

English Language Arts Grades 9-10

Reading Standards

Reading Standards for Literature (RL)

Reading Standards for Informational Text (RI)

CCR Anchor Standard R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RLRI9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- develop factual, interpretive, and evaluative questions for further exploration of the topic (s)

CCR Anchor Standard R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RLRI9-10.2 Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- identify a theme/ Interpret author's message
 - support interpretation with evidence from text
 - analyze how the theme is developed utilizing literary techniques
 - identify and evaluate author's purpose
 - analyze the impact of literary/rhetorical devices and figurative language
 - annotate texts to support comprehension and analysis
 - read closely for textual details
 - make claims about the development and refinement of central ideas in a text

CCR Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL9-10.3 Analyze how complex characters develop over a course of a text, interact with other characters, and advance the plot or develop the theme
- those with multiple or conflicting motivations
 - compare and contrast individuals, ideas, and events in a text
 - analyze how individuals, ideas, and events interact and counteract in an informational text
 - categorize individuals, ideas, and events in a text
 - read closely for textual details
 - question text during reading to deepen understanding

RI9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them

- compare and contrast individuals, ideas, and events in a text
- analyze how individuals, ideas, and events interact and counteract in an informational text
- categorize individuals, ideas, and events in a text
- read closely for textual details
- question text during reading to deepen understanding

CCR Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RLRI9-10.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone

- how the language of a court opinion differs from that of a newspaper
- use context clues to determine meaning of unfamiliar words and phrases and to understand technical meaning in nonfiction texts
- interpret figurative language and analogies
 - Simile
 - Metaphor
 - Personification
- analyze the importance of the author's word choices
- determine the importance of any allusions or references to famous or historical events and/or people
- when interpreting poetry, understand how poetic devices affect the meaning
- read closely for textual details
- question text during reading to deepen understanding

CCR Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise

- parallel plots
- pacing
- flashbacks
- analyze how the structure of texts and the writer's crafts work together to impact the meaning
- read closely for textual details
- analyze the impact of an author's choices

- RI9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
- a section or chapter
 - analyze how the structure of texts and the writer’s crafts work together to impact the meaning
 - read closely for textual details
 - analyze the impact of an author’s choices

CCR Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text.

- RL9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
- RI9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

CCR Anchor Standard R7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- e.g., Auden’s “Musee des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*
 - analyze multiple media formats
 - analyze works by authors or artists who represent diverse world cultures
 - engage in productive evidence-based discussions about texts
 - read closely for textual details
- RI9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account
- e.g., a person’s life story in both print and multimedia
 - analyze multiple media formats
 - analyze works by authors or artists who represent diverse world cultures
 - engage in productive evidence-based discussions about texts
 - read closely for textual details

CCR Anchor Standard R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI9-10.8 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
- identify the claim
 - evaluate an argument
 - find sound and relevant evidence to support the argument

- critique the validity of the argument and the evidence
- read closely for textual details
- analyze perspectives in potential research texts

CCR Anchor Standard R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL9-10.9 Analyze how an author draws on and transforms source material in a specific work

- how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare

RI9-10.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts

- Washington’s Farewell address
- the Gettysburg Address
- Roosevelt’s Four Freedoms speech
- King’s “Letter from Birmingham Jail”

a. read, annotate, and analyze informational texts on topics related to diverse and non-traditional viewpoints

CCR Anchor Standard R10: Read and comprehend complex literary and informational texts independently and proficiently.

RL9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range

RL10.10 By the end of grade 9, read and comprehend literature, including stories, dramas and poems, at the high end of the 9-10 text complexity band independently and proficiently

RI9.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range

RI10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently

CCR Anchor Standard R11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

RL9-10.11 Interpret, analyze and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations

- self-select text to respond and develop innovative perspectives
- establish and use criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces

Writing (W)

CCR Anchor Standard W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

- a. introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, create an organization that logically sequences claim(s), counterclaims, reasons and evidence
 - b. develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concern
 - c. use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims
 - d. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
 - e. provide a concluding statement or section that follows from and supports the argument presented
- use the steps of the writing process to write a coherent writing piece
 - write original evidence based claims
 - support claim with relevant evidence, using accurate and credible sources
 - support claim by elaborating on each piece of evidence
 - organize the reasons and evidence logically
 - establish and maintain a formal style
 - provide a concluding statement
 - develop claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research
 - develop counterclaims in opposition to claims
 - develop an evidence-based perspective from the synthesized research

CCR Anchor Standard W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

W9-10.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

- a. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formations (headings),

- graphics (figures, tables), and multimedia when useful to aiding comprehension
- b. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
 - c. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts
 - d. use precise language, domain-specific vocabulary to manage the complexity of the topic
 - e. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
 - f. provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
- use the steps of the writing process to write a coherent writing piece
 - prewriting, rough draft, revision, editing, final draft
 - introduce a topic clearly by using a thesis statement
 - develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - use appropriate and varied transitions
 - use precise language and domain-specific vocabulary
 - establish and maintain a formal style.
 - provide a concluding statement or section that follows from and supports the information or explanation presented.

CCR Anchor Standard W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences

- a. engage and orient the reader by setting out a problem, situation, or observation establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events
- b. use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters
- c. use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- d. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- e. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
- f. adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts

CCR Anchor Standard W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience (grade specific expectations for writing types are defined in standards 1-3)

CCR Anchor Standard W5: Develop and strengthen writing as needed by planning, revisiting, editing, rewriting, or trying a new approach.

W9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (editing for conventions should demonstrate command of Language standards 1-3)

- use the steps of the writing process to write a coherent writing piece
- utilize rubrics for self-assessment and peer review of writing
- draft effective introductions, body paragraphs and conclusions
- create cohesion within and between paragraphs

CCR Anchor Standard W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

CCR Anchor Standards W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

- a. explore topics dealing with different cultures and world viewpoints

CCR Anchor Standard W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

- gather reliable information for research projects
- employ search strategies effectively to find information

- use various publishing formats to share findings (PowerPoint, I-movie, etc.)
- include a correctly formatted bibliography
- quote or paraphrase the words, data, conclusions of others correctly to avoid plagiarism
- use citations in the correct format to give credit to the source of information
- collaborate with others to create a research project
- present information, findings and evidence clearly, concisely and logically
- assess sources for credibility, relevance, and accessibility
- conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument
- develop, refine, and select inquiry questions for research
- develop and continually assess a research frame to guide independent searches

CCR Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection and research.

W9-10.9 Draw evidence from literary or informational texts to support analysis, reflection and research

- a. apply grades 9-10 Reading standards to literature
 - analyze how an author draws on and transforms source material in a specific work
 - b. apply grades 9-10 Reading standards to literary nonfiction
 - 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
- synthesize evidence to support analysis
 - collect and organize evidence from texts to support claims

CCR Anchor Standard W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or two) for a range of tasks, purposes, and audiences.

W9-10.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences

- time for research, reflection, and revision
- a single sitting or a day or two

CCR Anchor Standard W11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

W9-10.11 Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit

- a. engage in using a wide range of prewriting strategies, such as using a variety of visual representations, to express personal, social and cultural connections and insights
- b. identify, analyze and use elements and techniques and various genres of literature
- c. develop critical and interpretive texts from more than one perspective, including historical, cultural
- d. create poetry, stories, plays, and other literary forms (videos, art work)

Speaking and Listening (SL)

CCR Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively
- a. come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
 - b. work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed
 - informal consensus
 - taking votes on key issues
 - presentation of alternate views
 - c. propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others in to the discussion; and clarify, verify, or challenge ideas and conclusions
 - d. respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented
 - e. seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds

CCR Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL9-10.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source

CCR Anchor Standard SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

- SL9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
- evaluate and critique the validity of the speaker’s purpose
 - analyze the speaker’s use of rhetoric

CCR Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such as listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

CCR Anchor Standard SL5: Make strategic use of media and visual displays of data to express information and enhance understanding of presentations.

- SL9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
- develop presentations using multi-media to enhance understanding of findings
 - present information, findings and evidence clearly, concisely and logically
 - speak in a formal objective tone

CCR Anchor Standard SL6: Adapt speaking and listening to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.

- SL9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate
- see grades 9-10 Language standards 1 and 3

Language (L)

CCR Anchor Standard L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- a. use parallel structure
 - b. use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations
 - noun
 - verb
 - adjectival
 - adverbial

- participial
- prepositional
- absolute
- independent
- dependent
- relative
- apply conventions of standard written English
- write in a formal objective tone

CCR Anchor Standard L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L9-10.2 Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing
- a. use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses
 - b. use a colon to introduce a list or quotation
 - c. spell correctly

CCR Anchor Standard L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.

- L9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- a. write and edit work so that it conforms to the guidelines in a style manual (MLA Handbook, Turabian’s Manual for Writers) appropriate for discipline and writing type

CCR Anchor Standard L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies
- a. use context as a clue to the meaning of a word or phrase
 - b. identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)
 - c. consult general and specialized reference materials (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, its etymology, or its standard usage
 - 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)

- employ strategies to determine the meaning of difficult language/phrases
- determine meaning of unknown vocabulary using context clues and word parts

CCR Anchor Standard L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L9-10.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings
- a. interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text
 - b. analyze nuances in the meaning of words with similar denotations
- assess use of language and writing technique to gain understanding

CCR Anchor Standard L6: Acquire and use accurately a range of 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.

- L9-10.6 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