

9 & 10th English

Language Arts

9-10th Grade

Analyzing Literature

A1 - 9-10.RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

A2 - 9-10.RL.2 - Determine a theme or 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.

A3 - 9-10.RL.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

A4 - 9-10.RL.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).

A5 - 9-10.RL.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

A6 - 9-10.RL.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.

A7 - 9-10.RL.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 "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

A8 - 9-10.RL.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

A9 - 9-10.RL.10 - Read and comprehend literature, including stories dramas and poems in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.

A10 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Analyzing Information/ Text

A11 - 9-10.RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

A12 - 9-10.RI.2 - Determine a central idea of a text and analyze its development over the course of a text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

A13 - 9-10.RI.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.

A14 - 9-10.RI.4 - 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.

A15 - 9-10.RI.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.

A16 - 9-10.RI.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.

A17 - 9-10.RI.10 - Read and comprehend literary nonfiction in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.

A18 - Demonstrate awareness of the significance of the context in which a work is written and received

A19 - Demonstrate an ability to analyze language, structure, and to evaluate their effects on the reader

Organizing Ideas

B20 - 9-10.W.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 9-10.W.1 - 9-10.W.3.)

B21 - 9-10.W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

B22 - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type

B23 - 9-10.SL.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.

B24 - 9-10.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

B25 - 9-10.SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Producing Text

C26 - 9-10.W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

C27 - 9-10.W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

C28 - 9-10.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

C29 - 9-10.W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

C30 - 9-10.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

C31 - 9-10.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Using Language

D32 - 9-10.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

D33 - 9-10.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D34 - 9-10.L.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.

D35 - 9-10.L.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.

D36 - 9-10.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

D37 - 9-10.L.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.

D38 - Connects classroom learning to IB global contexts and themes.