

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS  
GRADES 9-10**

**READING: LITERATURE**

<b>General Category: Key Ideas and Details</b> <i>(the benchmarks below encompasses 40-65% of MCA test items)</i>					
<b>Level</b>	<b>Strand/Sub-strand</b>	<b>Anchor Standard</b>	<b>Grades 9-10 Benchmark</b>	<b>MCA Test Specifications</b>	<b>Notes</b>
9	4. READING: <b>Literature</b>	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.	Cite strong and thorough textual evidence to: (9.4.1.1) <ul style="list-style-type: none"> <li>• support analysis of what the text says explicitly</li> <li>• draw inferences from the text</li> </ul>	<ul style="list-style-type: none"> <li>• Items may require interpretation of symbolism.</li> </ul>	
9	4. READING: <b>Literature</b>	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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. (9.4.2.2)	<ul style="list-style-type: none"> <li>• The term specific details is interpreted as key, supporting, or relevant details.</li> </ul>	
9	4. READING: <b>Literature</b>	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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. (9.4.3.3)	<ul style="list-style-type: none"> <li>• Items may address characterization in a poem, story or drama.</li> <li>• Items may address basic and/or complex characterization. Complex characterization includes understanding of terminology/ concepts such as static, dynamic, flat, and round.</li> <li>• When assessing characterization, items may include evaluation of: <ul style="list-style-type: none"> <li>– character traits (emotions, motivations, attitudes, intentions)</li> </ul> </li> </ul>	

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**READING: LITERATURE**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	MCA Test Specifications	Notes
9	4. READING: Literature	(Continued)	(Continued)	(Continued) <ul style="list-style-type: none"> <li>- methods of characterization (behavior/actions, dialogue/speech, thoughts)</li> <li>- characters' influence or affect on story/plot development (sequence of events, setting—time and place—and /or theme)</li> <li>- comparison/contrast of characters</li> <li>- conflict within, between, and/or among characters (including recognition of specific types of conflict, e.g., person vs. person, person vs. society, person vs. self, person vs. nature, etc.)</li> <li>- impact of setting on characters</li> <li>- prediction of characters' likely action in the future</li> <li>• Items may require the identification of main ideas or supporting ideas that aid in development of character, setting, or events—plot.</li> <li>• Items may assess literary elements as stand-alone features (e.g., students may be required to identify the events that comprise the main plot, or students may be required to identify the setting of a story).</li> <li>• Items may assess literary elements in relationship to one another (e.g., students may be required to understand how setting impacts conflict, how the sequence of events shapes the resolution, or how setting and plot work together to create mood, etc.).</li> <li>• In the case of first person point-of-view where the narrator is a character in the passage, items may assess literary point-of-view.</li> </ul>	

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**READING: LITERATURE**

<b>General Category: Craft and Structure</b> <i>(the benchmarks below encompasses 30-55% of MCA test items)</i>					
<b>Level</b>	<b>Strand/Sub-strand</b>	<b>Anchor Standard</b>	<b>Grades 9-10 Benchmark</b>	<b>MCA Test Specifications</b>	<b>Notes</b>
9	4. READING: <b>Literature</b>	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.	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., Literature – how the language evokes a sense of time and place; how it sets a formal or informal tone; Informational Text – how the language of a court opinion differs from that of a newspaper.) (9.4.4.4)	(None)	
9	4. READING: <b>Literature</b>	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.	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 effects such as mystery, tension, or surprise.) (9.4.5.5)	<ul style="list-style-type: none"> <li>• The phrase order of events may be considered sequence of events.</li> <li>• Items may assess distinguishing features of fiction, drama, or poetry.</li> </ul>	
9	4. READING: <b>Literature</b>	6. Assess how point of view or purpose shapes the content and style of a text.	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. (9.4.6.6)	<ul style="list-style-type: none"> <li>• Items may assess a character’s point-of-view/perspective.</li> <li>• Items are not limited to cultural experience outside the United States, but may include representation of the experience of diverse cultures, groups, or communities within the United States.</li> <li>• Items may assess how the relationship between a character and the point-of-view of the audience or reader (e.g., created through the use of dramatic irony, ethos, pathos, catharsis, etc.) help determine meaning and create mood.</li> </ul>	

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**READING: LITERATURE**

<b>General Category: Integration of Knowledge and Ideas</b>					
<b>Level</b>	<b>Strand/Sub-strand</b>	<b>Anchor Standard</b>	<b>Grades 9-10 Benchmark</b>	<b>MCA Test Specifications</b>	<b>Notes</b>
9	4. READING: <b>Literature</b>	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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> ). (9.4.7.7)	(Assessed at classroom level only.)	
9	4. READING: <b>Literature</b>	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.	(Not applicable to literature)		
9	4. READING: <b>Literature</b>	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.	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). (9.4.9.9)	(Assessed at classroom level only.)	

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS  
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**READING: LITERATURE**

General Category: Range of Reading and Level of Text Complexity					
Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	MCA Test Specifications	Notes
9	4. READING: <b>Literature</b>	10. Read and comprehend complex literary and information texts independently and proficiently.	<p>By the end of grade 9, read and comprehend literature and other texts 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> <ul style="list-style-type: none"> <li>• Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>• Read widely to understand multiple perspectives and pluralistic viewpoints.</li> </ul> <p>By the end of grade 10, read and comprehend literature and other texts including stories, dramas, and poems at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> <li>• Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>• Read widely to understand multiple perspectives and pluralistic viewpoints.</li> </ul> <p>(9.4.10.10)</p>	(None)	

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS  
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**READING: INFORMATIONAL TEXT**

<b>General Category: Key Ideas and Details</b> <i>(the benchmarks below encompasses 40-65% of MCA test items)</i>					
<b>Level</b>	<b>Strand/Sub-strand</b>	<b>Anchor Standard</b>	<b>Grades 9-10 Benchmark</b>	<b>MCA Test Specifications</b>	<b>Notes</b>
9	5. READING: <b>Informational Text</b>	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.	Cite strong and thorough textual evidence to: a. support analysis of what the text says explicitly b. draw inferences from the text (9.5.1.1)	<ul style="list-style-type: none"> <li>• Items may require interpretation of symbolism.</li> </ul>	
9	5. READING: <b>Informational Text</b>	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a central idea of a text and analyze 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. (9.5.2.2)	<ul style="list-style-type: none"> <li>• The term specific details is interpreted as key, supporting, or relevant details.</li> </ul>	
9	5. READING: <b>Informational Text</b>	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (9.5.3.3)	<ul style="list-style-type: none"> <li>• Items include, but are not limited to, understanding sequence of events and their effect on individuals; cause and effect; and prediction.</li> <li>• Items may include analysis of the motivation of individuals—real people—and/or interpretation of their actions based on events.</li> <li>• Items may address the author’s method of organization for nonfiction text or an individual’s method of evaluating a problem or concept (e.g., problem/solution; cause/effect; compare/contrast; chronological order; description).</li> <li>• In the case of literary nonfiction presented as a narrative, such as a memoir, introduction of real people or characters and/or events and their development may be assessed via plot technique, (i.e., exposition, rising action), etc.</li> </ul>	

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**READING: INFORMATIONAL TEXT**

General Category: Craft and Structure <i>(be benchmarks below encompasses 30-55% of MCA test items)</i>					
Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	MCA Test Specifications	Notes
9	5. READING: <b>Informational Text</b>	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.	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., Literature – how the language evokes a sense of time and place; how it sets a formal or informal tone; Informational Text – how the language of a court opinion differs from that of a newspaper.) (9.5.4.4)	(None)	
9	5. READING: <b>Informational Text</b>	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.	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9.5.5.5)	<ul style="list-style-type: none"> <li>• Considerations of text structure may also include the function of lines of poetry (e.g., when an author uses poetry—either created by the author or quoted from another source—to convey an idea or further illustrate a point).</li> <li>• The author’s sequencing of events may be a consideration in the author’s development of ideas.</li> <li>• Items may address author’s method of organization for nonfiction text; problem/solution; cause/effect; compare/contrast; chronological order; classification; description.</li> </ul>	

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**READING: INFORMATIONAL TEXT**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	MCA Test Specifications	Notes
9	5. READING: <b>Informational Text</b>	6. Assess how point of view or purpose shapes the content and style of a text.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9.5.6.6)	<ul style="list-style-type: none"> <li>• The terms author's point-of-view and author's perspective, solely as they relate to the author's purpose, are interchangeable. (In literary nonfiction, the author and the narrator may be—but are not necessarily—one and the same.)</li> <li>• Rhetoric is defined as the effective use of language for a specific purpose.</li> <li>• Items may assess the appropriateness and/or credibility of author's sources.</li> </ul>	



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**READING: INFORMATIONAL TEXT**

General Category: Integration of Knowledge and Ideas <i>(the benchmarks below encompasses 5-20% of MCA test items)</i>					
Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	MCA Test Specifications	Notes
9	5. READING: <b>Informational Text</b>	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (9.5.7.7)	(Assessed at classroom level only.)	
9	5. READING: <b>Informational Text</b>	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.	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. (9.5.8.8)	<ul style="list-style-type: none"> <li>• Items may assess the author's appropriate or inappropriate use of methods of argumentation (e.g., analogy, details and examples, use of authoritative sources, use of inductive and deductive reasoning, etc.).</li> <li>• Recognition of effective persuasive argumentation versus argumentation containing bias.</li> <li>• Items may assess basic fallacies of logic (e.g., stereotyping, hasty generalization, false analogy, emotional appeal, post hoc ergo propter hoc, false dilemma, etc.).</li> <li>• Items may assess adequacy, accuracy and appropriateness of author's evidence and credibility of sources.</li> <li>• Items may assess the identification of author's use of fact versus opinion or the appropriateness of author's defense of facts or opinions.</li> <li>• Items may examine cause and effect relationships.</li> </ul>	

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**READING: INFORMATIONAL TEXT**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	MCA Test Specifications	Notes
9	5. READING: <b>Informational Text</b>	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.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail,” and other documents such as those written by Sojourner Truth, Chief Seattle, and Elizabeth Cady Stanton), including how they address related themes and concepts. (9.5.9.9)	(Assessed at classroom level only.)	
<b>General Category: Range of Reading and Level of Text Complexity</b>					
9	5. READING: <b>Informational Text</b>	10. Read and comprehend complex literary and information texts independently and proficiently.	<p>In the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> <li>• Self-select texts for personal enjoyment, interest, and academic tasks.</li> </ul> <p>(9.5.10.10)</p>	(None)	

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**WRITING**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	Notes
9	7. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>Write arguments (e.g., persuasion, problem/solution) to support claims in an analysis of substantive topics or texts. Use valid reasoning and relevant and sufficient evidence. (9.7.1.1)</p> <ul style="list-style-type: none"> <li>• Introduce and distinguish precise claim. Create an organization that establishes clear relationships among claim, counterclaims, reasons, and evidence.</li> <li>• Develop claim and counterclaims fairly. Supply evidence for each. Point out the strengths and limitations of both. Anticipate the audience's knowledge level and concerns.</li> <li>• Use words, phrases, and clauses (i.e., transitions) to:               <ul style="list-style-type: none"> <li>- link the major sections of the text.</li> <li>- create cohesion.</li> <li>- clarify the relationships between claim and reasons.</li> <li>- clarify the relationships between reasons and evidence.</li> <li>- clarify the relationships between claim and counterclaim.</li> </ul> </li> <li>• Establish and maintain formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	

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**WRITING**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	Notes
9	7. WRITING	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9.7.2.2)</p> <ul style="list-style-type: none"> <li>• Introduce topic clearly:               <ul style="list-style-type: none"> <li>- Create attention getter.</li> <li>- Provide link between attention getter and thesis.</li> <li>- Preview main ideas.</li> <li>- Write thesis statement.</li> <li>- Preview organizational plan to follow:                   <ul style="list-style-type: none"> <li>• definition.</li> <li>• classification.</li> <li>• comparison/contrast.</li> <li>• cause/effect.</li> </ul> </li> </ul> </li> <li>• Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.               <ul style="list-style-type: none"> <li>- Organize ideas, concepts, and information, using strategies such as:                   <ul style="list-style-type: none"> <li>• definition.</li> <li>• classification.</li> <li>• comparison/contrast.</li> <li>• cause/effect.</li> </ul> </li> <li>- Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful on aiding comprehension.</li> </ul> </li> <li>• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>• Use precise language and subject-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	

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**WRITING**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	Notes
9	7. WRITING	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9.7.3.3)</p> <ul style="list-style-type: none"> <li>• Engage the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>• Use literary and narrative techniques, such as dialogue, pacing, rhythm, repetition, rhyme, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>• Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>• Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.</li> </ul>	
9	7. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Follow the guidelines of the Six Traits of Writing Model as appropriate:</p> <ul style="list-style-type: none"> <li>• Ideas</li> <li>• Organization</li> <li>• Word Choice</li> <li>• Fluency</li> <li>• Voice</li> <li>• Conventions</li> </ul> <p>Use the Modern Language Association (MLA) format for formatting and textual citations when appropriate.</p> <p>(Grade-specific expectations for writing types are defined in standards 1-3 above.) (9.7.4.4)</p>	

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**WRITING**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	Notes
9	7. WRITING	5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.	Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 9-10.) (9.7.5.5)	
9	7. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Use technology, including the Internet, to: (9.7.6.6) <ul style="list-style-type: none"> <li>• produce, revise and publish individual or shared writing products.</li> <li>• cite all sources.</li> <li>• respond to ongoing feedback, including new arguments or information.</li> <li>• interact and collaborate with others.</li> <li>• take advantage of technology’s capacity to link to other information.</li> <li>• display information flexibly and dynamically.</li> </ul>	
9	7. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short and more sustained research projects to answer a question (including a self-generated question) or solve a problem. Students will: (9.7.7.7) <ul style="list-style-type: none"> <li>• narrow or broaden the inquiry when appropriate.</li> <li>• synthesize multiple sources on the subject.</li> <li>• demonstrate understanding of the subject under investigation.</li> </ul>	
9	7. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<ul style="list-style-type: none"> <li>• Gather relevant information from multiple, authoritative print and digital sources or databases (i.e., EBSCO Host, ProQuest, etc.).</li> <li>• Use advanced searches effectively.</li> <li>• Assess the usefulness of each source in answering the research question.</li> <li>• Integrate information into the text selectively to maintain the flow of ideas.</li> <li>• Do not plagiarize.</li> <li>• Follow the Modern Language Association (MLA) format for citation.</li> </ul> (9.7.8.8)	

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**WRITING**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	Notes
9	7. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (9.7.9.9) <ul style="list-style-type: none"> <li>• Refer to and apply grades 9-10 Reading standards to literature sources (e.g., “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].”).</li> <li>• Refer to and apply grades 9-10 Reading standards to literary nonfiction sources (e.g., “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.”).</li> </ul>	
9	7. WRITING	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (9.7.10.10) <ul style="list-style-type: none"> <li>• Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</li> <li>• Genre requirements to be determined by committee.</li> </ul>	

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**SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	Notes
9	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively. (9.9.1.1)</p> <ul style="list-style-type: none"> <li>• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>• 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.</li> <li>• Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>• Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>	
9	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> <li>• Integrate multiple sources of information presented in diverse media or formats. (e.g., visually, quantitatively, orally)</li> <li>• Evaluate the credibility and accuracy of each source. (9.9.2.2)</li> </ul>	
9	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (9.9.3.3)	



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**SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	Notes
9	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Present claims and findings through: (9.9.4.4) <ul style="list-style-type: none"> <li>• Effective communication of content               <ul style="list-style-type: none"> <li>- Sequence ideas logically</li> <li>- Emphasize salient points in a focused, coherent manner</li> <li>- Use supporting evidence in a clear, concise, and logical way such that listeners can follow the line of reasoning</li> <li>- Organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate)</li> <li>- Respect intellectual properties</li> </ul> </li> <li>• Effective Verbal Communication:               <ul style="list-style-type: none"> <li>- Volume</li> <li>- Speed/rate of speech</li> <li>- Clear pronunciation</li> <li>- Intonation (upper level grades)</li> <li>- Tone (upper level grades)</li> </ul> </li> <li>• Effective Non-verbal Communication:               <ul style="list-style-type: none"> <li>- Eye contact</li> <li>- Gestures</li> <li>- Stance</li> <li>- Movement appropriate to circumstance</li> <li>- Facial expression</li> </ul> </li> </ul>	
9	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (9.9.5.5)	

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**SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	Notes
9	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<p>Adapt content of formal and informal speech to a variety of contexts, audiences, tasks, and feedback from self and others. Demonstrate command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) (9.9.6.6)</p> <ul style="list-style-type: none"> <li>• Apply assessment criteria to evaluate oral presentations by self and others.</li> </ul>	
9	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	<p>Understand, analyze, evaluate, and use different types of print, digital, and multimodal media. (9.9.7.7)</p> <ul style="list-style-type: none"> <li>• Evaluate the content and effect of persuasive techniques used in different mass media.</li> <li>• Synthesize information and recognize categories, trends, and themes across multiple sources.</li> <li>• Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.</li> <li>• Recognize and use ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</li> </ul>	
9	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	<p>As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.) (9.9.8.8)</p> <ul style="list-style-type: none"> <li>• Present, transform, or remix content in an ethical manner, demonstrating an understanding of               <ul style="list-style-type: none"> <li>- copyright</li> <li>- attribution</li> <li>- citation</li> <li>- the principles of Fair Use</li> <li>- of the different types of Creative Commons licenses</li> </ul> </li> <li>• Publish the work and share with an audience.</li> </ul>	

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**LANGUAGE**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	Notes
9	11. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9.11.1.1) <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>	
9	11. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9.11.2.2) <ul style="list-style-type: none"> <li>• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> <li>• Spell correctly.</li> </ul>	
9	11. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Use knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (9.11.3.3) <ul style="list-style-type: none"> <li>• Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ul>	

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**LANGUAGE**

Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	Notes
9	11. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9.11.4.4) <ul style="list-style-type: none"> <li>• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	
9	11. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness. (9.11.5.5) <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>• Analyze nuances in the meaning of words with similar denotations.</li> </ul>	

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Level	Strand/Sub-strand	Anchor Standard	Grades 9-10 Benchmark	Notes
9	11. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	<ul style="list-style-type: none"> <li>• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</li> <li>• Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9.11.6.6)</li> </ul>	