

# Grades 9, 10

Adopted 2019

## College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

1. 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. [9-10.CCR.R.1](#)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [9-10.CCR.R.2](#)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [9-10.CCR.R.3](#)

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### Craft and Structure

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. [9-10.CCR.R.4](#)
5. 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. [9-10.CCR.R.5](#)
6. Assess how point of view or purpose shapes the content and style of a text. [9-10.CCR.R.6](#)

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### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. [9-10.CCR.R.7](#)
8. 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. [9-10.CCR.R.8](#)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [9-10.CCR.R.9](#)

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### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. [9-10.CCR.R.10](#)
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## Reading Standards: Literature

### Key Ideas and Details

1. Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. [9-10.RL.1](#)
  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.2](#)
  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.3](#)
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### Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning. [9-10.RL.4](#)
  5. Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context. [9-10.RL.5](#)
  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. [9-10.RL.6](#)
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### Integration of Knowledge and Ideas

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. [9-10.RL.7](#)
  8. Not applicable to literature. [9-10.RL.8](#)
  9. Analyze how an author alludes to the themes or topics from another source. [9-10.RL.9](#)
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### Range of Reading and Level of Text Complexity

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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. [9-10.RL.10](#)
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## Reading Informational Text

### Key Ideas and Details

1. Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. [9-10.RI.1](#)
  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. [9-10.RI.2](#)
  3. Analyze how the author crafts 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. [9-10.RI.3](#)
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### Craft and Structure

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.4](#)
  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. [9-10.RI.5](#)
  6. Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose. [9-10.RI.6](#)
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### Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. [9-10.RI.7](#)
  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. [9-10.RI.8](#)
  9. Analyze documents of historical and literary significance, including how they address related themes and concepts. [9-10.RI.9](#)
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### Range of Reading and Level of Text Complexity

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. 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. [9-10.RI.10](#)
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## College and Career Readiness Anchor Standards for Writing

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [9-10.CCR.W.1](#)
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. [9-10.CCR.W.2](#)
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [9-10.CCR.W.3](#)

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### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [9-10.CCR.W.4](#)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. [9-10.CCR.W.5](#)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. [9-10.CCR.W.6](#)

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

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. [9-10.CCR.W.7](#)
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. [9-10.CCR.W.8](#)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. [9-10.CCR.W.9](#)

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### **Range of Writing**

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. [9-10.CCR.W.10](#)
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## Writing Standards

### Text Types and Purposes

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.1**
  - a. 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.1.A**
  - b. Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both. **9-10.W.1.B**
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **9-10.W.1.C**
  - d. Establish a style and tone relevant to the discipline in which they are writing. **9-10.W.1.D**
  - e. Provide a concluding statement or section that follows from and supports the argument presented. **9-10.W.1.E**
  - f. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **9-10.W.1.F**
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. **9-10.W.2**
  - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension. **9-10.W.2.A**
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. **9-10.W.2.B**
  - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **9-10.W.2.C**
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. **9-10.W.2.D**
  - e. Establish a style and tone relevant to the discipline in which they are writing. **9-10.W.2.E**
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **9-10.W.2.F**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **9-10.W.3**
  - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **9-10.W.3.A**

- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 9-10.W.3.B
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 9-10.W.3.C
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 9-10.W.3.D
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 9-10.W.3.E

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### **Production and Distribution of Writing**

- 4. Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. 9-10.W.4
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. 9-10.W.5
- 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. 9-10.W.6

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

- 7. Conduct short as well as more comprehensive 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. 9-10.W.7
- 8. Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 9-10.W.8
- 9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research. 9-10.W.9

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### **Range of Writing**

- 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. 9-10.W.10

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## **College and Career Readiness Anchor Standards for Language**

### **Conventions of Standard English**

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 9-10.CCR.L.1
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 9-10.CCR.L.2

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### Knowledge of Language

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. 9-10.CCR.L.3
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### Vocabulary Acquisition and Use

4. 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. 9-10.CCR.L.4
  5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 9-10.CCR.L.5
  6. 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 encountering an unknown term important to comprehension or expression. 9-10.CCR.L.6
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## Language Standards

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 9-10.L.1
    - a. Use parallel structure. 9-10.L.1.A
    - b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations. 9-10.L.1.B
  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 9-10.L.2
    - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 9-10.L.2.A
    - b. Use a colon to introduce a list or quotation or present information related to the sentence's first clause. 9-10.L.2.B
    - c. Spell correctly. 9-10.L.2.C
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### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience. 9-10.L.3
  - a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode. 9-10.L.3.A

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## Vocabulary Acquisition and Use

4. Determine and/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, including context clues, word parts, word relationships, and reference materials. **9-10.L.4**
  - a. Use context as a clue to the meaning of a word or phrase. **9-10.L.4.A**
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. **9-10.L.4.B**
  - c. Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **9-10.L.4.C**
  - d. Verify the preliminary determination of the meaning of a word or phrase. **9-10.L.4.D**
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **9-10.L.5**
  - a. Interpret figures of speech in context and analyze their role in the text. **9-10.L.5.A**
  - b. Analyze nuances in the meaning of words with similar denotations. **9-10.L.5.B**
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. **9-10.L.6**

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## College and Career Readiness Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

1. 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. **9-10.CCR.SL.1**
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **9-10.CCR.SL.2**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **9-10.CCR.SL.3**

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### Presentation of Knowledge and Ideas

4. 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. **9-10.CCR.SL.4**
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **9-10.CCR.SL.5**
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **9-10.CCR.SL.6**

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## Speaking and Listening Standards

### Comprehension and Collaboration

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.1](#)
  - 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. [9-10.SL.1.A](#)
  - b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed. [9-10.SL.1.B](#)
  - c. 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.1.C](#)
  - 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. [9-10.SL.1.D](#)
2. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. [9-10.SL.2](#)
3. Evaluate a speaker's, perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [9-10.SL.3](#)

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### Presentation of Knowledge and Ideas

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. [9-10.SL.4](#)
5. Make creative and strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [9-10.SL.5](#)
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. [9-10.SL.6](#)