work together to develop the plot of a literary text.
4	4.1.4.3	Describe a literary element in detail, drawing on specific details from literary text.
5	5.1.4.3	Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in literary text.
6	6.1.4.3	Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.
7	7.1.4.3	Analyze the interactions between characters, settings, events or ideas in literary text.
8	8.1.4.3	Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.
9	9.1.4.3	Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.
10	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.
11–12	11.1.4.3	Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama in a literary text (e.g., where a story is set, how action is ordered, how characters are introduced or developed).

Grade	Code	Benchmark
K	0.1.4.4	Describe the connection between two pieces of information, events, people or ideas in informational text, with prompting and support.
1	1.1.4.4	Describe the connection between two pieces of information, individuals, events or ideas in an informational text.
2	2.1.4.4	Describe the connection between a series of events, concepts or steps in a procedure in informational text.
3	3.1.4.4	Describe the relationship between a series of events, concepts or steps in a procedure, using language that pertains to time, sequence and cause/effect, in informational text.
4	4.1.4.4	Explain events, concepts or steps in a procedure, including what happened and why, based on specific details, in informational text.
5	5.1.4.4	Explain the relationships or interactions between individuals, events and concepts, based on specific details, in informational text.
6	6.1.4.4	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.
7	7.1.4.4	Analyze the interactions between individuals, events or concepts in informational text.
8	8.1.4.4	Analyze how a text makes connections between individuals, events or concepts in informational text.
9	9.1.4.4	Analyze how an author unfolds 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.
10	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.
11–12	11.1.4.4	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, concepts or events interact and develop in informational text.

Reading Anchor Standard 5 (R5)

Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

Grade	Code	Benchmark
K	0.1.5.1	Recognize orientation (front cover, back cover, title) of print text and navigation of digital text.
1	1.1.5.1	Identify the beginning, middle and end of a text.
2	2.1.5.1	Identify the purpose of chapters of a book, scenes of a play, and stanzas of a poem and the author's choice of narrative point of view (e.g., first person, second person, third person).
3	3.1.5.1	Use literary text features (e.g., nonliteral language, narrative point of view, verse, rhythm, meter) to understand a variety of literary texts such as stories, dramas and poems.
4	4.1.5.1	Determine the impact on the text of literary text features and narrative point of view (first person, second person, third person point of view).
5	5.1.5.1	Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a literary text.
6	6.1.5.1	Analyze how a given sentence, chapter, scene or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting or plot.
7	7.1.5.1	Analyze how the sequence of events is told and developed in a story, drama or poem to contribute to its meaning.
8	8.1.5.1	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).
9	9.1.5.1	Evaluate the impact of author's use of literary elements on the structure of a text (e.g., narrator point of view, foreshadowing, pacing and flashbacks).
10	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).
11–12	11.1.5.1	Evaluate the impacts on meaning and appeal of the author's choices concerning structuring the text, including how specific parts of the text interact with each other and contribute to the whole.

Grade	Code	Benchmark
K	0.1.5.2	Recognize the difference between literary and informational text, through listening or reading.
1	1.1.5.2	Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons).
2	2.1.5.2	Identify informational text features (e.g., captions, bold print, subheadings, glossaries, indexes and hyperlinks).
3	3.1.5.2	Use informational text features (e.g., captions, subheadings, glossaries, indexes and interactive images) to understand information relevant to a given topic.
4	4.1.5.2	Describe the informational text structure (including, but not limited to, sequence and chronology) of events, ideas, concepts or information in a text or part of a text.
5	5.1.5.2	Identify the effects of the various informational text structures (including, but not limited to, sequence, chronology and description) on a text or part of a text.

Grade	Code	Benchmark
6	6.1.5.2	Analyze how a given sentence, paragraph or section fits into the overall structure of an informational text (including, but not limited to, description, classification, cause/effect and comparison/contrast) and contributes to the development of ideas.
7	7.1.5.2	Analyze the informational text structure (including, but not limited to, compare/contrast, cause/effect and problem/solution) used, including how the major sections contribute to the whole and to the development of ideas.
8	8.1.5.2	Analyze the informational text structure (including, but not limited to, cause/effect, problem/solution and proposition/support), highlighting the role that a particular sentence or paragraph has in developing and refining a key concept.
9	9.1.5.2	Analyze the informational text structure (including, but not limited to, proposition/support, critique, and inductive/deductive), focusing on the role of various sentences and paragraphs in a text in developing and refining a key concept.
10	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.
11–12	11.1.5.2	Evaluate the use of differing informational text structures to support an author's ideas, claims and arguments.

Grade	Code	Benchmark
K	0.1.5.3	Recognize the connection between illustrations and text.
1	1.1.5.3	Identify the impact that illustrations have on content, meaning and style of a text.
2	2.1.5.3	Identify and explain how images are used to illustrate ideas and narratives in a text.
3	3.1.5.3	Interpret the ideas/information conveyed through illustrations, graphics and other audiovisual elements in text.
4	4.1.5.3	Interpret the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
5	5.1.5.3	Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding in text.
6	6.1.5.3	Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
7	7.1.5.3	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
8	8.1.5.3	Compare and contrast the ideas/information conveyed through illustrations, graphics and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance.
9	9.1.5.3	Critically analyze the use, meaning and aesthetics of illustrations, graphics and other audiovisual elements and explain their relation to the text.
10	10.1.5.3	Evaluate the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of the text.
11–12	11.1.5.3	Compare and contrast the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of a wide variety of texts.

Reading Anchor Standard 6 (R6)

Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

Grade	Code	Benchmark
K	0.1.6.1	Define the role of an author and illustrator in telling the story.
1	1.1.6.1	Identify the author of a text, and illustrator and/or source, where applicable (e.g., specific newspaper, magazine or digital platform).
2	2.1.6.1	Identify the author or storyteller, including Dakota and Anishinaabe authors, of a text, and tell what is possible to know from the text about the storyteller's perspective and identity.
3	3.1.6.1	Compare and contrast the student's personal perspective and identity from that of the author or storyteller, including Dakota and Anishinaabe authors, of the text, based on what is possible to know about the storyteller's perspective and identity.
4	4.1.6.1	Determine the author's, including Dakota and Anishinaabe authors, stated or implied purpose (i.e., entertain, inform, persuade) and how it is conveyed by the words or characters.
5	5.1.6.1	Compare and contrast a firsthand and secondhand account, including those by Dakota and Anishinaabe authors, of the same event or topic; describe the differences in focus and the information provided.
6	6.1.6.1	Analyze multiple accounts by various cultures, including Dakota and Anishinaabe, of the same event or topic, noting important similarities and differences in the point of view they represent.
7	7.1.6.1	Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic.
8	8.1.6.1	Analyze how an author, including Dakota and Anishinaabe authors, develops the point of view and identity of the character to enrich a text.
9	9.1.6.1	Examine how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text.
10	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.
11–12	11.1.6.1	Evaluate how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text.

Grade	Code	Benchmark
K	N/A	Benchmarks begin in grade 1.
1	1.1.6.2	Identify the time period and setting of the text.
2	2.1.6.2	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to the time period of publication and/or posting of the text.
3	3.1.6.2	Identify the time period of publication and/or posting of the text and when the time period of publication influences meaning, content or style of the text (e.g., era-specific vocabulary or illustrations).
4	4.1.6.2	Identify time period of publication of the text, and assess the importance of timeliness of information, related to task and purpose.
5	5.1.6.2	Compare texts published in different time periods related to influences on meaning, content or style of the texts.

Grade	Code	Benchmark
6	6.1.6.2	Examine similar texts published in different time periods, comparing and contrasting influence on meaning, content or style of the texts.
7	7.1.6.2	Compare and contrast a fictional portrayal, including those in stories, poems and historical novels about Dakota and Anishinaabe people, 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.
8	8.1.6.2	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
9	9.1.6.2	Examine the impact of a text's publishing date on its current validity and credibility in literature, social studies or science.
10	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.
11–12	11.1.6.2	Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance.

Grade	Code	Benchmark
K	0.1.6.3	Recognize common types of text (e.g., storybooks, informational, poems), through listening or reading.
1	1.1.6.3	Identify if the text is literary or informational.
2	2.1.6.3	Identify if the text is informational or literary and support with evidence.
3	3.1.6.3	Identify if the text is informational or literary and support with evidence.
4	4.1.6.3	Identify fact and fiction/opinion in a text and place on a continuum of fact to fiction (e.g., informational text, memoir, historical fiction, fantasy).
5	5.1.6.3	Analyze a text's placement on a continuum of fact to fiction, citing evidence.
6	6.1.6.3	Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts and evidence from claims that are not.
7	7.1.6.3	Analyze how two or more authors writing about the same topic, including topics about Dakota and Anishinaabe people, shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
8	8.1.6.3	Analyze a case in which two or more texts, including one text by or about Dakota and Anishinaabe people or other diverse cultures, provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.
9	9.1.6.3	Delineate the argument and specific claims in a text; identify false statements and fallacious reasoning.
10	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.
11–12	11.1.6.3	Delineate and evaluate the reasoning in seminal scientific and legal texts, and the premises, purposes, and arguments in the documents identifying persuasive opinions and factual evidence.

Reading Anchor Standard 7 (R7)

Evaluate arguments and specific claims from complex informational texts.

Grade	Code	Benchmark
K–2	N/A	Benchmarks begin in grade 3.
3	3.1.7.1	Identify an author's argument and support with details from the text.
4	4.1.7.1	Explain how an author uses reasoning and evidence to support an argument.
5	5.1.7.1	Identify an author's argument and how perspective and bias influence choices regarding evidence.
6	6.1.7.1	Distinguish between relevant and irrelevant evidence to evaluate an author's argument.
7	7.1.7.1	Determine the argument and specific claims in a text, assessing whether the evidence is sufficient to support the claims.
8	8.1.7.1	Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant/irrelevant and sufficient.
9	9.1.7.1	Compare and contrast the arguments of two authors with different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning.
10	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.
11–12	11.1.7.1	Examine validity of reasoning, relevance and sufficiency of evidence supporting arguments in several texts to evaluate credibility of frequently used sources.

Reading Anchor Standard 8 (R8)

Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

Grade	Code	Benchmark
K	0.1.8.1	Recognize rhythm, alliteration and repeated lines in a story, poem or song read aloud.
1	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.
2	2.1.8.1	Recognize how multiple meaning words and phrases impact the meaning or tone of text in stories or poems.
3	3.1.8.1	Demonstrate understanding of figurative language as it is used in texts to express the style of specific genres.
4	4.1.8.1	Distinguish literal from figurative language in stories, poems or songs.
5	5.1.8.1	Demonstrate understanding of word relationships and nuances (e.g., connotative and denotative) in word meanings in stories, poems or songs.
6	6.1.8.1	Analyze the impact of a specific word choice, and rhythm or meter, on the meaning and tone of a story, poem or song (word choice analysis including, but not limited to, vocabulary, assonance, consonance and rhyme).
7	7.1.8.1	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings.

Grade	Code	Benchmark
8	8.1.8.1	Analyze the impact of specific word choices on meaning and tone of literary text, including analogies or allusions to other texts.
9	9.1.8.1	Analyze the impact of specific word choices, rhythm, meter or other style choices on meaning and tone in literary text (e.g., word choices that allude to culture, time period or geography).
10	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.
11–12	11.1.8.1	Analyze the cumulative impact of specific word choices on meaning, mood and tone of literary text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).

Grade	Code	Benchmark
K	0.1.8.2	Ask and answer questions about unfamiliar vocabulary in informational text read aloud.
1	1.1.8.2	Ask and answer questions to help determine or clarify the meaning of unfamiliar vocabulary and phrases in informational text.
2	2.1.8.2	Determine the meaning of unfamiliar vocabulary or phrases in informational text, using metacognitive strategies and reference tools.
3	3.1.8.2	Determine the meaning of general academic and domain-specific vocabulary and phrases in informational text.
4	4.1.8.2	Demonstrate understanding of word origins (morphology and etymology) in academic vocabulary.
5	5.1.8.2	Interpret words and phrases in academic, technical and domain-specific vocabulary.
6	6.1.8.2	Examine academic and technical vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools.
7	7.1.8.2	Analyze the impact of specific word choices on meaning and tone in academic, technical and domain-specific text.
8	8.1.8.2	Analyze the impact of specific word choices on meaning and tone applied to a variety of academic, technical and domain-specific words and phrases in informational text.
9	9.1.8.2	Examine the impact of domain-specific vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools.
10	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.
11–12	11.1.8.2	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.

Reading Anchor Standard 9 (R9)

Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

Grade	Code	Benchmark
K	N/A	Benchmarks begin in grade 1.
1	1.1.9.1	Identify two different sources of information on a topic of personal interest or academic focus (e.g., a picture book and a website or an encyclopedia and a video).

Grade	Code	Benchmark
2	2.1.9.1	Collect information from two or more sources on a topic of personal interest or academic focus.
3	3.1.9.1	Collect information from two or more sources on a topic of personal interest or academic focus.
4	4.1.9.1	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.
5	5.1.9.1	Collect information from a variety of sources in different formats, representing diverse perspectives (e.g., interviews, videos, podcasts).
6	6.1.9.1	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
7	7.1.9.1	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
8	8.1.9.1	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
9	9.1.9.1	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry.
10	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.
11–12	11.1.9.1	Access information from a wide variety of sources, including academic journals and peer-reviewed sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.

Grade	Code	Benchmark
K	N/A	Benchmarks begin in grade 1.
1	1.1.9.2	Examine concept of relevance of sources to task and topic, with prompting as needed.
2	2.1.9.2	Articulate relevance of sources to task and topic (e.g., factual and opinion pieces).
3	3.1.9.2	Demonstrate understanding of relevance and credibility of sources.
4	4.1.9.2	Question and assess validity and credibility of information related to task and purpose (e.g., CRAAP test).
5	5.1.9.2	Evaluate sources based on validity and credibility of information related to task and purpose.
6	6.1.9.2	Evaluate perspective, credibility and relevancy of sources related to task and purpose.
7	7.1.9.2	Evaluate perspective, credibility, relevancy and sufficiency of sources related to task and purpose.
8	8.1.9.2	Evaluate perspective, bias, credibility, relevancy and sufficiency of sources related to task and purpose (e.g., purpose/motive of author or source).
9	9.1.9.2	Evaluate perspective, bias, credibility, relevancy and sufficiency of sources, accessing additional sources as needed.
10	10.1.9.2	Make critical choices about information sources to use based on perspective, biases, credibility and relevancy.
11–12	11.1.9.2	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.