Louisiana English Language Arts

Grades 9-10

Reading Standards for Literature: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. RL

Key Ideas and Details

1 Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text. 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 objective summary of the text. RL.2

3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.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.4

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. RL.5

6 Analyze a particular point of view or traditional experience reflected in works of literature, drawing on a wide reading of world literature. RL.6

Integration of Knowledge and Ideas

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. RL.7

8 Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts. RL.8

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). RL.9

Range of Reading and Level of Text Complexity

10 Grade 9 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. Grade 10 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. RL.10

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Reading Standards for Informational Text RI

Key Ideas and Details

1 Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. RI.1

2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.2

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. RI.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.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 (e.g., a section or chapter). RI.5

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. RI.6

Integration of Knowledge and Ideas

7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. 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. RI.8

9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. RI.9

Range of Reading and Level of Text Complexity

10 Grade 9 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. Grade 10 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. RI.10

Writing Standards: The following standards for writing offer a focus for ins he students gain adequate

Text Types and Purposes

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mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. W

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

   a Provide a thesis statement that introduces a precise claim, distinguishes the claim from alternate or opposing claims, and creates an organizational structure for establishing clear relationships among the claims, counterclaims, reasons, and evidence. W.1.A

   b Develop claims and counterclaims, 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. W.1.B

   c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. W.1.C

   d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.1.D

   e Provide a concluding section that follows from and supports the argument presented. W.1.E

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

   a Provide a thesis statement that introduces a topic, provides a general observation and focus, and groups related information logically. W.2.A

   b Organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. W.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. W.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. W.2.D

   e Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.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. W.2.F

   g Provide a concluding section that follows from and supports the information or explanation presented, articulating implications or the significance of the topic. W.2.G

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

- a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. W.3.A
- b Use narrative techniques appropriate to the task, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. W.3.B
- c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 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. W.3.D
- e Provide an appropriate conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.3.E

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. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4

5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) W.5

6 Use technology 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. W.6

Research to Build and Present Knowledge

7 Conduct research 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.7

8 Gather relevant information from multiple print and digital sources. W.8

- a Use search terms effectively. W.8.A
- b Assess the credibility and accuracy of each source. W.8.B
- c Assess the strengths and limitations of each source in terms of the task, purpose, and audience. W.8.C
- d Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. W.8.D
- e Follow a standard format for citation. W.8.E

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9 Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards. W.9

Range of Writing

10 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. W.10

Speaking and Listening Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. SL

Comprehension and Collaboration

1 Initiate and participate effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.1

- a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to relevant evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.1.A
- b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 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. SL.1.C
- d Respond thoughtfully to varied viewpoints, 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.1.D

2 Integrate multiple sources of information presented in various media or formats, evaluating the credibility and accuracy of each source. SL.2

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

Presentation of Knowledge and Ideas

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 the purpose, audience, and task. SL.4

5 Make strategic use of multimedia components in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest. SL.5

6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate. SL.6

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instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected ot meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. L

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

- a Use parallel structure. L.1.A
- b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations. L.1.B

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

- a Use a semicolon with or without a conjunctive adverb to link two or more closely related independent clauses. L.2.A
- b Use a colon to introduce a list, quotation, example, or elaboration. L.2.B
- c Spell correctly, consulting references as needed. L.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.3

- a Compose and edit work to conform to the guidelines in a style manual appropriate for the discipline and writing type. L.3.A

Vocabulary Acquisition and Use

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. L.4

- a Use context to determine the meaning of a word or phrase. L.4.A
- b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. L.4.B
- c Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, and meaning of a word. L.4.C

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

- a Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text. L.5.A
- b Analyze nuances in the meaning of words with similar denotations. L.5.B

6 Acquire and accurately use 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. L.6