

## Minnesota Curriculum Matrix for Language Arts

Minnesota Language Arts Strands/Sub-strands/Standards/Benchmarks Grades 9-12	National Essential Skills Study (NESS) Rankings Rank		MCA-II Grade 10	NESS	Priority
<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.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	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.			
2. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books. <i>Content Limit:</i>	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.	H	H	H
<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>ID.4</b>.</li> </ul>	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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3. Identify and analyze analogies. <i>Content Limit:</i> • This benchmark is assessed in <b>I.D.4</b> .	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
4. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.	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.	L	H	M
5. Understand the meaning of unknown words using derivations, such as word roots and word origins.	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.	L	H	M
<b>I.B.G6</b> The student will determine the meaning of unfamiliar words by using context clues. <i>GRAD Content Limit:</i> • Vocabulary items require context clues from a passage to determine word meanings. Items must be from passages of DRP range of 52-69.	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.	L	H	M
<b>C. Comprehension</b>					
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: 1. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	L	H	M