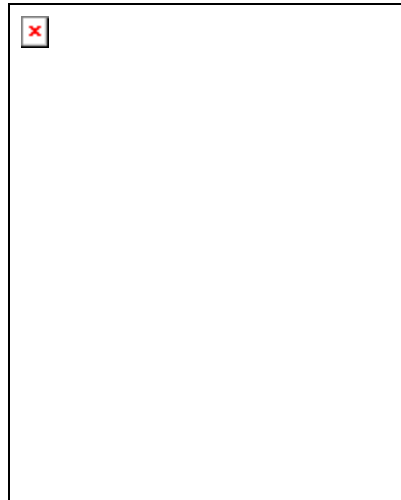


Minnesota
ENGLISH LANGUAGE ARTS STANDARDS
GRADE 9-12
to
VISIONS A



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**Minnesota ELA Standards 9-12
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| ELA STANDARDS 9-12 | Component | VISIONS A |
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| I. READING AND LITERATURE | | |
| A. Word Recognition, Analysis and Fluency | | |
| Standard: The student will read with accuracy and fluency. The student will: | | |
| 1. Not required up to the discretion of the school district | | |
| 2. Read narrative and expository text with fluency, accuracy and appropriate pacing. | Student Book | Actual Readings: 6-9, 17-21, 30-37, 45-49, 57-63, 79-87, 95-101, 109-113, 121-127, 135-139, 155-157, 165-170, 179-183, 193-201, 209-217, 233-237, 245- 247, 256-259, 260-261, 270-273, 274-275, 291-293, 301-307, 315-321, 329-339, 356-357, 366-373, 382-385, 393-399 Build Reading Fluency 10, 22, 38, 50, 64, 88, 102, 114, 128, 140, 158, 171, 185, 202, 218, 238, 248, 263, 276, 294, 308, 322, 340, 358, 374, 386, 400 |
| 3. Apply correct word pronunciation and inflection. | Student Book & Audio CD | Fluency/ pronunciation 10, 22, 38, 50, 64, 88, 102, 114, 128, 140, 158, 171, 185, 202, 218, 238, 348, 263, 277, 294, 358, 374, 386 |
| B. Vocabulary Expansion | | |
| Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies. The student will: | | |
| 1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading and appropriately use these words in writing. | Student Book | Build Vocabulary 3,15, 27, 43, 55, 77, 93, 107, 119, 133, 153, 163,177, 191, 207, 231, 243, 253, 267,289, 299, 313, 327, 353, 363, 391 Further (Independent) Reading 73, 149, 227, 286, 350, 409 |

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| | The Heinle Reading Library | <i>Legend of Sleep Hollow, Aesop’s Fables, Dr. Jekyll and Mr. Hyde, The Red Badge of Courage, The Invisible Man, Moby Dick</i> |
| | Content Reading Library | <i>The Pilgrims, Rain Forests, Hopi, Firefighter, The Solar System, Frida Kahlo</i> |
| 2. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books | Student Book | Dictionary, 3, 27, 40, 41, 55, 70, 93, 104, 116, 119, 130, 142, 147, 160, 163, 177, 191, 219, 221, 225 Context Clues, 15, 77, 88, 107, 191, 207, 253, 289, 353, 389 Thesaurus, 24, 163, 327, 376 |
| 3. Identify and analyze analogies. | Teacher’s Edition | Analogies, 279 |
| 4. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.. | Student Book | Greek, 90, 220, 324; Latin, 221, 310 Prefixes, 104, 204, 250 Suffixes, 25, 40, 52, 240, 264, 278, 388 |
| 5. Understand the meaning of unknown words using derivations, such as word roots and word origins. | Student Book | Derivatives, 12 Root Words, 52, 90, 104, 204, 240, 264, 278, 342, 388 Word Origins, 90, 142, 220, 221; |
| C. Comprehension | | |
| Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension | | |
| The student will: | | |

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| 1. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection | Student Book | Reading strategies, 4, 16, 28, 44, 56, 78, 94, 108, 120, 154, 164, 178, 192, 208, 232, 244, 254, 266, 290, 300, 314, 328, 354, 364, 380, 392 |
| 2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials | Student Book | Informational text, 134, 143, 208, 209–217, 219, 221, 314, 315–321, 328, 329–339, 343, 392, 393–397, 401 |
| 3. Analyze and draw accurate conclusions about information contained in warranties, contracts, job descriptions, technical descriptions and other informational sources, selected from labels, warnings, manuals, directions, applications and forms in order to complete specific tasks. | Student Book | Informational text, 134, 143, 208, 209–217, 219, 221, 314, 315–321, 328, 329–339, 343, 392, 393–397, 401 |
| 4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies. | Student Book | Nonfiction: 95-10, 165-171, 193-201, 209-217, 245-247, 255-259, 260-261, 291-293, 329-339, 381-385, 393-397, 398-399 |
| 5. Summarize and paraphrase main idea and supporting details. | Student Book | Main idea and details, 108, 109–113, 114, 128, 208, 210–217, 218, 328, 340, 343, 364, 366–373, 387, 400 |
| 6. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in and persuasive text. | Student Book | Point of view, 11, 13, 44, 53, 120, 143, 178, 203, 205, 221, 249, 251, 254, 268, 290, 297, 358, 359, 364; Author's perspective, 7, 21, 38, 63, 262, 275, 276, 290, 292–293, 294, 308, 321, 373 Persuasive techniques, 173, 375, 404–405 |

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| 7. Make inferences and draw conclusions based on explicit and implied information from texts. | Student Book | Draw inferences, 22, 38, 88, 114, 128, 140, 154, 156–157, 158, 186, 202, 238, 253, 254, 256–260, 262, 290, 300, 302–307, 354, 356–357, 358, 386 |
| 8. Evaluate clarity and accuracy of information, as well as the credibility of sources | Student Book | Credibility, 103, 115, 345, 387, 404, 405 |
| 9. Identify, understand and explain the various types of fallacies in logic | Student Book | Not covered |
| 10. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form | Student Book | Draw conclusions, 10, 50, 88, 114, 120, 122–127, 128, 140, 172, 248, 262, 276, 284, 290, 292–293, 322, 374, |
| 11. Utilize texts’ organizational structures (narrative, expository, chronological, compare and contrast) and generate graphic organizers to organize, recall and summarize content. | Student Book | Text structure 4, 16, 28, 44, 56, 78, 94, 108, 120, 154, 164, 178, 192, 208, 232, 244, 254, 266, 290, 300, 314, 328, 354, 364, 380, 392 |
| 12. Compare and contrast information from different sources on the same topic. | Student Book | Compare and contrast, 6, 8–9, 10, 11, 22, 38, 44, 46–49, 50, 64, 88, 108, 120, 128, 140, 172, 209, 225, 268, 268, 269–275, 297, 298, 308, 322, 340, 343, 344, 345, 348, 378, 400, 401; TE/201, 232, 234, 253, 372, 385 |
| 13. Critically read and evaluate to determine the author’s purpose, point of view, audience and message. | Student Book | About the Author, 9, 21, 37, 49, 63, 87, 101, 113, 127, 139, 157, 170, 184, 201, 217, 237, 247, 262, 275, 293, 307, 321, 339, 357, 373, 385, 399 Point of view, 11, 13, 44, 53, 120, 143, 178, 203, 205, 221, 249, 251, 254, 268, 290, 297, 358, 359, 364; Author’s perspective, 7, 21, 38, 63, 262, 275, 276, 290, 292–293, 294, 308, 321, 373 |

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| D. Literature | | |
| Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts. The student will: | | |
| 1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.. | Student Book | <i>Sadako and the Thousand Paper Cranes</i> , 56, 57–63; <i>The Peach Boy</i> , 176, <i>The Ballad of Mulan</i> , 230, <i>Eye to Eye</i> , 288; <i>Esperanza Rising</i> , 352 <i>Gonzalo</i> , 118 |
| | The Heinle Reading Library | American Classic: <i>Legend of Sleepy Hollow</i> , <i>Moby Dick</i> ; <i>Dr. Jekyll and Mr. Hyde</i> , <i>The Red Badge of Courage</i> |
| 2. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature | The Heinle Reading Library | British literature: <i>The Invisible Man</i> |
| 3. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world. | The Heinle Reading Library | <i>Legend of Sleepy Hollow</i> , <i>Aesop’s Fables</i> , <i>Dr. Jekyll and Mr. Hyde</i> , <i>The Red Badge of Courage</i> , <i>The Invisible Man</i> , <i>Moby Dick</i> |
| 4. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements. | Student Book | Word choice, 148, 189, 263, 290 Point of view, 11, 13, 44, 53, 120, 143, 178, 203, 205, 221, 249, 251, 254, 268, 290, 297, 358, 359, 364, 405 Style, 263, 323, 375 Elements of Literature, 11, 23, 39, 51, 65, 89 |
| 5. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire. | Student Book | Figurative language, 290, 295, 297, 377 Imagery, 28, 76, 78, 268, 277, 279, 295; Tone, 39, 64, 173, 265, 344, 375 |
| | Teacher’s Edition | Symbolism, 57 Imagery, 6, 35, 216, 235, 275, 356 |

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| 6. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution. | Student Book | Elements of Literature, 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, 249, 263, 277, 295, 309, 324, 341, 359, 375, 387, 401 |
| 7. Evaluate a literary selection from several critical perspectives. | Student Book | Reading Comprehension 10, 22, 38, 50, 64, 88, 102, 114, 128, 140, 158, 171, 185, 202, 218, 238, 248, 263, 276, 294, 308, 322, 340, 358, 374, 386, 400 |
| 8. Analyze classic and contemporary poems for poetic devices. | Student Book | Poems, 4, 5–7, 28, 29–37, 39, 78, 79–87, 268, 269–275, 279 |
| 9. Analyze the characteristics of literary forms enjoyment. | Student Book | Text Structure, 4, 16, 28, 44, 56, 78, 94, 108, 120, 154, 164, 178, 192, 208, 232, 244, 254, 266, |
| 10. Interpret the effect of literary and structural devices. | Student Book | Text Structure, 4, 16, 28, 44, 56, 78, 94, 108, 120, 154, 164, 178, 192, 208, 232, 244, 254, 266, 290, 300, 314, 328, 354, 364, 380, 392; Elements of Literature, 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, 249, 263, 277, 295, 309, 324, 341, 359, 375, 387, |
| 11. Demonstrate how literary works reflect the historical contexts that shaped them. | Student Book | Historical 57-63, 155-157, 165-171, 255-259, -261, 381-385 <i>Sadako and the Thousand Paper Cranes</i> , 57-63; <i>We Shall Overcome</i> , 155-157; <i>Zlata’s Diary</i> , 165-171; <i>Nelson Mandela</i> , 255-259; <i>The Inaugural Address May 10, 1994</i> , 260-261; <i>The Boy King</i> , 381-385 Thanksgiving – Pilgrims 30-31, 32, 41 Historical World War II- Japan 64, 57-63 Civil Rights 155, 156-157, 158, 223, |

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| | | Economic and civil rights- Nelson Mandela 255, 256, 258, 262, 263 265 |
| 12. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines | Student Book | Themes, 15, 50, 69, 73, 129, 387 Connect ideas, themes, issues, 15, 27, 43, 50, 54, 55, 77, 88, 128, 129, 133, 149, 152, 153, 163, 189, 202, 207, 221, 239, 249, 295, 300, 326, 327, 328, 340, 345, 349, 353, 358, 379, 387, 389, 400, |
| 13. Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect. | Student Book | <i>The Peach Boy</i> (Play) 176-189 |
| 14. Respond to literature using ideas and details from the text to support reactions and make literary connections. | Student Book | Listen, Speak, Interact, 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, 249, 263, 277, 295, 309, 323, |
| 15. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment. | Student Book | Fiction: 57-63, 121-127, 179-185, 233-237, 355-357, 365-373 Poems, 5-7, 29-37, 79-87, 269-273, 274-275 Nonfiction: 95-10, 165-171, 193-201, 209-217, 245-247, 255-259, 260-261, 291-293, 329-339, 381-385, 393-397, 398-399 Respond: Listen, Speak, Interact, 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, |
| II. WRITING | | |
| A. Types of Writing | | |
| <u>Standard:</u> The student will write in narrative, expository, descriptive, persuasive and critical modes. | | |

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| The student will: | | |
| 1. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose. | Student Book | Narrative, 13, 25, 41, 53, 67, 70, 105, 131, 297 Expository, 143, 221, 325, 343 Descriptive, 52, 295, 297, 377 Persuasive, 265, 403, 404–405, 406–407 Editorial (critical) , 406–407 Critical review, 175, 222–223, 224–225; Report, 72, 143, 148, 222, 284, 343, 346–347 Research paper writing, 346–347 |
| B. Elements of Composition | | |
| <u>Standard:</u> The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose | | |
| The student will: | | |
| 1. Generate, gather, and organize ideas for writing. 2. Develop a thesis and clear purpose for writing. 3. Make generalizations and use supporting details. 4. Arrange paragraphs into a logical progression. 5. Revise writing for clarity, coherence, smooth transitions and unity. 6. Apply available technology to develop, revise and edit writing. 7. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format. 8. Revise, edit and prepare final drafts for intended audiences and purposes. | Student Book | Writer’s Workshop, 70-71, 146-147, 224-225, 282-283, 346-347, 406-407 |
| C. Spelling, Grammar and Usage | | |
| <u>Standard:</u> The student will apply standard English conventions when writing. | | |

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| The student will: | | |
| 1. Compose complete sentences when writing. | Student Book | From Reading to Writing, 13, 25, 41, 53, 67 , 91,105, 117, 131, 160, 175, 189, 205, 221, 241, 251, 279, 311, 325, 313, 361, 377, 389, 403, |
| 2. Edit writing for correct spelling and sentence clarity. | Student Book | Writer’s Workshop, 70-71, 146-147, 224-225, 282-283, 346-347, 406-407 |
| 3. Apply grammar conventions correctly in writing, including: a. consistent verb tense b. subject and verb agreement with simple and compound subjects c. nominative case, reflexive, objective, and possessive pronouns and pronoun/antecedent agreement d. subject and verb agreement when interrupted by a phrase | Student Book | Grammar Focus, 12, 24, 40, 52, 66 , 90, 104, 116, 130, 161, 174, 188, 204, 220, 240, 250, 278, 310, 324, 312, 360 , 376, 388, 402 From Reading to Writing, 13, 25, 41, 53, 67 , 91,105, 117, 131, 160, 175, 189, 205, 221, 241, 251, 279, 311, 325, 313, 361, 377, 389, 403, |
| 4. Apply punctuation conventions correctly in writing, including: a. apostrophes b. semi-colon c. capitalization of proper nouns d. abbreviations e. sentence beginnings and first words in quotes f. commas (in compound sentences, and after subordinating conjunctions, noun of address, and non-essential clauses) g. quotation marks (to identify dialogue). | Student Book And Teacher’s Edition (te) | Writer’s workshop, 70-71, 146-147, 224-225, 282-283, 346-347, 406-407 Punctuation, 117, 205, 225, 311, 407 Apostrophe, 407 Contractions, 160, 174, 175, 204; te/61, 97 Possessives, 66, 360; te/337 Of clauses, 220; te/221, 273 Colon, te/181, 211, 319 Commas, 188, 220; te/157, 167, 185, 273 Of compound adjectives, 296 Dash, te/399 Ellipses, te/261 Exclamation points, te/137, 235 Hyphens, 296; te/235, 259, 383 Italics, te/99, 125, 136, 195, 197, 235 Periods, te/317 |

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| | | Of questions, 104, 323 Quotation marks, te/111, 215 Semicolons, te/113 Of sentences, 90, 205, 225, 311, 407; te/19, 67, 137, 235 |
| D. Research | | |
| Standard: The student will locate and use information in reference materials. | | |
| The student will: | | |
| 1. Formulate questions and collect and assess relevant information to address these questions. | Student Book | Formulate questions, 323, 326, 346-347 |
| | Student Handbook | Formulate questions, 22, Cite sources, 22, |
| 2. Cite sources for quoted and paraphrased information in a bibliography when writing a research report. | Student Book | Cite sources 346-347 |
| | Student Handbook | Cite sources, 24-25 |
| 3. Gather and organize information from a variety of sources, including electronic and print. | Student Book | Variety of sources, 72, 148, 226, 285, 349, 408 |
| | Student Handbook | Variety of sources, 20-21 |
| 4. Define plagiarism, its consequences and avoid its use. | Student Handbook | Avoid plagiarism, 29 |
| E. Handwriting and Word Processing | | |
| Standard: The student will write legibly and demonstrate effective keyboarding skills. | | |
| The student will: | | |
| 1. Write legibly in cursive. | Student Book | Cursive handwriting , 147, 225, 279, 283, 347 |
| | Student Handbook | Cursive handwriting, 54 |
| 2. Format handwritten and word-processed documents | Student Book | Handwritten and word-processed documents, 70- |

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| correctly. | | 71, 147, 225, 279, 283, 347, 407 |
| III. SPEAKING, LISTENING AND VIEWING | | |
| A. Speaking and Listening | | |
| Standard: Students will demonstrate understanding and communicate effectively through listening and speaking. | | |
| The student will: | | |
| 1. Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation | Student Book | Credibility, 103, 115, 345, 387, 404, 405 Opinion and verifiable fact, 404, 405 |
| 2. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose | Student Book | Listening Speaking Workshops: 68-69, 144-145, 222-223, 280-281, 344-345, 404-405 |
| 3. Understand the relationship between nonverbal, interpersonal, and small group communication | Student Book | Listen, Speak, Interact, 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, 249, 263, 277, 295, 309, 323, 241, 359, 375, 387, 401, 308, 322, 340 Nonverbal messages, 129 |
| 4. Describe the role of communication in everyday situations (e.g., advertising, informal social, business, formal social, etc.) | Student Book | Work advertisement, 279, 408 Formal business- Letter to the editor, 406–407 |
| | Student Handbook | Formal vs friendly letter communication, 56-57 |
| 5. Understand the effects of media on society and culture. | Student Book | Media on society and culture. 69, 405 |
| 6. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills. | Student Book | Persuasive speech, 265, 404–405 |
| | Teacher’s Resource Book | Persuasion and debate, 51, 52, 53 |
| 7. Apply assessment criteria to self-evaluation of oral presentations. | Student Book | Listening Speaking Workshops- assessment criteria to self-evaluation: 68-69, 144-145, 222-223, 280-281, 344-345, 404-405 |
| B. Media Literacy | | |

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| <p>Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.</p> <p>The student will:</p> | | |
| 1. Evaluate the accuracy and credibility of information found on Internet sites 2. Evaluate the logic of reasoning in both print and non-print selections. 3. Evaluate the source’s point of view, intended audience and authority. | Student Handbook | Research Checklist, credibility, 25 Research Checklist, organization, 25 |
| | Teacher’s Resource Book & CNN Video | TEvaluate point of view, 174 T |
| 4. Determine whether the evidence in a selection is appropriate, adequate and accurate. 5. Evaluate the content and effect of persuasive techniques used in print and broadcast media. 6. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience. 7. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries. 8. Formulate critical, evaluative questions relevant to a print or non-print selection. 9. Critically analyze and evaluate the strategies employed in news broadcasts, documentaries, and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts. | Teacher’s Resource Book & CNN Video | Evaluate news programs <i>see After Viewing</i> , 173, 174, 175, 176 , 177, 178 Persuasive techniques, 178 |
| | | Television, 173, 174, 175, 176 , 177, 178 |
| | Student Book | TTTViewing Workshops, 69, 145, 223, 281, 345, 405 |
| | Assessment Program | |

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| clarity, accuracy, effectiveness, bias and relevance of facts. 10. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior. | | Evaluate: Viewing Checklist, 126 |