Kentucky Reading and Writing

Grades 9-10

Reading Standards for Literature RL

Key Ideas and Details

1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.1

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. RL.9-10.2

3 Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes. RL.9-10.3

Craft and Structure

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. RL.9-10.4

5 Analyze how an author's choices concerning text structure, order of details, sequence and manipulation of time (e.g., flashback, pacing) create effects (e.g., emotional impact, character development). RL.9-10.5

6 Analyze how authors' perspectives or cultural experiences are reflected in works of world literature from various historical contexts. RL.9-10.6

Integration of Knowledge and Ideas

7 Analyze the impact of the representation of a subject or a key scene in different print and non-print mediums and evaluate what is emphasized or omitted in each treatment. RL.9-10.7

8 Not applicable to literature RL.9-10.8

9 Analyze two or more texts from different time periods to evaluate the impact of authors' approaches to similar themes or topics. RL.9-10.9

Range of Reading and Level of Text Complexity

10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently. RL.9-10.10

Reading Standards for Informational Text RI

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Key Ideas and Details

Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.1

2 Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details. RI.9-10.2

3 Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them. RI.9-10.3

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 cumulative impact of specific word choices on meaning and tone. RI.9-10.4

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. RI.9-10.5

6 Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose. RI.9-10.6

Integration of Knowledge and Ideas

7 Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account. RI.9-10.7

8 Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning. RI.9-10.8

9 Analyze documents of historical and literary significance, including how they address related themes and concepts. RI.9-10.9

Range of Reading and Level of Text Complexity

10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently. RI.9-10.10

Composition C

Text Types and Purpose

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

a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.9-10.1.A

b 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. C.9-10.1.B

c 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. C.9-10.1.C

d Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence. C.9-10.1.D

e Establish and maintain a task-appropriate writing style. C.9-10.1.E

f Provide a concluding statement or section that follows and supports the argument presented. C.9-10.1.F

g 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. C.9-10.1.G

2 Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. C.9-10.2

a Produce writing in which the development and organization are appropriate to task and purpose. C.9-10.2.A

b 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. C.9-10.2.B

c 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.9-10.2.C

d Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. C.9-10.2.D

e Use precise language and domain-specific vocabulary to manage the complexity of the topic. C.9-10.2.E

f Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. C.9-10.2.F

g Provide a concluding statement or section that follows from and supports the information or explanation presented. C.9-10.2.G

h 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. C.9-10.2.H

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Text Types and Purpose

3 Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. C.9-10.3

- a Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose. C.9-10.3.A
- b 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. C.9-10.3.B
- c Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. C.9-10.3.C
- d Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. C.9-10.3.D
- e Use precise words and phrases, telling details C.9-10.3.E
- f sensory language to convey a vivid picture of the experiences, events, setting and/or characters. C.9-10.3.F
- g Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing. C.9-10.3.G
- h 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. C.9-10.3.H

Production and Distribution

4 Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources. C.9-10.4

Research to Build and Present Knowledge

5 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. C.9-10.5

6 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. C.9-10.6

Range of Writing

7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. C.9-10.7

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Language L

Conventions of General American English

1 In both written and oral expression: L.9-10.1

- a Demonstrate appropriate use of parallel structure. L.9-10.1.A
- b Demonstrate task-appropriate use of phrases and clauses to communicate purpose, develop structure and add variety. L.9-10.1.B

2 When writing: L.9-10.2

- a Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. L.9-10.2.A
- b Demonstrate appropriate use of a colon to introduce a list or quotation. L.9-10.2.B
- c Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. L.9-10.2.C

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. L.9-10.3

- a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. L.9-10.3.A

Vocabulary Acquisition and Use

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 an array of strategies. L.9-10.4

- a Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.9-10.4.A
- b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. L.9-10.4.B
- c Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.9-10.4.C
- d Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be postsecondary ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.9-10.4.D

5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.9-10.5

- a Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. L.9-10.5.A
- b Analyze nuances in the meaning of words with similar denotations. L.9-10.5.B