Main Criteria: Structure and Style for Students Secondary Criteria: Minnesota Academic Standards

> Subject: Language Arts Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Minnesota Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / **DOMAIN**

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PROGRESS / STRAND

MN.9.4. Reading Benchmarks: Literature 6-12

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PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.4.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.4.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.4.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.4.4.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATORS OF PROGRESS / STRAND	9.4.5.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS	9.4.10.1	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.

INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATORS OF PROGRESS	9.7.2.2.f.	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).
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.3.3.	Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATORS OF PROGRESS	9.7.3.3.a.	Engage and orient 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.
INDICATORS OF PROGRESS	9.7.3.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATORS OF PROGRESS	9.7.3.3.e.	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.
CONTENT	MN.9.7.	Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS I STRAND	9.7.10.1 0.	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.
INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF	9.9.8.8.	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

others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.) PROGRESS / STRAND

INDICATORS OF PROGRESS 9.9.8.8.b. Publish the work and share with an audience.

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 9.11.2.2.c. Spell correctly.

CONTENT STANDARD /

DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	9.11.3.3.	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.

INDICATORS 9.11.3.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual OF PROGRESS . for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
INDICATORS OF PROGRESS I STRAND	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.

INDICATORS 9.11.4.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
OF PROGRESS . as a clue to the meaning of a word or phrase.

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OF PROGRESS .

9.11.4.4.d 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).

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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Minnesota Academic Standards Language Arts Grade 9 - Adopted: 2010

CONTENT STANDARD / DOMAIN

MN.9.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.4.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.4.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.4.3.3.	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.

CONTENT STANDARD / DOMAIN

MN.9.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.4.4.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATORS OF PROGRESS / STRAND	9.4.5.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT STANDARD / DOMAIN

MN.9.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.4.10.1 0.	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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS I STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATORS OF PROGRESS	9.7.2.2.f.	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).
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS I STRAND	9.7.3.3.	Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATORS OF PROGRESS	9.7.3.3.a.	Engage and orient 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.
INDICATORS OF PROGRESS	9.7.3.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

INDICATORS 9.7.3.3.e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, OF PROGRESS observed, or resolved over the course of the narrative or creative text. CONTENT MN.9.7. Writing Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC Production and Distribution of Writing** E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 9.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, OF PROGRESS purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) / STRAND **INDICATORS** 9.7.5.5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or OF PROGRESS 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 grades 9-10 on page / STRAND 75.) **INDICATORS** 9.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking OF PROGRESS advantage of technology's capacity to link to other information and to display information flexibly and dynamically. / STRAND CONTENT MN.9.7. Writing Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC** Research to Build and Present Knowledge E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 9.7.7.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated OF PROGRESS question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the / STRAND subject, demonstrating understanding of the subject under investigation. INDICATORS 9788 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; OF PROGRESS assess the usefulness of each source in answering the research question; integrate information into the text / STRAND selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CONTENT Writing Benchmarks 6-12 MN.9.7. STANDARD / **DOMAIN PERFORMANC** Range of Writing E INDICATOR / **DOMAIN** COMPONENT 9.7.10.1 **INDICATORS** Write routinely over extended time frames (time for research, reflection, and revision) and shorter OF 0. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. PROGRESS / **STRAND**

INDICATORS 9.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. OF PROGRESS a.

CONTENT STANDARD / DOMAIN MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS I STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS I STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	9.11.2.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS I STRAND	9.11.3.3.	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.

INDICATORS 9.11.3.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual

for Writers) appropriate for the discipline and writing type.

CONTENT MN.9.11. Language Benchmarks 6-12

OF PROGRESS .

STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS		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).
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
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CONTENT	MN.9.4.	Minnesota Academic Standards Language Arts Grade 9 - Adopted: 2010 Reading Benchmarks: Literature 6-12
STANDARD / DOMAIN		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.4.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.4.2.2.	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.

MN.9.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.4.4.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

MN.9.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.4.10.1 0.	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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.5.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

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INDICATORS OF PROGRESS / STRAND	9.5.10.1	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.
INDICATORS OF PROGRESS	9.5.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	9.7.10.1 0.	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.
INDICATORS OF PROGRESS	9.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 9.11.2.2.c. Spell correctly.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Minnesota Academic Standards Language Arts Grade 9 - Adopted: 2010

CONTENT STANDARD / DOMAIN

MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.5.3.3.	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.

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MN.9.5. Reading Benchmarks: Informational Text 6-12

DOMAIN		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.5.10.1 0.	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.
INDICATORS OF PROGRESS		. Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR /		Production and Distribution of Writing

INDICATORS OF PROGRESS / STRAND

E INDICATOR / DOMAIN COMPONENT

9.7.4.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.7.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	9.9.1.1.	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.
INDICATORS OF PROGRESS	9.9.1.1.a.	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.
INDICATORS OF PROGRESS	9.9.1.1.c.	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.
INDICATORS OF PROGRESS	9.9.1.1.d.	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.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	9.9.4.4.	While respecting intellectual property, present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate).
CONTENT	MN.9.11.	Language Benchmarks 6-12

CONTENT MN.9.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS		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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN

MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.5.3.3.	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.

CONTENT STANDARD / DOMAIN

MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Craft and Structure
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INDICATORS OF PROGRESS / STRAND	9.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.5.10.1 0.	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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATORS OF PROGRESS	9.7.2.2.f.	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).
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

OF PROGRESS

/ STRAND

INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.7.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	9.9.4.4.	While respecting intellectual property, present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate).
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	9.11.2.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38

MN.9.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.4.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.4.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.4.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.4.4.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATORS OF PROGRESS / STRAND	9.4.5.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.4.10.1 0.	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.
INDICATORS OF PROGRESS	9.4.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
INDICATORS OF PROGRESS	9.4.10.10. b.	Read widely to understand multiple perspectives and pluralistic viewpoints.

CONTENT STANDARD / DOMAIN

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.3.3.	Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATORS OF PROGRESS	9.7.3.3.a.	Engage and orient 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.
INDICATORS OF PROGRESS	9.7.3.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATORS OF PROGRESS	9.7.3.3.e.	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.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	9.7.10.1 0.	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.

INDICATORS 9.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. OF PROGRESS a.

CONTENT STANDARD / DOMAIN MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	9.9.4.4.	While respecting intellectual property, present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate).
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	9.11.2.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46
		Minnesota Academic Standards
		Language Arts Grade 9 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.4.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.4.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.4.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR /		Craft and Structure

PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND Craft and Structure Structure Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

INDICATORS OF PROGRESS / STRAND	9.4.5.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.4.10.1	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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.3.3.	Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATORS OF PROGRESS	9.7.3.3.a.	Engage and orient 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.
INDICATORS OF PROGRESS	9.7.3.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATORS OF PROGRESS	9.7.3.3.e.	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.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page

INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	9.7.10.1 0.	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.
INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	9.9.4.4.	While respecting intellectual property, present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate).
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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.

writing or presentations.

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS

9.11.2.2.c. Spell correctly.

OF PROGRESS

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS		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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

Minnesota Academic Standards
Language Arts
Grade 9 - Adopted: 2010

CONTENT STANDARD / DOMAIN MN.9.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	9.4.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.4.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.4.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.4.4.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATORS OF PROGRESS / STRAND	9.4.5.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS I STRAND	9.4.10.1	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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.3.3.	Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

INDICATORS OF PROGRESS	9.7.3.3.a.	Engage and orient 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.
INDICATORS OF PROGRESS	9.7.3.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATORS OF PROGRESS	9.7.3.3.e.	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.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	9.7.10.1 0.	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.
INDICATORS OF PROGRESS		. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	9.9.4.4.	While respecting intellectual property, present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate).

MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)

INDICATORS OF PROGRESS 9.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 9.11.1.1.b 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.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS

9.11.2.2.c. Spell correctly.

OF PROGRESS

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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.

INDICATORS : OF PROGRESS .

9.11.4.4.a 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.

INDICATORS 9.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in OF PROGRESS context or in a dictionary). CONTENT MN.9.11. Language Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC** Vocabulary Acquisition and Use E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 9.11.6.6. Acquire and use accurately 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 OF PROGRESS vocabulary knowledge when considering a word or phrase important to comprehension or expression. / STRAND UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68 Minnesota Academic Standards Language Arts Grade 9 - Adopted: 2010 Reading Benchmarks: Informational Text 6-12 CONTENT MN.9.5. STANDARD / **DOMAIN PERFORMANC** Key Ideas and Details E INDICATOR / **DOMAIN** COMPONENT Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences **INDICATORS** 9.5.1.1. OF PROGRESS drawn from the text. / STRAND **INDICATORS** 9.5.2.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges OF PROGRESS and is shaped and refined by specific details; provide an objective summary of the text. / STRAND **INDICATORS** 9.5.3.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are OF PROGRESS made, how they are introduced and developed, and the connections that are drawn between them. / STRAND CONTENT MN.9.5. Reading Benchmarks: Informational Text 6-12 STANDARD / **DOMAIN** PERFORMANC Craft and Structure E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 9.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and OF PROGRESS technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the / STRAND language of a court opinion differs from that of a newspaper).

CONTENT MN.9.5. Reading Benchmarks: Informational Text 6-12 STANDARD / DOMAIN

PERFORMANC	Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	9.5.10.1 0.	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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge

INDICATORS OF PROGRESS / STRAND	9.7.7.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS I STRAND	9.7.10.1 0.	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.
INDICATORS OF PROGRESS	9.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	9.9.1.1.	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.
INDICATORS OF PROGRESS	9.9.1.1.a.	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.
INDICATORS OF PROGRESS	9.9.1.1.c.	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.
INDICATORS OF PROGRESS	9.9.1.1.d.	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.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)

INDICATORS OF PROGRESS 9.9.8.8.b. Publish the work and share with an audience.

CONTENT

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 9.11.2.2.c. Spell correctly.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
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INDICATORS 9.11.6.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, OF PROGRESS speaking, and listening at the college and career readiness level; demonstrate independence in gathering / STRAND vocabulary knowledge when considering a word or phrase important to comprehension or expression. UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78 Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD /

MN.9.5. Reading Benchmarks: Informational Text 6-12

DOMAIN		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.5.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR /		Craft and Structure

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / **DOMAIN**

MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	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.

9.5.10.10. Self-select texts for personal enjoyment, interest, and academic tasks. **INDICATORS** OF PROGRESS a.

CONTENT STANDARD / **DOMAIN**

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.7.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT	MN.9.7.	Writing Benchmarks 6-12

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	9.7.10.1 0.	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.
INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	9.9.1.1.	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.
INDICATORS OF PROGRESS	9.9.1.1.a.	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.
INDICATORS OF PROGRESS	9.9.1.1.c.	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.
INDICATORS OF PROGRESS	9.9.1.1.d.	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.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

9.11.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS / STRAND

INDICATORS 9.11.1.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses OF PROGRESS (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT MN.9.11. Language Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC** Conventions of Standard English E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 9.11.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. PROGRESS / **STRAND INDICATORS** 9.11.2.2.c. Spell correctly. OF PROGRESS CONTENT MN.9.11. Language Benchmarks 6-12 STANDARD / **DOMAIN** PERFORMANC Vocabulary Acquisition and Use E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 9.11.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on OF grades 9-10 reading and content, choosing flexibly from a range of strategies. PROGRESS / **STRAND** 9.11.4.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) **INDICATORS OF PROGRESS** as a clue to the meaning of a word or phrase. **INDICATORS** 9.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in OF PROGRESS context or in a dictionary).

CONTENT STANDARD / **DOMAIN**

MN.9.11. Language Benchmarks 6-12

PERFORMANC Vocabulary Acquisition and Use E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 9.11.6.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, OF PROGRESS speaking, and listening at the college and career readiness level; demonstrate independence in gathering / STRAND vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88

Minnesota Academic Standards Language Arts Grade 9 - Adopted: 2010

CONTENT STANDARD / **DOMAIN**

MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	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.
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.5.10.1 0.	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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	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

other information and examples appropriate to the audience's knowledge of the topic.

OF PROGRESS

INDICATORS OF PROGRESS 9.7.2.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / DOMAIN

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / DOMAIN

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.7.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN

MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Media Literacy
INDICATORS OF PROGRESS / STRAND	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.)

INDICATORS

9.9.8.8.b. Publish the work and share with an audience.

OF PROGRESS

CONTENT STANDARD / DOMAIN MN.9.11. Language Benchmarks 6-12

PERFORMANC		Conventions of Standard English
E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS I STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	9.11.2.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN

MN.9.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.4.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.4.2.2.	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.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.4.4.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.4.10.1	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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.3.3.	Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

INDICATORS OF PROGRESS	9.7.3.3.a.	Engage and orient 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.
INDICATORS OF PROGRESS	9.7.3.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS I STRAND	9.7.10.1 0.	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.
INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)

INDICATORS OF PROGRESS 9.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / **DOMAIN**

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS	9.11.1.1.h	Use various types of phrases (noun-verb, adjectival adverbial participial prepositional absolute) and clauses

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9.11.1.1.b 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.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English	
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

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9.11.2.2.c. Spell correctly.

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CONTENT STANDARD / **DOMAIN**

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS		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.
INDICATORS	9.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

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context or in a dictionary).

CONTENT STANDARD / **DOMAIN**

MN.9.11. Language Benchmarks 6-12

	PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND

9.11.6.6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Minnesota Academic Standards Language Arts

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MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.5.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT ST ANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.5.10.1 0.	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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes

INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.7.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy

INDICATORS OF PROGRESS / STRAND	9.9.7.7.	Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	9.9.7.7.b.	Synthesize information and recognize categories, trends, and themes across multiple sources.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.a.	Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses.
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 9.11.2.2.c. Spell correctly.

CONTENT STANDARD / DOMAIN MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS		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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

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9.11.6.6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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INDICATORS

OF PROGRESS / STRAND

MN.9.5. Reading Benchmarks: Informational Text 6-12

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PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.5.3.3.	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.
CONTENT	MN.9.5.	Reading Benchmarks: Informational Text 6-12

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PERFORMANC E INDICATOR / DOMAIN COMPONENT	
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INDICATORS OF PROGRESS / STRAND	9.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.5.10.1 0.	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.
INDICATORS OF PROGRESS		. Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, o other information and examples appropriate to the audience's knowledge of the topic.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INIDICATORS	0.755	Use a writing process to develop and strengthen writing as needed by planning drafting revising editing rewriting of

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 grades 9-10 on page

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INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.7.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.7.7.	Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	9.9.7.7.b.	Synthesize information and recognize categories, trends, and themes across multiple sources.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.a.	Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses.
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS I STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	9.11.2.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	9.11.3.3.	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.
INDICATORS OF PROGRESS	9.11.3.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS I STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

Minnesota Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / DOMAIN

MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.5.3.3.	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.

CONTENT STANDARD / DOMAIN

MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / DOMAIN

MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	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.

INDICATORS 9.5.10.10. Self-select texts for personal enjoyment, interest, and academic tasks. OF PROGRESS a.

CONTENT	
STANDARD	I
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MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / DOMAIN

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / DOMAIN

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.7.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.7.7.	Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	9.9.7.7.b.	Synthesize information and recognize categories, trends, and themes across multiple sources.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS I STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.a.	Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses.
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 9.11.2.2.c. Spell correctly.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Knowledge of Language
INDICATORS OF PROGRESS / STRAND	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.

INDICATORS SOF PROGRESS .

9.11.3.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).

CONTENT STANDARD / DOMAIN

PERFORMANC

MN.9.11. Language Benchmarks 6-12

Vocabulary Acquisition and Use

E INDICATOR / DOMAIN COMPONENT		
INDICATORS	9.11.6.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
OF PROGRESS / STRAND		speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN MN.9.7. Writing Benchmarks 6-12

PERFORMANC Text Types and Purposes E INDICATOR / DOMAIN COMPONENT

INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATORS OF PROGRESS	9.7.2.2.f.	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).
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy

INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.a.	Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses.
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	9.11.2.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language

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INDICATORS OF PROGRESS 9.11.3.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / DOMAIN MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
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CONTENT STANDARD / DOMAIN

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATORS OF PROGRESS	9.7.2.2.f.	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).

CONTENT STANDARD /

MN.9.7. Writing Benchmarks 6-12

DOMAIN		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / DOMAIN

MN.9.7. Writing Benchmarks 6-12

DOMAIN		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS I STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.a.	Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses.
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS I STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
COMPONENT		

INDICATORS OF PROGRESS

STRAND

9.11.2.2.c. Spell correctly.

CONTENT STANDARD / **DOMAIN**

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Knowledge of Language
INDICATORS OF PROGRESS / STRAND	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.

INDICATORS OF PROGRESS .

9.11.3.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / **DOMAIN**

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / **DOMAIN**

MN.9.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.4.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.4.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.4.3.3.	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.

CONTENT STANDARD / **DOMAIN**

MN.9.4. Reading Benchmarks: Literature 6-12

COMPONENT	PERFORMANC E INDICATOR / DOMAIN	Craft and Structure
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INDICATORS OF PROGRESS / STRAND	9.4.4.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATORS OF PROGRESS / STRAND	9.4.5.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	9.4.9.9.	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).
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.4.10.1 0.	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.
INDICATORS OF PROGRESS	9.4.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS I STRAND	9.7.3.3.	Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATORS OF PROGRESS	9.7.3.3.a.	Engage and orient 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.
INDICATORS OF PROGRESS	9.7.3.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATORS OF PROGRESS	9.7.3.3.e.	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.

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	9.7.9.9.a.	Apply grades 9-10 reading standards to literature (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]").
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	9.7.10.1 0.	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.
INDICATORS OF PROGRESS	9.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy

INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	9.11.2.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS	9.11.6.6.	Acquire and use accurately 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

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vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN

/ STRAND

MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.5.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.5.10.1 0.	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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

OF PROGRESS

comprehension.

INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATORS OF PROGRESS	9.7.2.2.f.	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).
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.7.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	9.7.10.1 0.	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.

INDICATORS 9.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. OF PROGRESS Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 CONTENT MN.9.9. STANDARD / **DOMAIN Media Literacy PERFORMANC** E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 9.9.8.8. As an individual or in collaboration, create a multimedia work, a remix of original work and the work of OF others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a PROGRESS / piece of literature, to represent thematic similarities between two literary works, to interact or **STRAND** collaborate globally, to critique a current event or social issue.) **INDICATORS** 9.9.8.8.b. Publish the work and share with an audience. OF PROGRESS CONTENT MN.9.11. Language Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC** Conventions of Standard English E INDICATOR / **DOMAIN** COMPONENT Demonstrate command of the conventions of standard English grammar and usage when writing or **INDICATORS** 9.11.1.1. OF speaking. PROGRESS / **STRAND INDICATORS** 9.11.1.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses OF PROGRESS (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT MN.9.11. Language Benchmarks 6-12 STANDARD / **DOMAIN**

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Conventions of Standard English
INDICATORS OF PROGRESS I STRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS

9.11.2.2.c. Spell correctly.

OF PROGRESS

CONTENT STANDARD / **DOMAIN**

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Knowledge of Language
INDICATORS OF PROGRESS / STRAND	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.

INDICATORS OF PROGRESS	9.11.3.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
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		Minnesota Academic Standards Language Arts Grade 9 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges

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.

and is shaped and refined by specific details; provide an objective summary of the text.

INDICATORS

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MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	9.5.7.7.	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.
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.5.10.1 0.	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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.1.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATORS OF PROGRESS	9.7.1.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
INDICATORS OF PROGRESS	9.7.1.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

9.7.1.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

discipline in which they are writing.

INDICATORS OF PROGRESS	9.7.1.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATORS OF PROGRESS	9.7.2.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.7.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / **DOMAIN**

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	9.7.10.1 0.	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.

INDICATORS

9.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

OF PROGRESS a.

CONTENT STANDARD / **DOMAIN**

Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 MN.9.9.

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy	
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)	

INDICATORS

9.9.8.8.b. Publish the work and share with an audience.

OF PROGRESS

CONTENT STANDARD / **DOMAIN**

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS .

9.11.1.1.b 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.

CONTENT STANDARD / **DOMAIN**

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS

9.11.2.2.c. Spell correctly.

OF PROGRESS

MN.9.11. Language Benchmarks 6-12

DOMAIN		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	9.11.3.3.	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.
INDICATORS OF PROGRESS	9.11.3.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS	9.11.6.6.	Acquire and use accurately 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

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vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN

/ STRAND

MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	9.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.5.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.5.10.1 0.	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.
INDICATORS OF PROGRESS	9.5.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.1.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATORS OF PROGRESS	9.7.1.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
INDICATORS	9.7.1.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and

INDICATORS OF PROGRESS	9.7.1.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
INDICATORS OF PROGRESS	9.7.1.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATORS OF PROGRESS	9.7.2.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
INDICATORS OF PROGRESS	9.7.2.2.f.	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).
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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MN.9.7. Writing Benchmarks 6-12

DOMAIN		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.7.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	9.7.10.1 0.	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.
INDICATORS OF PROGRESS	9.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.a.	Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses.
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 9.11.2.2.b Use a colon to introduce a list or quotation. OF PROGRESS **INDICATORS** 9.11.2.2.c. Spell correctly. OF PROGRESS CONTENT MN.9.11. Language Benchmarks 6-12 STANDARD / **DOMAIN** PERFORMANC Knowledge of Language E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 9.11.3.3. Apply knowledge of language to understand how language functions in different contexts, to make OF effective choices for meaning or style, and to comprehend more fully when reading or listening. PROGRESS / **STRAND INDICATORS** 9.11.3.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual OF PROGRESS for Writers) appropriate for the discipline and writing type. CONTENT MN.9.11. Language Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC** Vocabulary Acquisition and Use E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 9.11.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on OF grades 9-10 reading and content, choosing flexibly from a range of strategies. PROGRESS / **STRAND INDICATORS** 9.11.4.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) OF PROGRESS as a clue to the meaning of a word or phrase. **INDICATORS** 9.11.4.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in OF PROGRESS context or in a dictionary) CONTENT MN.9.11. Language Benchmarks 6-12 STANDARD / **DOMAIN PERFORMANC** Vocabulary Acquisition and Use E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 9.11.6.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, OF PROGRESS speaking, and listening at the college and career readiness level; demonstrate independence in gathering

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vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN

/ STRAND

MN.9.5. Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.5.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / DOMAIN	MN.9.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.5.10.1 0.	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.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	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.
INDICATORS OF PROGRESS	9.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

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comprehension.

INDICATORS OF PROGRESS	9.7.2.2.b.	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.
INDICATORS OF PROGRESS	9.7.2.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATORS OF PROGRESS	9.7.2.2.f.	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).
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	9.7.7.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATORS OF PROGRESS / STRAND	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / DOMAIN	MN.9.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	9.7.10.1 0.	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.

INDICATORS

9.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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CONTENT STANDARD / **DOMAIN**

MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)
INDICATORS OF PROGRESS	9.9.8.8.a.	Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses.
INDICATORS OF PROGRESS	9.9.8.8.b.	Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	9.11.1.1.b	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

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MN.9.11. Language Benchmarks 6-12

writing or presentations.

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	9.11.2.2.b	Use a colon to introduce a list or quotation.
INDICATORS	9.11.2.2.c.	Spell correctly.

CONTENT STANDARD / **DOMAIN**

OF PROGRESS

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	9.11.3.3.	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.
INDICATORS OF PROGRESS	9.11.3.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236
		Minnesota Academic Standards Language Arts
		Grade 9 - Adopted: 2010
CONTENT	MN.9.4.	Reading Benchmarks: Literature 6-12

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MN.9.4. Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	9.4.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND	9.4.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.4.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.4.4.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATORS OF PROGRESS / STRAND	9.4.5.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
E INDICATOR / DOMAIN	9.4.10.1 0.	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.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	0.	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
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS	9.4.10.10. a. 9.4.10.10.	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.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS	9.4.10.10. a. 9.4.10.10.	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. Self-select texts for personal enjoyment, interest, and academic tasks.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD /	9.4.10.10. a. 9.4.10.10. b.	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. Self-select texts for personal enjoyment, interest, and academic tasks. Read widely to understand multiple perspectives and pluralistic viewpoints.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	9.4.10.10. a. 9.4.10.10. b.	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. Self-select texts for personal enjoyment, interest, and academic tasks. Read widely to understand multiple perspectives and pluralistic viewpoints. Writing Benchmarks 6-12

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MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.3.3.	Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATORS OF PROGRESS	9.7.3.3.a.	Engage and orient 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.
INDICATORS OF PROGRESS	9.7.3.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATORS OF PROGRESS	9.7.3.3.e.	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.

CONTENT STANDARD / DOMAIN

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / DOMAIN

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text

selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN

/ STRAND

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Writing
INDICATORS OF PROGRESS / STRAND	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.

INDICATORS

9.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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CONTENT STANDARD / DOMAIN

MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)

INDICATORS OF PROGRESS 9.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS SOF PROGRESS .

9.11.1.1.b 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.

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MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS

9.11.2.2.c. Spell correctly.

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CONTENT STANDARD / DOMAIN MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	9.11.3.3.	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.
INDICATORS OF PROGRESS	9.11.3.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND		Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240
		Minnesota Academic Standards
		Language Arts Grade 9 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

9.4.1.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

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drawn from the text.

INDICATORS OF PROGRESS / STRAND	9.4.2.2.	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.
INDICATORS OF PROGRESS / STRAND	9.4.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	9.4.4.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATORS OF PROGRESS / STRAND	9.4.5.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN	MN.9.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
E INDICATOR / DOMAIN	9.4.10.1 0.	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.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	0.	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
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS	9.4.10.10. a. 9.4.10.10.	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.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS	9.4.10.10. a. 9.4.10.10.	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. Self-select texts for personal enjoyment, interest, and academic tasks.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD /	9.4.10.10. a. 9.4.10.10. b.	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. Self-select texts for personal enjoyment, interest, and academic tasks. Read widely to understand multiple perspectives and pluralistic viewpoints.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	9.4.10.10. a. 9.4.10.10. b.	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. Self-select texts for personal enjoyment, interest, and academic tasks. Read widely to understand multiple perspectives and pluralistic viewpoints. Writing Benchmarks 6-12

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MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	9.7.3.3.	Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATORS OF PROGRESS	9.7.3.3.a.	Engage and orient 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.
INDICATORS OF PROGRESS	9.7.3.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATORS OF PROGRESS	9.7.3.3.e.	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.

CONTENT STANDARD / DOMAIN

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	9.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	9.7.5.5.	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 grades 9-10 on page 75.)
INDICATORS OF PROGRESS / STRAND	9.7.6.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / DOMAIN

MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS	9.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text

selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / DOMAIN

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MN.9.7. Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Writing
INDICATORS OF PROGRESS / STRAND	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.

INDICATORS

9.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	9.9.8.8.	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.)

INDICATORS OF PROGRESS 9.9.8.8.b. Publish the work and share with an audience.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS SOF PROGRESS .

9.11.1.1.b 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.

CONTENT STANDARD / DOMAIN

MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS

9.11.2.2.c. Spell correctly.

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CONTENT STANDARD / DOMAIN MN.9.11. Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	9.11.3.3.	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.
INDICATORS OF PROGRESS	9.11.3.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.
INDICATORS OF PROGRESS	9.11.4.4.a	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.
INDICATORS OF PROGRESS	9.11.4.4.d	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).
CONTENT STANDARD / DOMAIN	MN.9.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

9.11.6.6. Acquire and use accurately 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

 $vocabulary \ knowledge \ when \ considering \ a \ word \ or \ phrase \ important \ to \ comprehension \ or \ expression.$

INDICATORS OF PROGRESS

/ STRAND