Tennessee English Language Development

Grades 9-10

Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing 9-10.1

1. **Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the postsecondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.** 9-10.L.VAU.6
2. **Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.** 9-10.RL.KID.1
3. **Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.** 9-10.RL.KID.2
4. **Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.** 9.10.RL.KID.3
5. **Analyze how point of view and/or author purpose shapes the content and style of diverse texts.** 9-10.RL.CS.6
6. **Evaluate the topic, subject, and/or theme in two diverse formats or media.** 9-10.RL.IKI.7
7. **Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.** 9.RL.RRTC.10
8. **Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.** 10.RL.RRTC.10
9. **Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.** 9-10.RI.KID.1
10. **Determine a central idea of a text and analyze its development; provide an objective or critical summary.** 9-10.RI.KID.2
11. **Analyze how an author presents and develops key ideas and events to impact meaning.** 9-10.RI.KID.3
12. **Evaluate the topic or subject in two diverse formats or media.** 9-10.RI.IKI.7

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13 **Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.** 9.RI.RRTC.10

14 **Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.** 10.RI.RRTC.10

15 **Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.** 9-10.SL.CC.2

16 **Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.** 9-10.W.RBPK.8

Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions 9-10.2

1 **Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.** 9-10.SL.CC.1

2 **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 Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9- 10.)** 9-10.W.PDW.5

3 **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.** 9-10.W.PDW.6

4 **Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.** 9-10.W.RW.10

Speak and write about grade-appropriate complex literary and informational texts and topics 9-10.3

1 **Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the postsecondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.** 9-10.L.VAU.6

2 **Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.** 9-10.RL.KID.2

3 **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 and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.** 9-10.RL.CS.4

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4 **Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.** 9-10.RL.CS.5

5 **Analyze how point of view and/or author purpose shapes the content and style of diverse texts.** 9-10.RL.CS.6

6 **Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.** 9-10.RL.IKI.9

7 **Determine a central idea of a text and analyze its development; provide an objective or critical summary.** 9-10.RI.KID.2

8 **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.** 9-10.RI.CS.4

9 **Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.** 9-10.RI.CS.5

10 **Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts.** 9-10.RI.IKI.9

11 **Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.** 9-10.SL.PKI.4

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

- a Introduce precise claim(s). 9-10.W.TTP.1.A
- b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 9-10.W.TTP.1.B
- c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10.W.TTP.1.C
- d Provide a concluding statement or section that follows from and supports the argument presented. 9-10.W.TTP.1.D
- e Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9-10.W.TTP.1.E
- f Establish and maintain a formal style and objective tone. 9-10.W.TTP.1.F

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Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection

and organization of content. 9-10.W.TTP.2

a Provide an introduction that is relevant to the rest of the text and effectively engages the audience. 9-10.W.TTP.2.A

b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. 9-10.W.TTP.2.B

c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 9-10.W.TTP.2.C

d Provide a concluding statement or section that follows from and supports the information or explanation presented. 9-10.W.TTP.2.D

e Use appropriate formatting, graphics, and multimedia to aid comprehension. 9-10.W.TTP.2.E

f Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9-10.W.TTP.2.F

g Establish and maintain a formal style and objective tone. 9-10.W.TTP.2.G

14 **Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.** 9-10.W.TTP.3

a Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. 9-10.W.TTP.3.A

b Sequence events so that they build on one another to create a coherent whole. 9-10.W.TTP.3.B

c Create a smooth progression of experiences or events. 9-10.W.TTP.3.C

d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. 9-10.W.TTP.3.D

e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 9-10.W.TTP.3.E

f Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 9-10.W.TTP.3.F

g Establish and maintain an appropriate style and tone. 9-10.W.TTP.3.G

15 **Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.** 9-10.W.RW.10

Construct grade-appropriate oral and wr... su...

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1 **Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ...ostsecondary and workforce readiness level; demonstrate independence in ...uilding vocabulary knowledge when considering a word or phrase important to ...omprehension or expression.** 9-10.L.VAU.6

reasoning and evidence 9-10.4

2 **Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.** 9-10.RL.KID.1

3 **Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.** 9-10.RL.CS.5

4 **Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.** 9-10.RL.IKI.9

5 **Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.** 9-10.RI.KID.1

6 **Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts.** 9-10.RI.IKI.9

7 **Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.** 9-10.SL.CC.2

8 **Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.** 9-10.SL.PKI.4

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

- a Introduce precise claim(s). 9-10.W.TTP.1.A
- b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 9-10.W.TTP.1.B
- c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10.W.TTP.1.C
- d Provide a concluding statement or section that follows from and supports the argument presented. 9-10.W.TTP.1.D
- e Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9-10.W.TTP.1.E
- f Establish and maintain a formal style and objective tone. 9-10.W.TTP.1.F

10 **Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.** 9-10.W.RBPK.8

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Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10

standards for reading to source material. 9-10.W.RBPK.9

Conduct research and evaluate and communicate findings to answer questions or solve problems 9-10.5

1. Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.SL.PKI.4
2. Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 9-10.SL.PKI.5
3. Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation. 9-10.W.RBPK.7
4. Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 9-10.W.RBPK.8
5. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material. 9-10.W.RBPK.9

Analyze and critique the arguments of others orally and in writing 9-19.6

1. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the postsecondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. 9-10.L.VAU.6
2. Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. 9-10.RI.CS.5
3. Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose 9-10.RI.CS.6
4. Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound. 9-10.RI.IKI.8
5. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence. 9-10.SL.CC.3
6. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. 9-10.W.TTP.1

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Introduce precise claim(s). 9-10.W.TTP.1.A

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

c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10.W.TTP.1.C

d Provide a concluding statement or section that follows from and supports the argument presented. 9-10.W.TTP.1.D

e Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9-10.W.TTP.1.E

f Establish and maintain a formal style and objective tone. 9-10.W.TTP.1.F

Adapt language choices to purpose, task, and audience when speaking and writing 9-10.7

1 **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.** 9-10.L.KL.3

2 **Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the postsecondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression** 9-10.L.VAU.6

3 **Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.** 9-10.SL.PKI.4

4 **Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.** 9-10.SL.PKI.6

5 **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.)** 9-10.W.PDW.4

6 **Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.** 9-10.W.RW.10

Determine the meaning of words and phrases in oral presentations and literary and informational text 9-10.8

1 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th10th grade-level text by choosing flexibly from a range of strategies.** 9-10.L.VAU.4

d Use etymological patterns in spelling as clues to the meaning of a word or phrase. 9-10.L.VAU.4.D

2 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.** 9-10.L.VAU.5

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3 **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 and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.** 9-10.RL.CS.4

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.** 9-10.RI.CS.4

Create clear and coherent grade-appropriate speech and text 9-19.9

1 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.** 9-10.L.CSE.2

2 **Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.** 9-10.SL.PKI.6

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

- a Introduce precise claim(s). 9-10.W.TTP.1.A
- b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 9-10.W.TTP.1.B
- c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10.W.TTP.1.C
- d Provide a concluding statement or section that follows from and supports the argument presented. 9-10.W.TTP.1.D
- e Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9-10.W.TTP.1.E
- f Establish and maintain a formal style and objective tone. 9-10.W.TTP.1.F

4 **Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.** 9-10.W.TTP.2

- a Provide an introduction that is relevant to the rest of the text and effectively engages the audience. 9-10.W.TTP.2.A
- b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. 9-10.W.TTP.2.B
- c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 9-10.W.TTP.2.C

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d Provide a concluding statement or section that follows from and supports the information or explanation presented. 9-10.W.TTP.2.D

e Use appropriate formatting, graphics, and multimedia to aid comprehension. 9-10.W.TTP.2.E

f Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9-10.W.TTP.2.F

g Establish and maintain a formal style and objective tone. 9-10.W.TTP.2.G

5 **Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.** 9-10.W.TTP.3

a Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. 9-10.W.TTP.3.A

b Sequence events so that they build on one another to create a coherent whole. 9-10.W.TTP.3.B

c Create a smooth progression of experiences or events. 9-10.W.TTP.3.C

d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. 9-10.W.TTP.3.D

e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 9-10.W.TTP.3.E

f Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 9-10.W.TTP.3.F

g Establish and maintain an appropriate style and tone. 9-10.W.TTP.3.G

6 **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.)** 9-10.W.PDW.4

7 **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 Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9- 10.)** 9-10.W.PDW.5

8 **Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.** 9-10.W.RW.10

Make accurate use of standard English to communicate in grade ap
wr

1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to** *w***riting or presentations.** 9-10.L.CSE.1

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2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.** 9-10.L.CSE.2

3 **Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.** 9- 10.SL.PKI.6

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

- a Introduce precise claim(s). 9- 10.W.TTP.1.A
- b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 9- 10.W.TTP.1.B
- c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9- 10.W.TTP.1.C
- d Provide a concluding statement or section that follows from and supports the argument presented. 9- 10.W.TTP.1.D
- e Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9- 10.W.TTP.1.E
- f Establish and maintain a formal style and objective tone. 9- 10.W.TTP.1.F

5 **Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.** 9- 10.W.TTP.2

- a Provide an introduction that is relevant to the rest of the text and effectively engages the audience. 9- 10.W.TTP.2.A
- b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. 9-10.W.TTP.2.B
- c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 9- 10.W.TTP.2.C
- d Provide a concluding statement or section that follows from and supports the information or explanation presented. 9- 10.W.TTP.2.D
- e Use appropriate formatting, graphics, and multimedia to aid comprehension. 9-10.W.TTP.2.E
- f Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9- 10.W.TTP.2.F
- g Establish and maintain a formal style and objective tone. 9- 10.W.TTP.2.G

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6 **Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.** 9- 10.W.TTP.3

- a Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. 9-10.W.TTP.3.A
- b Sequence events so that they build on one another to create a coherent whole. 9-10.W.TTP.3.B
- c Create a smooth progression of experiences or events. 9- 10.W.TTP.3.C
- d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. 9-10.W.TTP.3.D
- e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 9- 10.W.TTP.3.E
- f Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 9- 10.W.TTP.3.F
- g Establish and maintain an appropriate style and tone. 9- 10.W.TTP.3.G

7 **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.)** 9- 10.W.PDW.4

8 **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 Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)** 9- 10.W.PDW.5

9 **Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.** 9- 10.W.RW.10