

## Minnesota Curriculum Matrix for Language Arts

Minnesota Language Arts Strands/Sub-strands/Standards/Benchmarks Grades 9-12	Common Core English Language Arts Standards Strands/CCRS/CCSS Grades 9-10	National Essential Skills Study (NESS) Rankings		NESS	MCA-II Grade 10	Priority
		Rank				
<b>I. READING AND LITERATURE</b> Students will read and understand grade-appropriate English language text.						
<b>A. Word Recognition, Analysis, and Fluency</b> (Standard under this heading may be locally determined.)						
<b>B. Vocabulary Expansion</b>						
Standard: The student will apply a variety of strategies to expand vocabulary.						
The student will: 1. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.	<b><u>Language Standards</u></b> <b>Vocabulary Acquisition and Use</b> 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.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	L	M
		E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			

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<p>2. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.</p> <p><i>Content Limit:</i></p> <ul style="list-style-type: none"> <li>• Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support but not the sole basis for the item).</li> <li>• Word structure may only assist in determining meaning and may include prefixes, suffixes, syllabication or root words.</li> <li>• Dictionary clues are provided in the item when required.</li> <li>• No more than one dictionary item exists on an operational test.</li> <li>• <i>Metaphors</i> are assessed in <b>I.D.4</b>.</li> </ul>	<p><b><u>Reading Standards for Literature Craft and Structure</u></b></p> <p>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).</p> <p><b><u>Reading Standards for Informational Text Craft and Structure</u></b></p> <p>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).</p> <p><b><u>Language Standards Vocabulary Acquisition and Use</u></b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.			
		E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	H	H

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<b>B. Vocabulary Expansion</b> 2. (Continued from previous page)	<i>(Continued from previous page)</i> c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 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).					
3. Identify and analyze analogies. <i>Content Limit:</i> <ul style="list-style-type: none"> <li>This benchmark is assessed in <b>I.D.4.</b></li> </ul>	<p style="text-align: center;"><b>Language Standards</b></p> <p style="text-align: center;"><b>Vocabulary Acquisition and Use</b></p> 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	M	H
4. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.	<i>There is no Minnesota Language Arts Benchmark-Common Core alignment.</i>	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	L	M