Minnesota English Language Arts

Grade 10

Adopted 2020

Grade 10

Reading

1. Read and comprehend independently A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. R2.10.1
    1. Read independently and synthesize understanding from multiple texts in order to make meaning about a topic, with guidance and support, and annotate learning. R2.10.1.2.1
    2. At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks. R2.10.1.2.2
    3. Locate, select and read text by multiple authors on the same topic or theme to examine concepts or issues from multiple viewpoints or perspectives. R2.10.1.2.3

1. Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. R3.10.1
    1. Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people, to examine concepts, issues or histories. R3.10.1.3.1

1. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. R4.10.1
    1. Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text. R4.10.1.4.1
    2. Analyze and compare/contrast the themes or central ideas of multiple texts, researching and interpreting possible impact of author perspective, identity and bias. R4.10.1.4.2
    3. Analyze how events, ideas and complex characters develop over the course of a text and advance the plot in a literary text. R4.10.1.4.3
    4. Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text. R4.10.1.4.4

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1. Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. R5.10.1
    1. Evaluate the impact of the author's choices concerning order of events within a text (e.g., parallel, linear and nonlinear plots). R5.10.1.5.1
    2. Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text. R5.10.1.5.2
    3. Evaluate the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of the text. R5.10.1.5.3
1. Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. R6.10.1
    1. Analyze how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text. R6.10.1.6.1
    2. Analyze the impact of a text's publishing date on its current validity and credibility in literature, social studies or science. R6.10.1.6.2
    3. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. R6.10.1.6.3
1. Evaluate arguments and specific claims from complex informational texts. R7.10.1
    1. Analyze the arguments of several authors with similar or different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning. R7.10.1.7.1
1. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. R8.10.1
    1. Evaluate the impact of vocabulary, including key words or phrases with multiple meanings, on content, style and meaning of literary text. R8.10.1.8.1
    2. Analyze the impact of specific word choices, including word origins that allude to culture, time period or geography, in informational text. R8.10.1.8.2
1. Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. R9.10.1
    1. Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry. R9.10.1.9.1
    2. Make critical choices about information sources to use based on perspective, biases, credibility and relevancy. R9.10.1.9.2

Writing

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2. Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. W1.10.2
    1. Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance. W1.10.2.1.1
    2. No benchmark at this grade level. W1.10.2.1.2
    3. Write with command of grammar and mechanics to influence voice and style. W1.10.2.1.3
2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. W2.10.2
    1. Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g. illustrations, charts, tables, audiovisual elements) when applicable. W2.10.2.2.1
    2. Write to represent personal perspective, identity and voice as a member of a global community. W2.10.2.2.2
2. Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. W3.10.2
    1. Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications. W3.10.2.3.1
    2. Make effective word use and sentence structure choices for meaning or style, considering audience and context. W3.10.2.3.2
2. Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. W4.10.2
    1. Write to argue, basing argument and counter-argument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years. W4.10.2.4.1
    2. Write to persuade, demonstrating an understanding of the relevant and authentic issues connected to the position, building on skills from previous years. W4.10.2.4.2
2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. W5.10.2
    1. Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years. W5.10.2.5.1
    2. Write to respond to literary text, choosing either a deeper or wider analysis of narrative elements. W5.10.2.5.2

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2. Write narratives, poetry and other creative texts with details and effective technique to express ideas. W6.10.2

    1. Write to create, applying basic and advanced literary techniques and a variety of creative skills to various tasks and purposes in various literary forms. W6.10.2.6.1

    2. Use structure appropriate to task and purpose in written narratives, poetry or other creative text. W6.10.2.6.2

2. Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. W7.10.2

    1. Formulate self-generated questions to solve a problem that guide inquiry, generating additional questions for further research and investigation. W7.10.2.7.1

    2. Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing. W7.10.2.7.2

2. Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. W8.10.2

    1. Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance. W8.10.2.8.1

Listening, Speaking, Viewing and Exchanging Ideas

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3. Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. LSVEI1.10.3

    1. Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. LSVEI1.10.3.1.1

        a. Exchange ideas on grade 10 topics, texts and issues from social studies and science. LSVEI1.10.3.1.1.A

        b. Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas. LSVEI1.10.3.1.1.B

        c. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. LSVEI1.10.3.1.1.C

        d. Develop conflict resolution strategies. LSVEI1.10.3.1.1.D

    2. Extend 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, demonstrating preparation for the discussion. LSVEI1.10.3.1.2

    3. Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work. LSVEI1.10.3.1.3

3. Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context. LSVEI2.10.3

    1. Make effective choices regarding vocabulary, language, structure and advanced application of features of spoken language (e.g., rhetorical questioning) in a variety of forms, including digital and face-to-face interactions, considering audience and context. LSVEI2.10.3.2.1

3. Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline. LSVEI3.10.3

    1. Select and use the most applicable style of communication, appropriate to task, purpose, audience and discipline, following ethical and safe communication practice. LSVEI3.10.3.3.1

    2. Create, share and present, individually or in a collaborative group, a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific purpose; publish work, considering audience, demonstrating understanding of digital footprint. LSVEI3.10.3.3.2