

**ENGLISH LANGUAGE ARTS  
Ninth & Tenth Grade  
PRIORITY STANDARDS**

**Ninth & Tenth Grade Reading Literature (9-10.RL)**

***Key Ideas and Details***

9-10.RL.1	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.*
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 evidence-based summary of the text.*
9-10.RL.3	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.*
9-10.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.*

***Craft and Structure***

9-10.RL.6	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.*
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***Integration of Knowledge and Ideas***

9-10.RL.7	Compare and contrast the representation of a subject or a key scene in multiple artistic mediums, including what is emphasized or absent in each.*
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**Grades 9-10 Reading Informational Text (9-10.RI)**

***Key Ideas and Details***

9-10.RI.1	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis..*
9-10.RI.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 evidence-based summary of the text.*

***Craft and Structure***

9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.*
9-10.RI.6	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.*

***Integration of Knowledge and Ideas***

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.
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**Grades 9-10 Writing (9-10.W)**

***Text Types and Purposes***

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.
9-10.W.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
9-10.W.1b	Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.*
9-10.W.1d	Establish a style and tone relevant to the discipline in which they are writing.*
9-10.W.1e	Provide a concluding statement or section that follows from and supports the argument presented.
9-10.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
9-10.W.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
9-10.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
9-10.W.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
9-10.W.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
9-10.W.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

***Production and Distribution of Writing***

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 1–3 above.)
9-10.W.5	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)*

***Research to Build and Present Knowledge***

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9-10.W.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
9-10.W.8	Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9-10.W.9	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
<b>Ninth &amp; Tenth Grade Language (9-10.L)</b>	
<i>Conventions of Standard English</i>	
9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<i>Vocabulary Acquisition and Use</i>	
9-10.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Ninth-Tenth Grade Speaking and Listening (9-10.SL)</b>	
<i>Comprehension and Collaboration</i>	
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.
9-10.SL.1a	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.
8.SL.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
9-10.SL.1d	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.
9-10.SL.3	Evaluate a speaker’s, perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.*
<i>Presentation of Knowledge and Ideas</i>	
9-10.SL.4	Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.*
* Denotes a revision has been made to the original Common Core State Standard.	