Pennsylvania English Language Arts

Grades 9, 10

Adopted 2014

Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. CC.1.2

Key Ideas and Details - Main Ideas

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; provide an objective summary of the text. CC.1.2.9-10.A

Key Ideas and Details - Text Analysis

B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.2.9-10.B

C. Apply appropriate strategies to analyze, interpret, and evaluate how an 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. CC.1.2.9-10.C

Craft and Structure - Point of View

D. Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.2.9-10.D

Craft and Structure - Text Structure

E. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.E

Craft and Structure - Vocabulary

F. Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.F

Integration of Knowledge and Ideas - Diverse Media

G. 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. CC.1.2.9-10.G

Integration of Knowledge and Ideas - Evaluating Arguments

H. Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.H

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I. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.I

Vocabulary Acquisition and Use

J. 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. CC.1.2.9-10.J

K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.9-10.K

Range of Reading

L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.2.9-10.L

Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. CC.1.3

Key Ideas and Details - Theme

A. 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. CC.1.3.9-10.A

Key Ideas and Details - Text Analysis

B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9-10.B

Key Ideas and Details - Literary Elements

C. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.C

Craft and Structure - Point of View

D. Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.D

Craft and Structure - Text Structure

E. Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. CC.1.3.9-10.E

Craft and Structure - Vocabulary

F. Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.F

Integration of Knowledge and Ideas - Sources of Information

Skip to main content

G. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.G

Integration of Knowledge and Ideas

H. Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9-10.H

Vocabulary Acquisition and Use

I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.I

J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.9-10.J

Range of Reading

K. Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.3.9-10.K

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.4

Informative/Explanatory

A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9-10.A

Informative/Explanatory - Focus

B. Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.9-10.B

Informative/Explanatory - Content

C. Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9-10.C

Informative/Explanatory - Organization

D. Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.D

Informative/Explanatory - Style

E. Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.E

Skip to main content

Informative/Explanatory - Conventions of Language

F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9-10.F

Opinion/Argumentative

G. Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.G

Opinion/Argumentative - Focus

H. Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim. CC.1.4.9-10.H

Opinion/Argumentative - Content

I. Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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. CC.1.4.9-10.I

Opinion/Argumentative - Organization

J. Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9-10.J

Opinion/Argumentative - Style

K. Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.K

Opinion/Argumentative - Conventions of Language

L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9-10.L

Narrative

M. Write narratives to develop real or imagined experiences or events. CC.1.4.9-10.M

Narrative - Focus

N. 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. CC.1.4.9-10.N

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arrative - Content

O. Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.O

Narrative - Organization

P. Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.P

Narrative - Style

Q. Write with an awareness of the stylistic aspects of writing. Use parallel structure.
Use various types of phrases and clauses to convey meaning and add variety and interest. CC.1.4.9-10.Q

Narrative - Conventions of Language

R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9-10.R

Response to Literature

S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9-10.S

Production and Distribution of Writing - Writing Process

T. 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. CC.1.4.9-10.T

Technology and Publication

U. 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. CC.1.4.9-10.U

Conducting Research

V. 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. CC.1.4.9-10.V

Credibility, Reliability, and Validity of Sources

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W. 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. CC.1.4.9-10.W

Range of Writing

X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.1.4.9-10.X

Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. CC.1.5

Comprehension and Collaboration - Collaborative Discussion

A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9-10.A

Comprehension and Collaboration - Critical Listening

B. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.B

Comprehension and Collaboration - Evaluating Information

C. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.C

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

D. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.D

Presentation of Knowledge and Ideas - Context

E. Adapt speech to a variety of contexts and tasks. CC.1.5.9-10.E

Integration of Knowledge and Ideas - Multimedia

F. Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9-10.F

Conventions of Standard English

G. Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content. CC.1.5.9-10.G