

## Common Core Grades 9-10

**Reading Literature** *RL.9-10.8* 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, with scaffolding as needed at the high end of the range.

### Key Ideas and Details

- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says as well as inferences drawn from the text.
- **RL.9-10.2** 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.
- **RL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

- **RL.9-10.4** 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 tone).
- **RL.9-10.5** Analyze how author choices on how to structure a text, order events, and manipulate time create such effects as mystery, tension, or surprise.
- **RL.9-10.6** Analyze a point of view or cultural experience reflected in a work of literature from outside the US--draw on a wide reading of world literature.
- **RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each
- **RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (allusions)

**Reading Informational Texts** *RI.9-10.10* 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.

### Key Ideas and Details

- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferred.
- **RI.9-10.2** Determine a central idea of a text and analyze 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.
- **RI.9-10.3** 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 drawn between them.

### Craft and Structure

- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
- **RI.9-10.6** 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.

### Integration of Knowledge and Ideas

- **RI.9-10.7** Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.
- **RI.9-10.8** 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.
- **RI.9-10.9** Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts

## Speaking and Listening

### Comprehension and Collaboration

- **SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, groups, teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas & expressing their own clearly & persuasively.
- ✓ 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.
- ✓ Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
- ✓ 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.
- ✓ 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.
- **SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
- **SL.9-10.3.** Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric, identify any fallacious reasoning or exaggerated or distorted evidence.

### Presentation of Knowledge and Ideas

- **SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically so listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **SL.9-10.5.** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

## FCAT TESTED SKILLS

### Reading Application 25%

- analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details
- identify cause-and effect relationships
- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) & text features (main headings w/subheadings) and explain their impact on meaning
- compare and contrast elements in multiple texts

### Literary Analysis Fiction / Nonfiction 25%

- analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings)
- Analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, hyperbole, personification, symbolism, allusion, imagery).
- analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts

### Informational Text / Research Process 30%

- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.
- organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations

### Vocabulary 20%

- context clues to determine meanings of unfamiliar words
- Identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.
- Identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto identify advanced word/phrase relationships and their meanings.

**Text Types and Purposes**

**W.9-10.1.** Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- ✓ 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.
- ✓ 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 concerns.
- ✓ 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.
- ✓ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- ✓ Provide a concluding statement or section that follows from and supports the argument presented.

**W.9-10.2.** Write **informative/explanatory** texts to examine and convey complex ideas, concepts, and information accurately through the effective selection, organization, and analysis of content.

- ✓ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- ✓ 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.
- ✓ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- ✓ Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- ✓ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- ✓ Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.9-10.3.** Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.

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

**Production and Distribution of Writing**

- **W.9-10.4.** 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 above.)
- **W.9-10.5.** 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.
- **W.9-10.6.** 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.

**Research to Build and Present Knowledge**

- **W.9-10.7.** 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.
- **W.9-10.8.** 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.
- **W.9-10.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

- **W.6.10.- W.11-12.10** 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 discipline-specific tasks, purposes, and audiences

**Conventions of Standard English**

- **L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - ✓ Use parallel structure.\*
  - ✓ Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - ✓ Use a semicolon to link two or more closely related independent clauses.
  - ✓ Use a colon to introduce a list or quotation.
  - ✓ Spell correctly.

**Knowledge of Language**

- **L.9-10.3.** 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.
  - ✓ Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*) appropriate for the discipline and writing type.

**Vocabulary Acquisition and Use**

- **L.9-10.4.** 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.
  - ✓ Use as a clue to the meaning of a word or phrase.
  - ✓ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
  - ✓ Consult general and specialized reference materials (e.g., 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, or its etymology.
  - ✓ Verify the preliminary determination of the meaning of a word or phrase
- **L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - ✓ Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - ✓ Analyze nuances in the meaning of words with similar denotations.
- **L.9-10.6.** 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.