Minnesota English Language Arts

Grade 9

Adopted 2020

Grade 9

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. R2.9.1
    1. Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information. R2.9.1.2.1
    2. At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks. R2.9.1.2.2
    3. Locate, select and read texts by two authors on the same topic or theme. R2.9.1.2.3

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. R3.9.1
    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. R3.9.1.3.1

1. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. R4.9.1
    1. Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including making connections to other texts; objectively summarize the text. R4.9.1.4.1
    2. Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias. R4.9.1.4.2
    3. Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts. R4.9.1.4.3
    4. Analyze how an author unfolds 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. R4.9.1.4.4

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1. Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. R5.9.1

    1. Evaluate the impact of author's use of literary elements on the structure of a text (e.g., narrator point of view, foreshadowing, pacing and flashbacks). R5.9.1.5.1
    2. Analyze the informational text structure, including, but not limited to, proposition/support, critique, and inductive/deductive, focusing on the role of various sentences and paragraphs in a text in developing and refining a key concept. R5.9.1.5.2
    3. Critically analyze the use, meaning and aesthetics of illustrations, graphics and other audiovisual elements and explain their relation to the text. R5.9.1.5.3

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. R6.9.1

    1. Examine how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text. R6.9.1.6.1
    2. Examine the impact of a text's publishing date on its current validity and credibility in literature, social studies or science. R6.9.1.6.2
    3. Delineate the argument and specific claims in a text; identify false statements and fallacious reasoning. R6.9.1.6.3

1. Evaluate arguments and specific claims from complex informational texts. R7.9.1

    1. Compare and contrast the arguments of two authors with different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning. R7.9.1.7.1

1. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. R8.9.1

    1. Analyze the impact of specific word choices, rhythm, meter or other style choices on meaning and tone in literary text (e.g., word choices that allude to culture, time period or geography). R8.9.1.8.1
    2. Examine the impact of domain-specific vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools. R8.9.1.8.2

1. Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. R9.9.1

    1. Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry. R9.9.1.9.1
    2. Evaluate perspective, bias, credibility, relevancy and sufficiency of sources, accessing additional sources as needed. R9.9.1.9.2

Writing

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2. Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. W1.9.2
    1. Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance. W1.9.2.1.1
    2. No benchmark at this grade level. W1.9.2.1.2
    3. Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement). W1.9.2.1.3
2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. W2.9.2
    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, audio visual elements) when applicable. W2.9.2.2.1
    2. Write to reflect how personal identities and the intersection of identities inform perspective. W2.9.2.2.2
2. Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. W3.9.2
    1. Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication. W3.9.2.3.1
    2. Vary word usage and sentence structure for effect, considering audience and context. W3.9.2.3.2
2. Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. W4.9.2
    1. Write to argue, basing argument and counter-argument, with evidence, on personally relevant and authentic issues, building on skills from previous years. W4.9.2.4.1
    2. Write to persuade, considering and addressing other perspectives, building on skills from previous years. W4.9.2.4.2
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. W5.9.2
    1. Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years. W5.9.2.5.1
    2. Write to respond to a literary text, including analysis of narrative elements (e.g., writing personal reactions, analysis, and interpretation of text). W5.9.2.5.2

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2. Write narratives, poetry and other creative texts with details and effective technique to express ideas. W6.9.2
    1. Write to create, applying basic and advanced literary techniques, as observed in mentor texts, to various tasks and purposes in various literary forms. W6.9.2.6.1
    2. Model use of structural elements of mentor texts in written narratives, poetry or other creative text. W6.9.2.6.2
2. Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. W7.9.2
    1. Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation. W7.9.2.7.1
    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. W7.9.2.7.2
2. Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. W8.9.2
    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. 9.2.8.1

Listening, Speaking, Viewing and Exchanging Ideas

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. LSVEI1.9.3
    1. Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives. LSVEI1.9.3.1.1
        a. Exchange ideas on grade 9 topics, texts and issues from social studies and science. LSVEI1.9.3.1.1.A
        b. Elaborating on others' ideas and summarizing points of agreement and disagreement. LSVEI1.9.3.1.1.B
        c. Work toward a shared goal by building consensus and integrating divergent views. LSVEI1.9.3.1.1.C
        d. Use teacher-provided models of conflict resolution. LSVEI1.9.3.1.1.D
    2. Contribute to 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. LSVEI1.9.3.1.2
    3. Request and utilize constructive feedback for use in revising work. LSVEI1.9.3.1.3

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3. Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context. LSVEI2.9.3
    1. Adapt speech, writing or communications to a variety of contexts, audiences and tasks, demonstrating command of formal English when indicated or appropriate. LSVEI29.3.2.1
3. Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline. LSVEI3.9.3
    1. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. LSVEI3.9.3.3.1
    2. Create and share, individually or in a collaborative group, a piece of digital work or digital communication designed for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property. LSVEI3.9.3.3.2