



MINNESOTA

Language Arts Academic Standards Grades 9-12 *Writer's Choice: Grammar and Composition Grade 9* © 2005

CONTENT STANDARDS	PAGE REFERENCES
I. READING AND LITERATURE	
Students will read and understand grade-appropriate English language text.	
A. Word Recognition, Analysis, and Fluency (Standard under this heading may be locally determined.)	
B. Vocabulary Expansion	
Standard: The student will apply a variety of strategies to expand vocabulary. The student will:	
1. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.	SE: 785-797, 819-822 <i>Grammar Link</i> 287 TWE: ELL 238, 246, 250 CL 796 LD 824 EaE 826
2. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.	SE: 812-817, 819-822 TWE: ELL 18, 146, 250, 298, 790, 814 LPR 264 RWC 816
3. Identify and analyze analogies.	SE: 854-855 TWE: ELL 855
4. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.	SE: 786-787, 825-826 TWE: EaE 825 BV T47
5. Understand the meaning of unknown words using derivations, such as word roots and word origins.	SE: 785-797, 823-824 CL 796 BV T47
C. Comprehension	
Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension. The student will:	
1. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.	SE: 244-245, 270, 328-329, 840-841, 853-854 TWE: AQ 840 EaE 841 The following passages deal with reading comprehension in fictional genres. TWE: ARS 42, 44, 113
2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.	SE: 227, 276-280, 292-295, 296-299, 326-329, 841-842, 951 TWE: CT 278

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3. Analyze and draw accurate conclusions about information contained in warranties, contracts, job descriptions, technical descriptions and other informational sources, selected from labels, warnings, manuals, directions, applications and forms in order to complete specific tasks.	SE: 122, 423-424 TWE: AI 432 LaS 432
4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.	SE: 57, 127, 129, 179, 287, 307, 886 TWE: T 5, 886 VtC 122 LaS 432
5. Summarize and paraphrase main idea and supporting details.	SE: 291, 327-328 <i>Activity</i> 432 <i>How to Analyze a Media Message</i> 900-901 TWE: ARS 279, 317
6. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text.	SE: 287, 291, 292-295, 296-299, 304, 307 TWE: CT 278, 318 The following pages require students to analyze point of view in narrative: SE: 204-207
7. Make inferences and draw conclusions based on explicit and implied information from texts.	SE: 220 #2, 854 #2 TWE: CT 42, 44, 47, 114, 117, 213, 278 LPR 854
8. Evaluate clarity and accuracy of information, as well as the credibility of sources.	SE: 291, 292-295, 299, 307, 328-329, 809-810, 894-901, 950-951 TWE: T 886 RWC 887 IC 904
9. Identify, understand and explain the various types of fallacies in logic.	SE: 296-299
10. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.	SE: 291, 292-295, 326-329, 334-335 TWE: CT 124 CaC 219
D. Literature <u>Standard:</u> The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts. The student will:	
1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.	SE: 24-26, 40-50, 112-119, 212-220, 276-280, 316-320
2. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature.	SE: 164-172
3. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world.	SE: 26, 107, 112-119, 212-220, 316-320

CONTENT STANDARDS	PAGE REFERENCES
4. Evaluate the impact of an author's decisions regarding word choice, point of view, style and literary elements.	SE: 50, 119 #2 TWE: CT 42, 116, 168 6TW 43, 46, 277, 319 LE 114
5. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.	SE: 50 #3 TWE: 6TW 43, 319 LE 166 CT 168, 218 CaC 171
6. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.	SE: 107, 119, 153, 156-159, 204-207 TWE: CT 47 CaC 118, 219 GaS 198
7. Evaluate a literary selection from several critical perspectives.	SE: 50, 119, 173, 220, 280, 320 TWE: CaC 171
8. Analyze classic and contemporary poems for poetic devices.	SE: 25, 27 TWE: T 25 LPR 26
9. Analyze the characteristics of literary forms.	SE: 24-26, 50 #4, 220 #4 TWE: T 25 WRW 166 6TW 169, 214, 216 CaC 219
10. Interpret the effect of literary and structural devices.	SE: 50, 119, 215 TWE: WRW 48 LE 114, 115 CT 116, 168 6TW 214 CaC 219
11. Demonstrate how literary works reflect the historical contexts that shaped them.	TWE: VtA 43 LE 49 WRW 216
12. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.	TWE: CaC 118, 171 VtA 167, 170 ARS 217 EaE 280 CC 351
13. Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.	The following pages address the ways in which character, scene, and dialogue contribute to theme and dramatic effect in literary forms. SE: 119 #2, 172 #2 TWE: CT 45, 47, 214 ARS 46 LE 114, 115 6TW 116 CaC 171

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14. Respond to literature using ideas and details from the text to support reactions and make literary connections.	SE: 107, 119 #2, 172 #2, 220 #2 TWE: CT 42, 214 6TW 116 ARS 165 LE 166 CaC 171
15. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.	SE: 24-26, 40-50, 107, 112-119, 164-172, 212-220, 276-280, 316-320
II. WRITING <i>(Writing should be addressed across content areas and integrated into the curriculum.)</i> Students will write clearly and coherently for a variety of audiences and purposes.	
A. Type of Writing <u>Standard:</u> The student will write in narrative, expository, descriptive, persuasive and critical modes. The student will:	
1. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.	SE: 61, 180-183, 236-239 <i>Activity</i> 420, 433 TWE: T 55, 289 LaS 70 6TW 214 RWC 286
B. Elements of Composition <u>Standard:</u> The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose. The student will:	
1. Generate, gather, and organize ideas for writing.	SE: 62-66, 148-151, 181-183, 237, 324-329 TWE: T 55 ELL 60, 182, 326 OD 141
2. Develop a thesis and clear purpose for writing.	SE: 11, 18, 19, 23, 61, 68-71, 143, 243, 264, 332-333 LaS 70
3. Make generalizations and use supporting details.	SE: 80-87, 105-106, 228-291, 333 TWE: T 77 LPR 82 VaR 141 ELL 234, 266, 290
4. Arrange paragraphs into a logical progression.	SE: 76-77, 84-87, 182, 220, 234-235, 242, 330-331 <i>Revising Tip</i> 346 TWE: T 77
5. Revise writing for clarity, coherence, smooth transitions and unity.	SE: 50, 88-95, 242, 344-356, 945 TWE: ELL 90, 182 CL 126, 346 UT 238
6. Apply available technology to develop, revise and edit writing.	SE: 421, 425-430, 906-917 <i>Using Computers</i> 61, 99, 295, 299 <i>Revising Tip</i> 346 <i>Activity</i> 418 TWE: T 426, 428

CONTENT STANDARDS	PAGE REFERENCES
7. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.	SE: 338-345, 951-955 TWE: ELL 326 T 356
8. Revise, edit and prepare final drafts for intended audiences and purposes.	SE: 92-103, 162-163, 210-211, 274-275, 315, 348-349 <i>Revising Tip</i> 948 TWE: ELL 99 LaS 337 CL 346
<p>C. Spelling, Grammar and Usage <u>Standard:</u> The student will apply standard English conventions when writing. <i>(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)</i> The student will:</p>	
1. Understand the differences between formal and informal language styles and use each appropriately.	SE: 70, 413, 888-889, 922 <i>Activity</i> 418
2. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.	SE: 360-385, 388-391, 495-517, 552-569, 940-943, 948 <i>Grammar Link</i> 57, 187, 255 TWE: 6TW 277
3. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability: a. Correctly use reflexive case pronouns and nominative and objective case pronouns, including <i>who</i> and <i>whom</i> .	SE: 392-405, 446-451, 638-639, 711-729, 731-761 <i>Grammar Link</i> 107, 207, 267 TWE: LD 712 EaE 714, 716-717
b. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.	SE: 406-411, 731-761 <i>Grammar Link</i> 235, 299 TWE: CL 441, 639 ELL 732 EaE 737, 751 LD 755
c. Correctly use <i>like/as if, any/any other, this kind/these kinds, who/that, and every/many</i> when they occur in a sentence.	SE: 617, 638, 695 The following pages also deal with usage: SE: 687-709 <i>Grammar Link</i> 287
d. Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.	SE: 609-631 <i>Grammar Link</i> 227, 239, 251 TWE: WRW 130 ELL 610, 615, 620 EaE 617, 621
e. Correctly use the possessive pronoun before the gerund.	SE: 525 The following pages discuss correct usage of possessive pronouns or the gerund. SE: 447, 634 <i>Grammar Link</i> 203 TWE: EaE 525

CONTENT STANDARDS	PAGE REFERENCES
D. Research	
Standard: The student will locate and use information in reference materials. The student will:	
1. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.	SE: 295, 326-329, 799-810, 909-911, 950 <i>Activity 418</i> TWE: T 55 ELL 326 IC 803, 856
2. Identify key terms specific to research tools and processes.	SE: 799-810, 910, 950 <i>Technology Tip 911</i> TWE: LD 802 RWC 804 TT 805 ELL 810
3. Narrow the focus of a search by formulating a concise research question or thesis.	SE: 305, 326, 332-333, 910 TWE: T 125
4. Develop a research plan.	SE: 326, 909-911, 950 TWE: T 55 IC 803
5. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.	SE: 292-295, 326-329, 334-335, 909-911, 950-951 TWE: EaE 910
6. Produce a report with detailed evidence to support a thesis.	SE: 289-291, 264-267, 272-275, 288-291, 292-295, 304-307, 312-315, 334-356 TWE: ELL 290
7. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.	SE: 328-329, 809-810, 950-951 <i>Using Computers 295</i> The following pages address evaluating sources. SE: 292-295
8. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.	SE: 329, 338-339, 951 TWE: ELL 326 IS 327 T 339
9. Organize and synthesize information from a variety of sources and present it in a logical manner.	SE: 292-295, 326-329, 334-335, 909-911, 950-952 TWE: EaE 910
10. Credit sources for both quoted and paraphrased ideas.	SE: 329, 338-339, 951-955 TWE: ELL 328 T 339
11. Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA) or from the American Psychological Association (APA).	SE: 329, 338-343, 356, 952-955
12. Proofread the final copy, format correctly and prepare the document for publication or submission.	SE: 39, 98-99, 111, 163, 211, 275, 315, 952 <i>Editing Tip 266</i> <i>Proofreading Checklist</i> Inside back cover TWE: ELL 98

CONTENT STANDARDS	PAGE REFERENCES
E. Handwriting and Word Processing (Standards under this heading may be locally determined.)	
III. SPEAKING, LISTENING AND VIEWING The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.	
A. Speaking and Listening <u>Standard:</u> The student will demonstrate understanding and communicate effectively through listening and speaking. The student will:	
1. Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation.	SE: 307, 841, 886, 899-901 TWE: F T48 T 886
2. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.	SE: 71, 199, 271, 888-891 TWE: LaS 70, 127 ELL 250
3. Understand the relationship between nonverbal, interpersonal, and small group communication.	SE: 67, 71, 267, 890-892 TWE: TT 890
4. Describe the role of communication in everyday situations (e.g., advertising, informal social, business, formal social, etc.).	SE: 75, 155, 199, 239, 891-892 TWE: LaS 70 T 886 RWC 887
5. Understand the effects of media on society and culture.	SE: 894-901 TWE: RWC 887 CL 895 EAe 896, 900
6. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.	SE: 307, 885-891 TWE: LaS 70 ELL 250 T 886 TT 890
7. Apply assessment criteria to self-evaluation of oral presentations.	SE: 15, 71, 75, 251, 307, 887, 892 TWE: ELL 889 TT 890
B. Media Literacy <i>(At the high school level, media literacy should be addressed across content areas and integrated into the curriculum at the discretion of the local district.)</i> <u>Standard:</u> The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.	
1. Evaluate the accuracy and credibility of information found on Internet sites.	SE: 809-810, 899-901 TWE: IC 901, 904 The following pages address evaluating sources. SE: 292-295, 950-951
2. Evaluate the logic of reasoning in both print and non-print selections.	SE: 229, 296-299, 307, 886, 894-901 TWE: T 426-430, 886
3. Evaluate the source's point of view, intended audience and authority.	SE: 292-295, 307, 328-329, 809-810, 894-901, 950-951 TWE: T 886 RWC 887

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4. Determine whether the evidence in a selection is appropriate, adequate and accurate.	SE: 292-295, 299, 307, 328-329, 809-810, 894-901, 950-951 TWE: T 886 RWC 887 IC 904
5. Evaluate the content and effect of persuasive techniques used in print and broadcast media.	SE: 229, 307, 886, 894-901, 950-951 TWE: RWC 887 CL 895 EaE 900 IC 901
6. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.	SE: 307, 894-901 TWE: T 886 CL 895 EaE 896, 900 ELL 897 IC 901, 904
7. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.	SE: 299, 307, 886, 894-901 TWE: T 886 RWC 887 CL 895 EaE 896 ELL 897 IC 901
8. Formulate critical, evaluative questions relevant to a print or non-print selection.	SE: 317, 885, 886 TWE: CT 318 T 426-430 RWC 887 IC 901
9. Critically analyze and evaluate the strategies employed in news broadcasts, documentaries, and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts.	SE: 307, 894-901 TWE: T 886 CL 895 IC 901, 904 EaE 903
10. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.	The following pages address media literacy, emphasizing persuasive strategies; teachers may use these as an opportunity to discuss the ethics of media persuasion. SE: 299, 307, 886, 894-901 TWE: T 886 RWC 887 CL 895 IC 901, 904 EaE 903

Codes Used for TWE Pages

6TW	6+1 Trait Writing
AI	Analyzing Instructions
AQ	Asking Questions
ARS	Active Reading Strategies
BV	Building Vocabulary
CaC	Compare and Contrast
CC	Cultural Connections
CL	Cooperative Learning
CT	Critical Thinking
EaE	Enrichment and Extension
ELL	English Language Learners
F	Foldables
GaS	Graphing a Story
IC	Internet Connection
IS	Identifying Sources
LaS	Listening and Speaking
LD	Learning Disabled
LE	Literary Element
LPR	Less Proficient Readers
OD	Organizing Details
RWC	Real World Connection
T	Teach
TT	Technology Tip
UT	Using Transitions
VaR	Viewing and Representing
VtA	Viewing the Art
VtC	Viewing the Chart
WRW	Writing in the Real World