Ohio English Language Arts - Extended Learning Standards

Grades 9 & 10

Reading Standards for Literature

Key Ideas and Details

1 Cite strong 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

Complexity a

a Cite details from text to support the answers to literal and inferential questions using grade level appropriate text. RL.9-10.1A

Complexity b

b Cite details from the text to support the answers to literal questions. RL.9-10.1B

Complexity c

c Identify details that are stated in the text. RL.9-10.1C

Learning Progression

- Answer questions that are logically derived (inferred) from the text. RL.9-10.1.LP.A
- Answer factual (literal) questions about a text RL.9-10.1.LP.B
- Distinguish between the main points and details in a text. RL.9-10.1.LP.C
- Identify the main focus of the text. RL.9-10.1.LP.D
- Identify the setting. RL.9-10.1.LP.E
- Identify characters in the text. RL.9-10.1.LP.F
- Actively engage in the experience of reading a literary text RL.9-10.1.LP.G
- Actively engage in the experience of reading a literary text RL.9-10.1.LP.H

Skip to main content

2 Analyze literary text development. a. Determine a theme 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. b. Provide an objective summary of the text that includes the theme and relevant story elements. RL.9-10.2

Complexity a

a Summarize a central idea in a text, including the main topic and how the details impact ideas. RL.9-10.2A

Complexity b

b Identify the theme of a text and support it with main events and details. RL.9-10.2B

Complexity c

c Sequence main events in relation to a stated theme using a grade-level/ageappropriate text. RL.9-10.2C

Learning Progression

- Identify the problem the characters are facing. RL.9-10.2.LP.A
- Match main events with details from a text as related to the theme. RL.9-10.2.LP.B
- Explain how the problem is resolved in the text. RL.9-10.2.LP.C
- Identify 1-2 overarching concepts in the story. RL.9-10.2.LP.D
- Identify the main characters. RL.9-10.2.LP.E
- Identify where the story takes place. RL.9-10.2.LP.F
- Actively engage in discussing one or more of the events in a story. RL.9-10.2.LP.G
- Actively engage in discussing one or more of the events in a story. RL.9-10.2.LP.H

Skip to main content

3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.3

Complexity a

a Explain connections among events, ideas, individuals or steps in text. RL.9-10.3A

Complexity b

b Identify and describe how a character's traits, motivations, or feelings contribute to the resolution of the story. RL.9-10.3B

Complexity c

c Match an action to the resolution of a problem in a story. RL.9-10.3C

Learning Progression

- Identify the relationships between multiple characters. RL.9-10.3.LP.A
- Explain how the characters resolve the problem in the story. RL.9-10.3.LP.B
- Match characters to the previously identified problem areas in the plot. RL.9-10.3.LP.C
- Identify which characters are instrumental in resolving the problem. RL.9-10.3.LP.D
- Identify the internal needs of the characters. RL.9-10.3.LP.E
- Identify areas of the plot that apply to the problem in the story. RL.9-10.3.LP.F
- Identify the problem occuring in the story. RL.9-10.3.LP.G
- Identify the characters involved in the problem in the story. RL.9-10.3.LP.H
- Identify the characters in the story. RL.9-10.3.LP.I
- Actively engage during the retelling of a story. RL.9-10.3.LP.J
- Actively engage during the retelling of a story. RL.9-10.3.LP.K

Craft and Structure

Skip to main content

4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place an emotion, or sets a formal or informal tone). RL.9-10.4

Complexity a

a Determine the meaning of words and phrases as they are used in a text; analyze figurative language, connotation, and tone within a text. RL.9-10.4A

Complexity b

b Determine the meaning of words or phrases based on the impact and how they are used in a text. RL.9-10.4B

Complexity c

c Match pictures to words or phrases based on how they are used in a text that specifically address the mood (e.g., match a picture of a sad face with the phrase “sat with his head down”). RL.9-10.4C

Learning Progression

- Describe the difference between mood and tone. RL.9-10.4.LP.A
- Identify how words in the text impact feelings. RL.9-10.4.LP.B
- Identify how the author uses certain words and phrases to evoke feelings. about the text. RL.9-10.4.LP.C
- Distinguish the difference between literal and nonliteral language. RL.9-10.4.LP.D
- Identify multiple meanings of words and phrases related to the emotions of the characters or narrator. RL.9-10.4.LP.E
- Actively engage with mood-related pictures. RL.9-10.4.LP.F
- Actively engage with mood-related pictures. RL.9-10.4.LP.G

Skip to main content

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 effects such as mystery, tension, or surprise. RL.9-10.5

Complexity a

a Explain how the author's use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of a text. RL.9-10.5A

Complexity b

b Describe how the author's use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of a text. RL.9-10.5B

Complexity c

c Identify the effects of a text on the reader (e.g., funny, sad, surprised). RL.9-10.5C

Learning Progression

- Describe the flashbacks the author uses in the story. RL.9-10.5.LP.A
- Define pacing and flashbacks as it relates to literary text. RL.9-10.5.LP.B
- Identify how pacing impacts the plot. RL.9-10.5.LP.C
- Identify how flashbacks impact the plot. RL.9-10.5.LP.D
- Describe the feelings evoked when reading the text. RL.9-10.5.LP.E
- Identify the character's feelings as a result of the events that occur within the text. RL.9-10.5.LP.F
- Actively engage with stories about characters' feelings. RL.9-10.5.LP.G
- Actively engage with stories about characters' feelings. RL.9-10.5.LP.H

Skip to main content

6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL.9-10.6

Complexity a

a Explain the differences between cultural experiences in a story or drama from the United States and another country. RL.9-10.6A

Complexity b

b Explain similarities between cultural experiences in a story or drama from the United States and another country. RL.9-10.6B

Complexity c

c Identify cultural experiences in a story or drama from outside the United States. RL.9-10.6C

Learning Progression

- Define what is meant by similarities and differences. RL.9-10.6.LP.A
- Identify what elements of the story relate to or reference cultural experiences RL.9-10.6.LP.B
- Distinguish the various traits present in U.S. literature and literature from other cultures. RL.9-10.6.LP.C
- Identify the narrator in the literary texts being read. RL.9-10.6.LP.D
- Identify how characters feel about themselves, events, or other characters in the stories RL.9-10.6.LP.E
- Actively engage with stories about other cultures. RL.9-10.6.LP.F
- Actively engage with stories about other cultures. RL.9-10.6.LP.G

Integration of Knowledge and Ideas

Skip to main content

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 (e.g., W. H. Auden's "Musée des Beaux Arts" and Pieter Breughel's Landscape with the Fall of Icarus). RL.9-10.7

Complexity a

a Explain how multiple interpretations of a story are connected. RL.9-10.7A

Complexity b

b Describe multiple interpretations of a story. RL.9-10.7B

Complexity c

c Identify key similarities or differences between print and other artistic media (e.g., poem/ song and painting/ statue). RL.9-10.7C

Learning Progression

- Trace the plot of a story. RL.9-10.7.LP.A
- Compare various artistic mediums of a subject. RL.9-10.7.LP.B
- Compare and contrast two different mediums of a subject or text. RL.9-10.7.LP.C
- Actively engage with two different media formats of a story. RL.9-10.7.LP.D
- Actively engage with two different media formats of a story. RL.9-10.7.LP.E

8 (Not applicable to literature) RL.9-10.8

Learning Progression

- (Not applicable to literature) RL.9-10.8.LP.A

Skip to main content

9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how William Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare). RL.9-10.9

Complexity a

a Explain the similarities and differences in how an author changes a text based on the original source material. RL.9-10.9A

Complexity b

b Describe events from two or more texts from a specific time period. RL.9-10.9B

Complexity c

c Identify events from two or more texts from a specific time period. RL.9-10.9C

Learning Progression

- Identify the theme in U.S. primary documents. RL.9-10.9.LP.A
- Identify main ideas and overarching concepts in U.S. seminal documents. RL.9-10.9.LP.B
- Identify the theme or concept related to individual historical U.S. documents. RL.9-10.9.LP.C
- Define theme. RL.9-10.9.LP.D
- Identify historical U.S. documents. (Gettysburg Address, Constitution, Declaration of Independence, etc.) RL.9-10.9.LP.E
- Actively engage with the sharing of the same or similar topics from two or more U.S. documents. RL.9-10.9.LP.F
- Actively engage with the sharing of the same or similar topics from two or more U.S. documents. RL.9-10.9.LP.G

Skip to main content

10 Range of Reading and Level of Text Complexity RL.9-10.10

Complexity a

a Read grade-level/ age-appropriate, adapted literature materials. RL.9-10.10A

Complexity b

b Read supported gradelevel/age-appropriate, adapted literature materials. RL.9-10.10B

Complexity c

c Actively participate in supported grade-level/ age-appropriate, adapted literature materials. RL.9-10.10C

Skip to main content

Learning Progression

- Historical and Cultural Connections RL.9-10.10.LP.A
- Compare personal experiences with cultural references in text. RL.9-10.10.LP.B
- Define cultures in a text as having to do with human intellectual achievement. RL.9-10.10.LP.C
- Compare personal experiences with historical references in text. RL.9-10.10.LP.D
- Define historical representations in a text as having to do with factual past events. RL.9-10.10.LP.E
- Background Knowledge RL.9-10.10.LP.F
- Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text. RL.9-10.10.LP.G
- Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text. RL.9-10.10.LP.H
- Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text. RL.9-10.10.LP.I
- Prior Knowledge RL.9-10.10.LP.J
- Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text. RL.9-10.10.LP.K
- Compare in formation, concept, experience or text structure presented in a given text to one's own prior knowledge. RL.9-10.10.LP.L
- Share prior knowledge related to a given information, concept, experience or text structure. RL.9-10.10.LP.M
- Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader, prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate) RL.9-10.10.LP.N
- Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading) RL.9-10.10.LP.O
- Text-to-Text, Text-to-Self, Text-to-World Connections / Comparisons RL.9-10.10.LP.P
- Demonstrate a purpose for reading by making text connections (textto-self, text-to-text, text-to-world) before, during or after reading. RL.9-10.10.LP.Q
- Identify text-to-world connection related to a specific text. RL.9-10.10.LP.R

Skip to main content

- Gather information, concepts and experiences from a given text that have real world connections beyond one's own experiences. ("This could happen in real life." Or "I saw this happen on the news, TV show, social media…") RL.9-10.10.LP.S
- Acknowledge that people, places and events are broader than one's own experiences. RL.9-10.10.LP.T
- Decoding / Phonological Awareness RL.9-10.10.LP.U
- Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills RL.9-10.10.LP.W
- Actively engage in the reading of grade-level, literary text. (stories, dramas, and poems) RL.9-10.10.LP.V
- Actively engage with grade-level stories, dramas, and poems. RL.9-10.10.LP.X

Reading Standards for Informational Text

Key Ideas and Details

Skip to main content

1 Cite strong 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

Complexity a

a Cite details from the text to support the answers to literal and inferential questions using a grade-level/ageappropriate text. RI.9-10.1A

Complexity b

b Cite details from the text to support the answers to literal questions. RI.9-10.1B

Complexity c

c Answer literal questions from the text. RI.9-10.1C

Learning Progression

- Answer questions that are logically derived (inferred) from the text. RI.9-10.1.LP.A
- Answer factual (literal) questions about a text. RI.9-10.1.LP.B
- Define the term literal. RI.9-10.1.LP.C
- Distinguish between explicitly stated details and an inference. RI.9-10.1.LP.D
- Identify characteristics of an inferential question. RI.9-10.1.LP.E
- Identify details about a topic from the text. RI.9-10.1.LP.F
- Identify the topic of the text. RI.9-10.1.LP.G
- Actively engage in the reading of informational text. RI.9-10.1.LP.H
- Engage with images or objects that represent details from the text. RI.9-10.1.LP.I
- Actively engage in the reading of informational text. RI.9-10.1.LP.J

Skip to main content

2 Analyze informational text development. a. 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. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. RI.9-10.2

Complexity a

a Summarize a central ideas in a text, including the main topic and how the details impact ideas. RI.9-10.2A

Complexity b

b Identify the topic of a text and support it with central ideas and details. RI.9-10.2B

Complexity c

c Organize main ideas related to the central idea of a text using maps, bar graphs, or Venn diagrams. RI.9-10.2C

Learning Progression

- Describe the characteristics of an objective summary. (the resume of the writer including goals, skills and qualifications) RI.9-10.2.LP.A
- Describe what a summary includes/excludes. RI.9-10.2.LP.B
- Identify details about the topic. RI.9-10.2.LP.C
- Identify the topic of the text. RI.9-10.2.LP.D
- Use maps, bar graphs, venn diagrams or other graphic organizer to develop and support the understanding of main ideas, central ideas and topics within text. RI.9-10.2.LP.E
- Select and extract information from text and place into specific areas of a graphic organizer. RI.9-10.2.LP.F
- Match graphic organizer with its function. RI.9-10.2.LP.G
- Identify specific graphic organizers by name. RI.9-10.2.LP.H
- Distinguish between main ideas (topic of a paragraph or segment of the text, or a summary of a section of text) and central idea (unifying theme or universal truth across text and is supported by the setting and the characters - most often found in informational text) in the text. RI.9-10.2.LP.I
- Identify details in the text that support the main idea. RI.9-10.2.LP.J
- Identify the main idea in the text. RI.9-10.2.LP.K
- Identify the central idea in reference to informational text. RI.9-10.2.LP.L
- Identify details within paragraphs in text. RI.9-10.2.LP.M
- Identify graphic organizers such as: maps, bar graphs or Venn diagrams. RI.9-10.2.LP.N
- Actively engage during the sharing of a sentence or paragraph from informational text. RI.9-10.2.LP.P

Skip to main content

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.9-10.3

Complexity a

a Explain connections among events, ideas, individuals, or steps in a text. RI.9-10.3A

Complexity b

b Identify connections between two events, ideas, individuals, or steps in a text. RI.9-10.3B

Complexity c

c Identify steps, ideas, or events in a text. RI.9-10.3C

Learning Progression

- Sequence ideas or events from text. RI.9-10.3.LP.A
- Distinguish between distinguish between events, ideas, individuals and steps in text. RI.9-10.3.LP.B
- Identify events, ideas, individuals and steps in text. RI.9-10.3.LP.C
- Distinguish between distinguish between events, ideas, and steps in text. RI.9-10.3.LP.D
- Actively engage in the sharing of the text. RI.9-10.3.LP.E
- Engage with images or objects representing ideas, individuals or events from text. RI.9-10.3.LP.F

Craft and Structure

Skip to main content

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.9-10.4

Complexity a

a Determine the meaning of words and phrases as they are used in a text; analyze figurative language, connotation, and technical terms within a text. RI.9-10.4A

Complexity b

b Explain how the authors' word choice affects the tone of a text. RI.9-10.4B

Complexity c

c Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of rain or snow with the word precipitation). RI.9-10.4C

Learning Progression

- Identify multiple meanings of words and phrases related to the topic. RI.9-10.4.LP.A
- Identify how the author uses certain words and phrases to set the tone of the text. RI.9-10.4.LP.B
- Identify how words in the text impact meaning in the text. RI.9-10.4.LP.C
- Explain the difference between literal and nonliteral language RI.9-10.4.LP.D
- Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words in a text. RI.9-10.4.LP.E
- Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words in a text. RI.9-10.4.LP.F

Skip to main content

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.9-10.5

Complexity a

a Explain how the author's use of various structures (e.g., sentences, paragraphs, chapters) contributes to the intent of the text. RI.9-10.5A

Complexity b

b Determine how the structure of the text (e.g., sentences, paragraphs) contributes to the effectiveness of the text. RI.9-10.5B

Complexity c

c Identify the intent of the text for the reader (e.g., inform, persuade). RI.9-10.5C

Learning Progression

- Distinguish between sentences, paragraphs, and larger portions of text. RI.9-10.5.LP.A
- Identify the characteristics of either informative or persuasive intent within text. RI.9-10.5.LP.B
- Identify characteristics of both informative and persuasive text. RI.9-10.5.LP.C
- Identify different text types. (informative, persuasive) RI.9-10.5.LP.D
- Identify the ideas and/or claims appear in the paragraphs of the text. RI.9-10.5.LP.E
- Identify how the author uses the text to inform (via ideas) or persuade (via claims) the reader. RI.9-10.5.LP.F
- Distinguish between ideas and claims. RI.9-10.5.LP.G
- Actively engage in the sharing of different types of informational text. RI.9-10.5.LP.H
- Actively engage in the sharing of different types of informational text. RI.9-10.5.LP.I

Skip to main content

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

Complexity a

a Describe how the author uses words and phrases to develop a perspective. RI.9-10.6A

Complexity b

b Determine which sentences and paragraphs in a text provide an author's perspective. RI.9-10.6B

Complexity c

c Identify the author's purpose in a text. RI.9-10.6C

Learning Progression

- Identify words in the text that are specific to the text topic. RI.9-10.6.LP.A
- Define the different types of author's purpose. RI.9-10.6.LP.B
- Identify the topic of the text. RI.9-10.6.LP.C
- Actively engage in the sharing of informational texts with various purposes. RI.9-10.6.LP.D
- Actively engage in the sharing of informational texts with various purposes. RI.9-10.6.LP.E

Integration of Knowledge and Ideas

Skip to main content

7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RI.9-10.7

Complexity a

a Explain the effect of the similarities and differences between print and multimedia presentations of the same topic or idea. RI.9-10.7A

Complexity b

b Describe key similarities and differences within print and multimedia presentations of the same topic or idea. RI.9-10.7B

Complexity c

c Identify key details that depict differences in print and multimedia presentations of the same topic or idea. RI.9-10.7C

Learning Progression

- Compare and contrast print and multimedia presentations of the same topic. RI.9-10.7.LP.A
- Identify various print and multimedia depictions of the same topic. RI.9-10.7.LP.B
- Identify overlapping concepts or ideas in various text. RI.9-10.7.LP.C
- Identify the key details in the text. RI.9-10.7.LP.D
- Actively engage with two different media formats on the same topic. RI.9-10.7.LP.E
- Actively engage with two different media formats on the same topic. RI.9-10.7.LP.F

Skip to main content

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.9-10.8

Complexity a

a Determine whether information is relevant to and sufficient for supporting a claim; explain when reasoning is fallacious or incomplete. RI.9-10.8A

Complexity b

b Identify relevant and irrelevant statements about a topic or claim. RI.9-10.8B

Complexity c

c Recognize relevant and irrelevant statements about a topic. RI.9-10.8C

Learning Progression

- Describe why a statement's reasoning is false. RI.9-10.8.LP.A
- Describe how to determine if a statement is true or false. RI.9-10.8.LP.B
- Sort examples as relevant or irrelevant statements about a given topic. RI.9-10.8.LP.C
- Actively engage in various graphic and tactile representations of different topics. RI.9-10.8.LP.D
- Actively engage in various graphic and tactile representations of different topics. RI.9-10.8.LP.E

Skip to main content

9 Analyze seminal documents of historical and literary significance to the United States (e.g., George Washington's Farewell Address, Abraham Lincoln's Gettysburg Address, Franklin D. Roosevelt's "Four Freedoms" speech, Martin Luther King Jr.'s "Letter from Birmingham Jail"), including how they address related themes and concepts. RI.9-10.9

Complexity a

a Determine the themes or concepts addressed in documents of historical and/or literary significance to the United States. RI.9-10.9A

Complexity b

b Identify the importance of documents of historical and/or literary significance to the United States. RI.9-10.9B

Complexity c

c Match documents of historical and/or literary significance to the United States to a related theme or concept. RI.9-10.9C

Learning Progression

- Identify the theme in U.S. primary documents. RI.9-10.9.LP.A
- Identify main ideas and overarching concepts in U.S. seminal documents. RI.9-10.9.LP.B
- Identify the theme or concept related to individual historical U.S. documents. RI.9-10.9.LP.C
- Define theme. RI.9-10.9.LP.D
- Identify historical U.S. documents. (Gettysburg Address, Constitution, Declaration of Independence, etc.) RI.9-10.9.LP.E
- Actively engage with the sharing of the same or similar topics from two or more U.S. documents. RI.9-10.9.LP.F
- Actively engage with the sharing of the same or similar topics from two or more U.S. documents. RI.9-10.9.LP.G

Range of Reading and Level of Complexity

Skip to main content

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, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex texts. 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, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex texts. RI.9-10.10

Complexity a

a Read grade-level/ age-appropriate, adapted informational or technical texts. RI.9-10.10A

Complexity b

b Read supported gradelevel/age-appropriate, adapted informational or technical texts. RI.9-10.10B

Complexity c

c Actively participate in supported grade-level/ age-appropriate, adapted informational or technical texts. RI.9-10.10C

Skip to main content

Learning Progression

- Historical and Cultural Connections RI.9-10.10.LP.A
- Compare personal experiences with cultural references in text. RI.9-10.10.LP.B
- Define cultures in a text as having to do with human intellectual achievement. RI.9-10.10.LP.C
- Compare personal experiences with historical references in text. RI.9-10.10.LP.D
- Define historical representations in a text as having to do with factual past events. RI.9-10.10.LP.E
- Background Knowledge RI.9-10.10.LP.F
- Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text. RI.9-10.10.LP.G
- Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text. RI.9-10.10.LP.H
- Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text. RI.9-10.10.LP.I
- Prior Knowledge RI.9-10.10.LP.J
- Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text. RI.9-10.10.LP.K
- Compare in formation, concept, experience or text structure presented in a given text to one's own prior knowledge. RI.9-10.10.LP.L
- Share prior knowledge related to a given information, concept, experience or text structure. RI.9-10.10.LP.M
- Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader, prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate) RI.9-10.10.LP.N
- Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading) RI.9-10.10.LP.O
- Text-to-Text, Text-to-Self, and Text-to-World Connections / Comparisons RI.9-10.10.LP.P
- Demonstrate a purpose for reading by making text connections (textto-self, text-to-text, text-to-world) before, during or after reading. RI.9-10.10.LP.Q
- Identify text-to-world connection related to a specific text. RI.9-10.10.LP.R

Skip to main content

- Gather information, concepts and experiences from a given text that have real world connections beyond one's own experiences. ("This could happen in real life." Or "I saw this happen on the news, TV show, social media…") RI.9-10.10.LP.S
- Acknowledge that people, places and events are broader than one's own experiences. RI.9-10.10.LP.T
- Decoding / Phonological Awareness RI.9-10.10.LP.U
- Actively engage in the reading of grade-level, literary text. (stories, dramas, and poems) RI.9-10.10.LP.V
- Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills RI.9-10.10.LP.W
- Actively engage with grade-level stories, dramas, and poems. RI.9-10.10.LP.X

Writing **Text Types and Purposes**

Skip to main content

1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present an argument. b. Introduce precise claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. d. 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. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. W.9-10.1

Complexity a

a Generate a written position and provide persuasive evidence from the text to support the position using argument, claim, and counterclaim using a template. W.9-10.1A

Complexity b

b Generate a written position by selecting reasons and relevant facts from the text to support a topic using a template. W.9-10.1B

Complexity c

c Generate a written position on a specific topic with relevant facts from the text using a template. W.9-10.1C

Learning Progression

- Identify claim and counterclaim in a text. W.9-10.1.LP.A
- Define claim and counterclaim. W.9-10.1.LP.B
- Identify evidence to support a position. W.9-10.1.LP.C
- Distinguish relevant facts from reasons when supporting a position. W.9-10.1.LP.D
- Identify the purpose of a persuasive writing. W.9-10.1.LP.E
- Identify various positions in a text. W.9-10.1.LP.F
- Determine relevant facts in a text. W.9-10.1.LP.G
- Identify the elements of persuasive writing (intro, body, and conclusion) W.9-10.1.LP.H
- Actively engage in the sharing of opinions on a topic. W.9-10.1.LP.I
- Actively engage in the sharing of opinions on a topic. W.9-10.1.LP.J

Skip to main content

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. a.Establish a clear and thorough thesis to present information. b.Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed. c. Develop the topic with wellchosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 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. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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. g.Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.9-10.2

Complexity a

a Generate/write a text of one or more paragraphs on a topic. Provide an introduction with a thesis statement and logically organize details, using appropriate transitions and domain-specific terms. Include examples, definitions, charts, or tables as appropriate. Provide a concluding statement with support and/or graphic organizers. W.9-10.2A

Complexity b

b Generate a written text on a topic, including a topic sentence and conclusion. W.9-10.2B

Complexity c

c Generate a written text that communicates facts and details on a given topic. W.9-10.2C

Skip to main content

Learning Progression

- Identify the purpose of a thesis statement W.9-10.2.LP.A
- Identify text features that help to organize writing and support the reader. (i.e. table of contents, figures, multimedia, transitions, headings, charts, bolded vocabulary, and graphics, glossary, etc.) W.9-10.2.LP.B
- Identify the key elements of an informative essay (intro, body, and conclusion). W.9-10.2.LP.C
- Use a sentence frame or other scaffold, as needed, to generate a sentence. W.9-10.2.LP.D
- Identify the required elements of a sentence. W.9-10.2.LP.E
- Identify the topic to be included within a topic and concluding sentence. W.9-10.2.LP.F
- Identify the structure and elements within a paragraph. (topic sentence, sentences containing supporting details, concluding statement. W.9-10.2.LP.G
- Select facts and details from a reliable source to include in writing about a given topic. W.9-10.2.LP.H
- Identify the purpose of an informative text. W.9-10.2.LP.I
- Actively engage in the sharing of facts on a topic or personal story. W.9-10.2.LP.J
- Actively engage in the sharing of facts on a topic or personal story. W.9-10.2.LP.K

Skip to main content

3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. 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. b. Use narrative techniques— such as dialogue, pacing, description, reflection, and multiple plot lines—to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.9-10.3

Complexity a

a Relate a personal experience or tell a story in writing that includes a setting, characters, and a logical sequence of events. Include narrative techniques such as description, reflection, or dialogue. W.9-10.3A

Complexity b

b Relate a personal experience or tell a story in writing that includes a setting, characters, and a logical sequence of events that expand to include setting in the beginning section, events that illustrate the problem in the middle section, and an ending that provides a resolution. W.9-10.3B

Complexity c

c Relate a personal experience using pictures, words, and/or sentences. Include a beginning, middle, and end that expand to include setting in the beginning section, events that illustrate the problem in the middle section, and an ending that provides a resolution. W.9-10.3C

Learning Progression

- Identify narrative techniques (e.g., dialogue, description, or reflection) W.9-10.3.D
- Create dialogue to align with the sequential details. W.9-10.3.E
- Actively engage in personal storytelling. W.9-10.3.F
- Map sequential details and ideas for the story (beginning, middle, and resolution). W.9-10.3.G
- Identify plot development W.9-10.3.H
- Identify setting in relation to the story. W.9-10.3.I
- Identify characters and roles in the story. W.9-10.3.J
- Use/select/create pictures that represent story details. W.9-10.3.K
- Recall a personal story or experience. W.9-10.3.L
- Engage with a storyteller. W.9-10.3.M

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.9-10.4

Complexity a

a Generate writing that uses language or style that is appropriate for persuasive, informative, or narrative tasks. W.9-10.4A

Complexity b

b Generate writing that uses appropriate forms of organization for persuasive, informative, or narrative tasks. W.9-10.4B

Complexity c

c Recognize whether a passage is persuasive, informative, or narrative. W.9-10.4C

Learning Progression

- Develop an outline using objects, images or text to demonstrate organization of writing. W.9-10.4.LP.A
- Identify elements within an outline including: intro, thesis, topic sentences, supporting details, etc.,). W.9-10.4.LP.B
- Distinguish between language used for each writing style (persuasive, informative, and narrative). W.9-10.4.LP.C
- Identify the types of language used in persuasive, informative, and narrative writing. W.9-10.4.LP.D
- Identify the purpose of persuasive, informative and narrative writing. W.9-10.4.LP.E
- Actively engage with texts with various purposes. W.9-10.4.LP.F
- Actively engage with texts with various purposes. W.9-10.4.LP.G

Skip to main content

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) W.9-10.5

Complexity a

a Edit and revise sentences to provide correct capitalization and ending punctuation, accurate terms, and appropriate style of a persuasive, informative, or narrative task. W.9-10.5A

Complexity b

b Edit and revise sentences to strengthen the overall meaning of a persuasive, informative, or narrative task with guidance and support. W.9-10.5B

Complexity c

c Edit and revise written text to provide correct capitalization and ending punctuation, accurate terms, and the conventions of a persuasive, informative, or narrative task. W.9-10.5C

Learning Progression

- Edit paragraphs for conventions. W.9-10.5.LP.A
- Identify various styles in multiple texts. W.9-10.5.LP.B
- Define style as demonstrated in various types of writing (persuasive, informative, and narrative). W.9-10.5.LP.C
- Edit sentences with errors in capitalization and end punctuation. W.9-10.5.LP.D
- Identify errors in won writing. W.9-10.5.LP.E
- Identify the rules for capitalization. W.9-10.5.LP.F
- Identify the rules for ending punctuation. W.9-10.5.LP.G
- Revise sentences to clarify the meaning of writing task. W.9-10.5.LP.H
- Distinguish sentences that are clear in meaning-- according to the task. W.9-10.5.LP.I
- Actively engage in the sharing of text with and without errors in convention. W.9-10.5.LP.J
- Actively engage in the sharing of text with and without errors in convention. W.9-10.5.LP.K

Skip to main content

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. W.9-10.6

Complexity a

a Use assistive technology or other digital tools to generate a paragraph on a topic. W.9-10.6A

Complexity b

b Use assistive technology or other digital tools to generate several relevant sentences about a topic. W.9-10.6B

Complexity c

c Use assistive technology or other digital tools to generate simple sentences about a topic. W.9-10.6C

Learning Progression

- Develop independence in the use of technology, including assistive technology, for communication, writing and research. W.9-10.6.LP.A
- Determine which technology can assist with composing writing. W.9-10.6.LP.B
- Use technology tools to review sentences for autocorrect errors. W.9-10.6.LP.C
- Identify technology tools to review sentences for autocorrect errors W.9-10.6.LP.D
- Actively participate in a shared writing experience using assistive technology tools. W.9-10.6.LP.E
- Actively participate in the use of assistive technology to share ideas that will eventually be published as writing. W.9-10.6.LP.F
- Actively participate in a shared writing experience using assistive technology tools. W.9-10.6.LP.G
- Actively participate in the use of assistive technology to share ideas that will eventually be published as writing. W.9-10.6.LP.H

Research to Build and Present Knowledge

Skip to main content

7 Conduct short as well as sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.7

Complexity a

a Collect information from relevant sources to find the answer to a question or solve a problem. W.9-10.7A

Complexity b

b Select one or more relevant sources to find the answer to a question or solve a problem. W.9-10.7B

Complexity c

c Identify a question of interest for research and select a source to gather information on that topic. W.9-10.7C

Learning Progression

- Distinguish relevant sources from irrelevant sources. W.9-10.7.LP.A
- Determine what constitutes a relevant source. W.9-10.7.LP.B
- Identify how to cite sources. W.9-10.7.LP.C
- Select relevant information from a source related to research question. W.9-10.7.LP.D
- Select sources for research. W.9-10.7.LP.E
- Determine the types of questions that require research. W.9-10.7.LP.F
- Actively participate in selecting a topic for research. W.9-10.7.LP.G
- Actively participate in selecting a topic for research. W.9-10.7.LP.H

Skip to main content

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; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.8

Complexity a

a Gather information from a range of sources to address a topic, describe an idea, or support an argument. Organize the information into a cohesive report and cite sources using a template for guidance. W.9-10.8A

Complexity b

b Sort gathered information into relevant/irrelevant categories and cite sources using a template for guidance. W.9-10.8B

Complexity c

c Identify one or more sources that are likely to provide relevant information about a topic or idea. W.9-10.8C

Learning Progression

- Identify the research process. W.9-10.8.LP.A
- Identify how to organize research. W.9-10.8.LP.B
- Identify how to cite sources. W.9-10.8.LP.C
- Distinguish relevant sources from irrelevant sources. W.9-10.8.LP.D
- Identify characteristics of a relevant source. W.9-10.8.LP.E
- Actively engage in shared review of sources on a chosen topic. W.9-10.8.LP.F
- Actively engage in shared review of sources on a chosen topic. W.9-10.8.LP.G

Skip to main content

9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 reading standards to literature (e.g., “Analyze how an author alludes to 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]”). b. Apply grades 9–10 reading standards to literary nonfiction (e.g., “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”). W.9-10.9

Complexity a

a Use evidence from grade-level/ageappropriate fiction or nonfiction text to support a written text. W.9-10.9A

Complexity b

b Select evidence from gradelevel/age-appropriate source material to support a written text. W.9-10.9B

Complexity c

c Identify whether a fiction or nonfiction text source will support writing. W.9-10.9C

Learning Progression

- Determine evidence that will support the claims in a text. W.9-10.9.LP.A
- Actively explore fiction and nonfiction sources on a chosen topic for writing. W.9-10.9.LP.B
- Identify whether or not a text is aligned to a specific claim or theme used to analyse, reflect, or research a topic. W.9-10.9.LP.C
- Identify a claim in a text. W.9-10.9.LP.D
- Identify the theme in a text. W.9-10.9.LP.E
- Engage in shared fiction and nonfiction. W.9-10.9.LP.F

Range of Writing

Skip to main content

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. W.9-10.10

Complexity a

a Write routinely for a range of discipline specific task, purposes, and audiences. W.9-10.10A

Complexity b

b Participate routinely in supported writing activities for a range of tasks. W.9-10.10B

Complexity c

c Participate in shared writing. W.9-10.10C

Learning Progression

- Break large writing task into smaller segments of writing. W.9-10.10.LP.A
- Capture thoughts and communications as writing W.9-10.10.LP.B
- Use of assistive technology to share ideas that will eventually be published as writing. W.9-10.10.LP.C
- Actively participate in a shared writing experience using assistive technology tools as needed. W.9-10.10.LP.D
- Increase the number of communication expressions over given time period W.9-10.10.LP.E
- Develop a formal mode of communication that is understood by others W.9-10.10.LP.F
- Establish a mode of access for communication W.9-10.10.LP.G
- Engage in expressive communications (gestures, facial expressions, utterances, choice making – gaze, direct select, switch) W.9-10.10.LP.H
- Actively participate in shared writing. W.9-10.10.LP.I
- Engage by actively listening to shared writing. W.9-10.10.LP.J

Speaking and Listening **Comprehension and Collaboration**

Skip to main content

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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from the texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views), clear goals and deadlines, and individual roles as needed. 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. 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 considering the evidence and reasoning presented. SL.9-10.1

Complexity a

a Initiate and participate in discussions about grade-level/ age-appropriate topics or text with a diverse range of partners. Form and express an opinion on a topic. Respond thoughtfully to the comments of others. Participate in the setting of goals, establishing roles, and clarifying conclusions. SL.9-10.1A

Complexity b

b Participate in discussions about grade-level/ageappropriate topics or text. Share personal ideas on a topic. Pose and respond to specific questions to participate in a discussion. SL.9-10.1B

Complexity c

c Actively participate in conversational exchanges about grade-level/ageappropriate topics or text. Respond to questions, comments, and exchanges of others when prompted. SL.9-10.1C

Learning Progression

- Identify verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.,). SL.9-10.1.LP.A
- Respond to verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.,). SL.9-10.1.LP.B
- Demonstrate active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker's point, etc.,). SL.9-10.1.LP.C
- Actively engage in verbal and/or nonverbal communication with peers. SL.9-10.1.LP.D
- Actively engage in verbal and/or nonverbal communication with peers. SL.9-10.1.LP.E

Skip to main content

2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.2

Complexity a

a Categorize information provided from multiple sources as accurate or inaccurate, relevant or irrelevant. Explain how the accuracy of the information might affect the solution to a problem. SL.9-10.2A

Complexity b

b Compare and contrast information from two or three sources to make a personal decision or solve a problem. SL.9-10.2B

Complexity c

c Use information from various sources to make a personal choice or decision. SL.9-10.2C

Learning Progression

- Describe how information from a source can aid in making a decision or solving a problem. SL.9-10.2.LP.A
- Describe the purpose of a graphic or manipulative. SL.9-10.2.LP.B
- Match graphics/manipulatives to its meaning. SL.9-10.2.LP.C
- Actively engage in shared discussions using graphics and manipulatives to make choices. SL.9-10.2.LP.D
- Actively engage in shared discussions using graphics and manipulatives to make choices. SL.9-10.2.LP.E

Skip to main content

3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. SL.9-10.3

Complexity a

a Explain a speaker's perspective and cite relevant and irrelevant support that the speaker provides. SL.9-10.3A

Complexity b

b Identify a speaker's perspective and cite relevant support. SL.9-10.3B

Complexity c

c Identify a speaker's perspective. SL.9-10.3C

Learning Progression

- Distinguish main points versus details SL.9-10.3.LP.A
- Identify details in a text or speech. SL.9-10.3.LP.B
- Describe why identifying the speaker is important. SL.9-10.3.LP.C
- Define perspective. SL.9-10.3.LP.D
- Identify the speaker. SL.9-10.3.LP.E
- Actively engage in a guided discussion about the main points in a text. SL.9-10.3.LP.F
- Actively engage in a guided discussion about the main points in a text. SL.9-10.3.LP.G

Presentation of Knowledge and Ideas

Skip to main content

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 purpose, audience, and task. SL.9-10.4

Complexity a

a Present information and supporting information in an organized manner appropriate to the purpose, topic, and audience. SL.9-10.4A

Complexity b

b Present pertinent facts and details in appropriate order and as appropriate to the topic or purpose of the presentation and the audience. SL.9-10.4B

Complexity c

c Present pertinent facts and details that are appropriate to the topic or purpose of the presentation. SL.9-10.4C

Learning Progression

- Select pertinent facts and details related to a topic. SL.9-10.4.LP.A
- Determine the purpose of a presentation. SL.9-10.4.LP.B
- Describe the importance of details in a text. SL.9-10.4.LP.C
- Distinguish differences between facts and falsehoods. SL.9-10.4.LP.D
- Actively engage with various reading materials on a topic. SL.9-10.4.LP.E
- Actively engage with various reading materials on a topic. SL.9-10.4.LP.F

Skip to main content

5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.9-10.5

Complexity a

a Integrate multimedia and visual components and explain their relevance to a presentation. SL.9-10.5A

Complexity b

b Apply multimedia and visual components to enhance a presentation. SL.9-10.5B

Complexity c

c Select one or more findings from a different format (text, audio, visual, or interactive) to use in a media presentation. SL.9-10.5C

Learning Progression

- Compare the different impacts various multimedia may have on presentations. (e.g., why a presentation should use audio rather than print). SL.9-10.5.LP.A
- Describe the importance of multimedia in presentation. SL.9-10.5.LP.B
- Use assistive technology to create digital media. SL.9-10.5.LP.C
- Identify the many components of multimedia (e.g., text, audio, visual, or interactive). SL.9-10.5.LP.D
- Actively engage in various formats on a chosen topic. SL.9-10.5.LP.E
- Actively engage in various formats on a chosen topic. SL.9-10.5.LP.F

Skip to main content

6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) SL.9-10.6

Complexity a

a Adapt communication specific to the formal or informal situation. SL.9-10.6A

Complexity b

b Effectively communicate in a variety of formal and informal situations. SL.9-10.6B

Complexity c

c Effectively communicate in informal situations. SL.9-10.6C

Learning Progression

- Match speech contexts with specific tasks or scenarios. (i.e. formal speech should be used when giving a speech about research vs. text messaging a friend using slang and abbreviated speech patterns SL.9-10.LP.A
- Recognize when to use formal register and a time to use casual register. SL.9-10.LP.B
- Distinguish between formal and informal communication. SL.9-10.LP.C
- Understand the difference between formal and informal English. SL.9-10.LP.D
- Actively engage in communication with adults. SL.9-10.LP.E
- Actively engage (using any mode) in discussions with peers. SL.9-10.LP.F
- Actively engage in verbal and/or nonverbal communication with peers. SL.9-10.LP.G

Language **Conventions of Standard English**

Skip to main content

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. 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.9-10.1

Complexity a

a Demonstrate the conventions of grammar when writing or speaking by forming declarative, imperative, interrogative sentences and complex sentences that contain conditional clauses (e.g., “If I finish my homework, I can play a game.”). L.9-10.1A

Complexity b

b Generate a simple sentence with beginning capitalization, capitalization of names, ending punctuation, and correct spellings. L.9-10.1B

Complexity c

c Use words and phrases to communicate (e.g., during a shared writing or speaking activity). L.9-10.1C

Learning Progression

- Define Phrases and Clauses L.9-10.1.LP.A
- Recognize that a clause can be a complete sentence. L.9-10.1.LP.B
- Include conventions of grammar such as endings, tenses, and parts of speech into communications to clarify meaning. L.9-10.1.LP.C
- If used in a series (list) in the sentence, the words that begin the series must match in endings, tenses, or parts of speech. L.9-10.1.LP.D
- Write sentences with proper spelling, capitalization, punctuation, and grammar. L.9-10.1.LP.E
- Identify words that can have multiple endings and/or spellings, depending on their function and place in the sentence. L.9-10.1.LP.F
- Identify the elements of a complete sentence (i.e., complete sentence is made of a subject and verb). L.9-10.1.LP.G
- Identify nouns and verbs in sentences L.9-10.1.LP.H
- Actively communicate during writing and speaking opportunities. L.9-10.1.LP.I
- Select words and phrases to use in communication. L.9-10.1.LP.J
- Engage with a communication partner. L.9-10.1.LP.K

Skip to main content

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell words correctly. L.9-10.2

Complexity a

a Generate multiple sentences that contain correct conventions, including capitalization, punctuation, and spelling. Use correct spelling. L.9-10.2A

Complexity b

b Generate several sentences that contain correct conventions of capitalization, punctuation, and spelling. Use correct spelling. L.9-10.2B

Complexity c

c Use capital letters for familiar names and at the beginning of sentences. Use appropriate punctuation at the end of sentences. Use correct spelling. L.9-10.2C

Learning Progression

- Identify independent clauses within sentences. L.9-10.2.LP.A
- Identify when a semicolon is appropriate or an option. L.9-10.2.LP.B
- Describe the difference between a colon and a semicolon and their functions in a sentence. L.9-10.2.LP.C
- Demonstrate an understanding of basic spelling rules. L.9-10.2.LP.D
- Identify the components of a complete sentence. L.9-10.2.LP.E
- Distinguish between various sentence types. L.9-10.2.LP.F
- Sort words by parts of speech. L.9-10.2.LP.G
- Actively engage in reviewing multiple examples of proper capitalization, punctuation, and spelling. L.9-10.2.LP.H
- Engage with punctuation and capital letters. L.9-10.2.LP.I
- Actively engage in reviewing multiple examples of proper capitalization, punctuation, and spelling. L.9-10.2.LP.J

Knowledge of Language

Skip to main content

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. a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Kate L. Turabian's Manual for Writers) appropriate for the discipline and writing type. b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. L.9-10.3

Complexity a

a Generate language to communicate effectively in different contexts, spoken and written (e.g., using formal or informal discourse as appropriate). L.9-10.3A

Complexity b

b Generate and communicate sentences in varied contexts. L.9-10.3B

Complexity c

c Use language to communicate in varied situations and for varied purposes. L.9-10.3C

Learning Progression

- Use and respond to verbal cues in conversations with various audiences. L.9-10.3.LP.A
- Identify the audience when speaking or writing. L.9-10.3.LP.B
- Identify components of a complete sentence. L.9-10.3.LP.C
- Use appropriate language during spoken and written communication. L.9-10.3.LP.D
- Actively participate in conversations with various audiences. L.9-10.3.LP.E
- Actively communicate for different purposes and with various audiences. L.9-10.3.LP.F
- Actively engage (through any communication mode) in a conversation with one participant. L.9-10.3.LP.G
- Actively engage (through any communication mode) in a conversation with one participant. L.9-10.3.LP.H

Vocabulary Acquisition and Use

Skip to main content

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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. 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, part of speech, or etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.9-10.4

Complexity a

a Use context clues, word structure, or reference materials to determine the meaning of unknown and multiple-meaning words. L.9-10.4A

Complexity b

b Use context clues to determine the meaning of unknown or multiple-meaning words. L.9-10.4B

Complexity c

c Select a picture or written text that matches the meaning of a word. L.9-10.4C

Learning Progression

- Match the meaning of a word to its sentence or paragraph level context. L.9-10.4.LP.A
- Identify words represented in text or visually that have multiple meanings L.9-10.4.LP.B
- Identify parts of a text or visual that shows the context for the word. L.9-10.4.LP.C
- Match a word or picture to its correct meaning. L.9-10.4.LP.D
- Match words to images to demonstrate an understanding of word denotation (dictionary definition). L.9-10.4.LP.E
- Use technology tools to look up and define the literal or primary meaning of an unknown word (denotation) as needed. L.9-10.4.LP.F
- Match individual morphemes from and unknown word to its meaning. L.9-10.4.LP.G
- Identify the morphemes within an unknown word. L.9-10.4.LP.H
- Identify unknown words in text. L.9-10.4.LP.I
- Actively engage with textual and visual representations of unknown words. L.9-10.4.LP.J
- Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words. L.9-10.4.LP.K

Skip to main content

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. L.9-10.5

Complexity a

a Explain the meaning of figurative language in context (e.g., euphemism, oxymoron). L.9-10.5A

Complexity b

b Explain the difference between literal and nonliteral meanings of words/ phrases in context. L.9-10.5B

Complexity c

c Match figurative word pictures and phrases to their meanings. L.9-10.5C

Learning Progression

- Identify conceptual differences (e.g., hot/cold) L.9-10.5.LP.A
- Identify when a word or phrase is being used in a nonliteral way. L.9-10.5.LP.B
- Identify words that share meaning. L.9-10.5.LP.C
- Identify words that have multiple meanings meaning (e.g. the word “rock” as a noun vs. a verb). L.9-10.5.LP.D
- Match pictures to words. L.9-10.5.LP.E
- Demonstrates an understanding of denotation (dictionary definition) and connotation (alternate meanings based on feelings associated with a word). L.9-10.5.LP.F
- Actively engage in guided sharing of words with hidden meanings using graphic and tactile representations. L.9-10.5.LP.G

Skip to main content

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. L.9-10.6

Complexity a

a Demonstrate understanding of grade-level/ age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area. L.9-10.6A

Complexity b

b Use grade-level/ageappropriate academic and domain-specific words and phrases in conversation and writing. L.9-10.6B

Complexity c

c Use words acquired through learning activities (e.g., using a science term during a science lab). L.9-10.6C

Learning Progression

- Describe the meaning of academic words and phrases L.9-10.6.LP.A
- Choose appropriate domain-specific words from a word bank for writing or speaking during a learning activity. L.9-10.6.LP.B
- Identify content specific terms within text and speech. L.9-10.6.LP.C
- Identify domain specific vocabulary within a subject area or text. L.9-10.6.LP.D
- Match academic vocabulary with pictures or objects L.9-10.6.LP.E
- Actively engage in the reading of various content-area texts. L.9-10.6.LP.F
- Engage in content area learning. L.9-10.6.LP.G