

Minnesota, Grades 9–10

Minnesota Strand/Standard	Focus of Minnesota Standard	For More Information
Reading Literature		
4.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
4.2.2	Determine a theme or central idea of a text and analyze its development and how it is shaped by specific details; summarize the text	R2 pp. 12–17
4.3.3	Analyze how characters develop, interact, and advance the plot or develop the theme	R3 pp. 18–23
4.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of word choice on meaning and tone	R4 pp. 24–29
4.5.5	Analyze how an author's choices regarding structure, the order of events, and manipulating time create such effects as mystery, tension, or surprise	R5 pp. 30–35
4.6.6	Analyze a point of view, perspective, or cultural experience reflected in a piece of literature	R6 pp. 36–41
4.7.7	Analyze the representation of a subject or scene in two different artistic mediums, including what is emphasized or absent in each treatment	R7 pp. 42–47
4.8.8	NA	
4.9.9	Analyze how an author draws on and transforms source material	R9 pp. 54–59
4.10.10	Read literature and other texts of appropriate complexity independently with proficiency	R10 pp. 60–65
Read Informational Texts		
5.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
5.2.2	Determine the central idea of a text and analyze its development; summarize main ideas or events	R2 pp. 12–17
5.3.3	Analyze how the author structures an analysis or series of ideas or events, including the order, how they are developed, and the connections between them	R3 pp. 18–23
5.4.4	Determine the meaning of words and phrases in a text; analyze the cumulative impact of specific word choices	R4 pp. 24–29
5.5.5	Analyze in detail how ideas or claims are developed by particular sentences, paragraphs, or larger portions of text	R5 pp. 30–35
5.6.6	Analyze how an author uses rhetoric to advance a point of view, perspective, or purpose	R6 pp. 36–41
5.7.7	Analyze various accounts of a subject told in different mediums	R7 pp. 42–47
5.8.8	Evaluate the argument in a text; assess reasoning and evidence; identify false statements and fallacious reasoning	R8 pp. 48–53
5.9.9	Analyze U.S. documents of historical and literary significance, noting how they address related themes and concepts	R9 pp. 54–59
5.10.10	Read and comprehend appropriately complex informational texts independently and proficiently	R10 pp. 60–65
Writing		
7.1.1	Write arguments to support claims, using valid reasoning and relevant and sufficient evidence	W1 pp. 70–77
7.2.2	Write informative/explanatory texts to effectively examine and convey complex ideas, concepts, and information	W2 pp. 78–85
7.3.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 pp. 86–91
7.4.4	Produce writing in which the development, organization, style, and features are appropriate to the task, genre, purpose, and audience	W4 pp. 92–97
7.5.5	Use a writing process to develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach	W5 pp. 98–103
7.6.6	Use technology to produce, publish, and update individual or shared writing projects	W6 pp. 104–109

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Writing		
7.7.7	Conduct research projects to answer a question or solve a problem; synthesize multiple sources; demonstrate understanding of the subject	W7 pp. 110–115
7.8.8	Gather information from multiple sources, using advanced searches effectively; assess usefulness of sources; integrate information, avoiding plagiarism	W8 pp. 116–121
7.9.9	Draw evidence from texts to support analysis, reflection, research, and/or synthesis	W9 pp. 122–127
7.10.10	Write routinely over short and extended time frames for a range of audiences, tasks, and purposes	W10 pp. 128–133
Speaking, Viewing, Listening, and Media Literacy		
9.1.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively	SL1 pp. 138–143
9.2.2	Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and noting discrepancies	SL2 pp. 144–149
9.3.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacious reasoning or exaggerated or distorted evidence	SL3 pp. 150–155
9.4.4	Present information clearly, concisely, and logically; ensure organization, development, substance, and style are appropriate to purpose, audience, and task	SL4 pp. 156–161
9.5.5	Make strategic use of digital media in presentations to enhance understanding and to add interest	SL5 pp. 162–167
9.6.6	Adapt speech to a variety of contexts and tasks; demonstrate a command of formal English when appropriate	SL6 pp. 168–173
9.7.7	Understand, analyze, evaluate, and use different types of media	NA
9.8.8	Create a multimedia work, a remix, or a piece of digital communication for a specific purpose	NA
Language		
11.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 178–183
11.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 184–189
11.3.3	Apply knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or listening	L3 pp. 190–195
11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 196–201
11.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 202–207
11.6.6	Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge	L6 pp. 208–213
Literacy in History/Social Studies		
12.1.1	Cite specific textual, visual, or physical evidence to support analysis of primary and secondary sources	R1 pp. 6–11
12.2.2	Determine central ideas or information of a primary or secondary source; summarize how they develop	R2 pp. 12–17
12.3.3	Analyze in detail a series of events; determine whether earlier events caused later ones	R3 pp. 18–23
12.4.4	Determine the meaning of words and phrases, including vocabulary describing political, social, or economic aspects of history/social studies	R4 pp. 24–29
12.5.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis	R5 pp. 30–35
12.6.6	Compare the point of view of two or more authors for how they treat the same or similar topics	R6 pp. 36–41
12.7.7	Integrate quantitative or technical analysis with qualitative analysis	R7 pp. 42–47
12.8.8	Assess the extent to which reasoning and evidence support the author's claim	R8 pp. 48–53

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Literacy in History/Social Studies		
12.9.9	Compare and contrast treatment of the same topic in several primary and secondary sources	R9 pp. 54–59
12.10.10	Read and comprehend history/social studies texts of appropriate complexity	R10 pp. 60–65
Reading Science/Technical Subjects		
13.1.1	Cite specific textual evidence to support analysis of science and technical texts	R1 pp. 6–11
13.2.2	Determine central ideas or conclusions; trace the explanation of a complex process; provide an accurate summary	R2 pp. 12–17
13.3.3	Follow precisely a complex multistep procedure, attending to special cases or exceptions defined in the text	R3 pp. 18–23
13.4.4	Determine the meaning of domain-specific words and phrases as they are used in a special scientific or technical context	R4 pp. 24–29
13.5.5	Analyze the structure of relationships among concepts in a text	R5 pp. 30–35
13.6.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment	R6 pp. 36–41
13.7.7	Translate quantitative or technical information expressed in words into visual form, and translate information expressed visually into words	R7 pp. 42–47
13.8.8	Assess the extent to which reasoning and evidence support the author's claim or recommendation for solving a problem	R8 pp. 48–53
13.9.9	Compare and contrast findings presented in a text to those from other sources, noting where they support or contradict previous explanations	R9 pp. 54–59
13.10.10	Read and comprehend science/technical texts of appropriate complexity	R10 pp. 60–65
Writing History/Social Studies, Science and Technical Subjects		
14.1.1	Write arguments focused on discipline-specific content	W1 pp. 70–77
14.2.2	Write informative/explanatory texts as they apply to each discipline and reporting format, including the narration of historical events, scientific procedures, or technical processes	W2 pp. 78–85
14.3.3	NA	
14.4.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W4 pp. 92–97
14.5.5	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 pp. 98–103
14.6.6	Use technology to produce, publish, and update individual or shared writing projects	W6 pp. 104–109
14.7.7	Conduct research projects to answer a question or solve a problem; synthesize multiple sources, demonstrating understanding of the subject	W7 pp. 110–115
14.8.8	Gather relevant information from multiple print and digital sources; assess the usefulness of each source; integrate information, avoiding plagiarism	W8 pp. 116–121
14.9.9	Draw evidence from informational texts to support analysis, reflection, and research	W9 pp. 122–127
14.10.10	Write routinely for a range of discipline-specific tasks, purposes, and audiences	W10 pp. 128–133