South Dakota English Language Arts

9th-10th Grade

Reading Literature RL

1 **Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly and inferentially.** 9-10.RL.1

2 **Determine a theme or central idea of a text.** 9-10.RL.2

- a Analyze its development over the course of the text, including how it is introduced, built, and refined by specific details. 9-10.RL.2.A
- b Provide an objective summary of the text to support thematic analysis. 9-10.RL.2.B

3 **Analyze how complex characters (e.g., those with multiple or conflicting motivations) and events develop over the course of a text, interact with others, and advance the plot or develop the theme.** 9-10.RL.3

4 **Analyze the impact of specific word choices and figurative language on meaning, mood, and tone (e.g., connotation, dialect, how the language evokes a sense of time and place; how it sets a formal or informal tone).** 9-10.RL.4

5 **Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.** 9-10.RL.5

6 **Assess how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States. Reflect on how personal experiences impact interpretations of a text.** 9-10.RL.6

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.** 9-10.RL.7

8 **Not applicable to literature** 9-10.RL.8

9 **Analyze a variety of related literary texts including how two or more texts from the same period treat similar themes or topics. Explain how an author draws upon or alludes to source material.** 9-10.RL.9

10 **By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 9 and 10.** 9-10.RL.10

- a Demonstrate proficiency in reading and comprehending grade-appropriate texts. 9-10.RL.10.A

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b Self-select texts for personal enjoyment, interest, and academic tasks. 9-10.RL.10.B

c Read widely to understand multiple perspectives and diverse viewpoints. 9-10.RL.10.C

Reading Informational Text RI

1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly and inferentially. 9-10.RI.1

2 Determine a central idea of a text. 9-10.RI.2

a Analyze its development over the course of the text, including how it is introduced, built, and refined by specific details. 9-10.RI.2.A

b Provide an objective summary of the text to support analysis. 9-10.RI.2.B

3 Analyze a text to explain how specific individuals, ideas, or events interact and develop over the course of the text, including explicit and implicit connections. 9-10.RI.3

4 Distinguish among 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). 9-10.RI.4

5 Analyze in detail how an author's ideas or claims are developed and refined by particular text structures (e.g. sentences, paragraphs, or larger portions of a text). 9-10.RI.5

6 Determine an author's point of view or purpose in a text. 9-10.RI.6

a Analyze how an author uses rhetoric to advance that point of view or purpose. 9-10.RI.6.A

b Evaluate a text for bias and/or fallacies. 9-10.RI.6.B

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. 9-10.RI.7

8 Delineate and evaluate the argument and specific claims in a text. 9-10.RI.8

a Assess whether the reasoning is valid, and the evidence is relevant and sufficient. 9-10.RI.8.A

b Identify false statements and fallacious reasoning. 9-10.RI.8.B

9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. Compare the approaches of two or more authors. 9-10.RI.9

10 By the end of the year, independently read and comprehend literary nonfiction and informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 9 and 10. 9-10.RI.10

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a Demonstrate proficiency in reading and comprehending grade-appropriate texts. 9-10.RI.10.A

b Self-select texts for personal enjoyment, interest, and academic tasks. 9-10.RI.10.B

c Read widely to understand diverse perspectives and viewpoints. 9-10.RI.10.C

Language L

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 9-10.L.1

a Use parallel structure. 9-10.L.1.A

b Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings, include a variety of sentence structures (syntax), and increase fluency in writing or presentations. 9-10.L.1.B

2 Demonstrate command of standard English mechanics and conventions; consult references as needed. 9-10.L.2

a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and to link complex lists. 9-10.L.2.A

b Use colons correctly. 9-10.L.2.B

c Use hyphens, dashes, and other punctuation correctly. 9-10.L.2.C

d Use standard English spelling and capitalization. 9-10.L.2.D

3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. 9-10.L.3

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. 9-10.L.4

a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of a word or phrase. 9-10.L.4.A

b Use morphology to indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 9-10.L.4.B

c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 9-10.L.4.C

5 Demonstrate understanding of semantics. 9-10.L.5

Interpret figurative language (e.g., euphemism, oxymoron) in context and analyze its role in the text. 9-10.L.5.A

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b Analyze word relationships (morphology, etymology, and linguistics) and their role in creating nuanced meaning. 9-10.L.5.B

c Analyze connotative meanings of words with similar denotations. 9-10.L.5.C

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. 9-10.L.6

a Demonstrate independence in gathering a broad and precise vocabulary. 9-10.L.6.A

b Understand the importance of vocabulary knowledge in comprehension or expression. 9-10.L.6.B

Writing W

1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10.W.1

a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 9-10.W.1.A

b Develop claim(s) and counterclaims fairly, supplying valid and sufficient evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 9-10.W.1.B

c Use appropriate and varied transitional 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. 9-10.W.1.C

d Establish and maintain a formal style and clear voice while attending to the norms and conventions of the discipline in which they are writing. 9-10.W.1.D

e Craft a concluding statement or section that follows from and supports the argument presented. 9-10.W.1.E

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. 9-10.W.2

a 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 when useful to aid comprehension. 9-10.W.2.A

b 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. 9-10.W.2.B

c Use appropriate and varied transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 9-10.W.2.C

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d Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9-10.W.2.D

e Establish a clear voice. 9-10.W.2.E

f 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). 9-10.W.2.F

3 **Write narratives or other creative texts (e.g., poetry, digital composition, graphic stories, memoirs) to develop real or imagined experiences or events using effective technique and voice, well-chosen details, and well-structured event sequences.** 9-10.W.3

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. 9-10.W.3.A

b Use narrative or literary techniques or poetic devices, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 9-10.W.3.B

c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 9-10.W.3.C

d Use strong, effective word choice and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters. 9-10.W.3.D

e Establish a clear voice. 9-10.W.3.E

f Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text. 9-10.W.3.F

4 **Produce clear and coherent writing in which the development, organization, style, voice, and tone are appropriate to task, purpose, and audience. (Grade-band specific expectations for writing types are defined in standards 1–3 above.)** 9-10.W.4

5 **Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience.** 9-10.W.5

6a **Use guidance and support from peers, adults, and/or digital tools as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)** 9-10.W.6A

6b **Use technology to produce, revise, edit, and/or publish individual or shared writing products, and interact or collaborate with others, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.** 9-10.W.6B

7 **Conduct short as well as more sustained research; narrow or broaden the inquiry when appropriate; demonstrate understanding of the subject under investigation using multiple sources.** 9-10.W.7

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8 **Gather relevant information from multiple sources.** 9-10.W.8

a Use advanced searches effectively. 9-10.W.8.A

b Assess the relevance, accuracy, and credibility of each source. 9-10.W.8.B

c Fluently integrate information (e.g. paraphrases, summaries, direct quotations, elaborations, and attributions). 9-10.W.8.C

d Avoid plagiarism and follow a standard format for citation. 9-10.W.8.D

9 **Draw relevant evidence from literary or informational texts to support analysis, reflection, narrative and creative texts, and research, applying one or more grade 9-10 standards for Reading Literature or Reading Informational Text as needed.** 9-10.W.9

10 **Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, academic tasks, and career readiness: cover letter, resume, letter of application, business letter.** 9-10.W.10

Speaking and Listening SL

1 **Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** 9-10.SL.1

a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 9-10.SL.1.A

b Collaborate with peers to set norms for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. 9-10.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. 9-10.SL.1.C

d Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 9-10.SL.1.D

2 **Evaluate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally). Evaluate the credibility and accuracy of each source. Integrate multiple sources of information when presenting.** 9-10.SL.2

3 **Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any faulty reasoning or exaggerated or distorted evidence.** 9-10.SL.3

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Present content appropriate to the audience, task, and purpose while respecting intellectual property. 9-10.SL.4

a Demonstrate organization, development, substance, and style. 9-10.SL.4.A

b Demonstrate effective nonverbal communication (eye contact, facial expressions, gestures, presence, and proximity). 9-10.SL.4.B

c Demonstrate effective verbal communication (volume, pace, tone, enunciation). 9-10.SL.4.C

5 **Integrate digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.** 9-10.SL.5

6 **Adapt speech to a variety of contexts, purposes, audiences, and tasks. Use self-reflection and feedback from others. Demonstrate a command of standard English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)** 9-10.SL.6