

## Arizona English Language Arts Standards: Grades 9-10 Summary of Changes

### Standards, Curriculum, and Instruction

**Standards** are what a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

**Curriculum** refers to the resources used for teaching and learning the standards. Curricula are adopted at the local level by districts and schools.

**Instruction** refers to the methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of students in their classes to help them progress through the curriculum in order to master the standards.

### Overarching Changes to the 2016 Arizona ELA Standards (Impact K-12)

- The required percentages for the use of literary and informational texts across the school day have been removed. There are still 10 Reading Informational Text and 9 Reading Literature standards at each grade level, so a balance of texts is necessary. However, that balance is now determined at the local level.
- The 6-12 Literacy Standards for History/Social Studies, Science, and Technical Subjects have been removed. Grades 6-12 content area teachers will now integrate the new ELA Reading Informational Text, Writing, and Speaking & Listening standards in place of the Grades 6-12 Standards for Literacy in History, Science, and Technical Subjects.
- The two text complexity standards in grades 2-12 now require the use of quantitative and qualitative measures to determine the appropriateness of a text for a specific grade-level. Guidance on text complexity is found in the glossary.
- Examples in the standards that reference specific works or authors have been removed, as curricular items are adopted at the local level.
- A new K-5 Writing: Foundational Skills sub-strand was added to the standards to work with the K-5 Reading: Foundational Skills sub-strand and the Language strand to support early literacy skills.

#### Additions to the 2016 Arizona ELA 9-10th Grade Standards

#### Deletions from the 2016 Arizona ELA 9-10th Grade Standards

No Additions

- AZ.9-10.RI.10 (This standard is subsumed in 9-10.RI.10.)
- AZ.9-10.W.4 (This standard is subsumed in 9-10.W.4.)

Moves within the 2016 ELA 9th-10th Grade Standards	Parameter Changes/Clarifications to the 2016 Arizona 9-10th Grade Standards
<ul style="list-style-type: none"> <li>•9-10.L.4.a (2010) moved to 9-10.L.4.b (2016)</li> <li>•9-10.L.4.b (2010) moved to 9-10.L.4.a (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• 9-10.RL.6 - Changed "Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature" <u>to</u> "Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts."</li> <li>• 9-10.RL.7 - Removed the parenthetical examples.</li> <li>• 9-10.RL.9 - Removed the parenthetical examples.</li> <li>• 9-10.RL.10 - Added language about using qualitative and quantitative elements for determining text complexity. See glossary for guidance on text complexity.</li> <li>• 9-10.RI.3 - Changed "unfolds" <u>to</u> "constructs."</li> <li>• 9-10.RI.4 - Removed the parenthetical examples.</li> <li>• 9-10.RI.9 - Removed the parenthetical examples. Changed "Analyze seminal U.S. documents of historical and literary significance" <u>to</u> "Analyze seminal/primary documents of historical and literary significance."</li> <li>• 9-10.RI.10 - Added language about using qualitative and quantitative elements for determining text complexity. See glossary for guidance on text complexity.</li> <li>• 9-10.W.2.e: Changed "Establish and maintain a formal style and objective tone" <u>to</u> "Establish and maintain a formal style and an appropriate tone."</li> <li>• 9-10.W.3.d - Changed "telling details" <u>to</u> "relevant descriptive details."</li> <li>• 9-10.W.9.a - Removed parenthetical examples.</li> <li>• 9-10.W.9.b: Changed " Apply grades 9–10 Reading standards to literary nonfiction" <u>to</u> "Apply grades 9-10 Reading standards to informational and nonfiction text."</li> <li>• 9-10.SL.1.d - Changed "in light of the evidence" <u>to</u> "based on the evidence."</li> <li>• 9-10.SL.4 - Added "use appropriate eye contact, adequate volume, and clear pronunciation."</li> <li>• 9-10.L.3.a - Removed the parenthetical examples. Removed "appropriate for the discipline and writing type."</li> <li>• 9-10.L.4.d - Removed the parenthetical examples.</li> </ul>
<b>Areas of Emphasis to Consider</b>	
<ul style="list-style-type: none"> <li>• The standards are designed to integrate all areas of literacy and are not meant to be taught as stand alone skills.</li> <li>• Functional text and functional writing fall under the larger umbrellas of informational text and expository writing, so the removal of the specific term from the standard does not remove the expectation that students will read and write functional texts.</li> <li>• Several standards in the Reading strands removed the parenthetical examples that referred to specific works and authors, clarifying the need for a wide range of texts.</li> <li>• The standards call for deep analysis of the content of a variety of texts, both literary and nonfiction, by reading and writing over extended time for a variety of tasks, purposes, and audiences.</li> <li>• The standards call for students to attend to academic vocabulary and to strategically utilize knowledge of standard English conventions in a variety of authentic reading, writing, and speaking tasks.</li> <li>• The standards call for students to analyze text to determine how structure and organization impact the presentation of information and its effectiveness in supporting claims.</li> <li>• The standards call for students to delineate and evaluate arguments for use of rhetoric and strength of reasoning.</li> <li>• The standards call for students to conduct research to build knowledge.</li> </ul>	

## 2010 Arizona English Language Arts Standards

Reading Standards for Literature	
Key Ideas and Details	
9-10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.RL.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.
Craft and Structure	
9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
9-10.RL.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

## 2016 Arizona English Language Arts Standards

Reading Standards for Literature	
Key Ideas and Details	
9-10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.RL.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.
Craft and Structure	
9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RL.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.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<b>Integration of Knowledge and Ideas</b>	
9-10.RL.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., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
9-10.RL.8	(Not applicable to literature)
9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<b>Range of Reading and Level of Text Complexity</b>	
9-10.RL.10	<p>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. (9.RL.10)</p> <p>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. (10.RL.10)</p>

**Reading Standards for Informational Text**

9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.
<b>Integration of Knowledge and Ideas</b>	
9-10.RL.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.8	(Not applicable to literature)
9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work.
<b>Range of Reading and Level of Text Complexity</b>	
9-10.RL.10	<p>By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9.</p> <p>By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.</p>

**Reading Standards for Informational Text**

Key Ideas and Details	
9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RI.2	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.
9-10.RI.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.
Craft and Structure	
9-10.RI.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).
9-10.RI.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).
9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas	

Key Ideas and Details	
9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RI.2	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.
9-10.RI.3	Analyze how the author constructs 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.
Craft and Structure	
9-10.RI.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.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).
9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas	

9-10.RI.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.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.
9-10.RI.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
<b>Range of Reading and Level of Text Complexity</b>	
9-10.RI.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. By the end of grade 9, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

9-10.RI.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.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.
9-10.RI.9	Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
<b>Range of Reading and Level of Text Complexity</b>	
9-10.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.  By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.

AZ.9-10.RI.10	<p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. (9-10.RI.10.)</p> <p>a. By the end of grade 10, read and comprehend informational and functional text, including history/social studies, science, and technical texts, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	

<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	

9-10.W.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"><li>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.</li><li>b. 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.</li><li>c. 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.</li><li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li></ol>
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9-10.W.2	<p>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.</p> <ol style="list-style-type: none"><li>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 aiding comprehension.</li><li>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.</li><li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li><li>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.</li><li>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).</li></ol>
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9-10.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
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**Production and Distribution of Writing**

9-10.W.4	<p>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.)</p>
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9-10.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
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AZ.9-10.W.4	a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.
9-10.W.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.)
9-10.W.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.
<b>Research to Build and Present Knowledge</b>	
9-10.W.7	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.

9-10.W.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.)
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<b>Research to Build and Present Knowledge</b>	
9-10.W.7	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.

9-10.W.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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9-10.W.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 draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). 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").
<b>Range of Writing</b>	
9-10.W.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.
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	

9-10.W.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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9-10.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature. b. Apply grades 9-10 Reading standards to informational and nonfiction text.
<b>Range of Writing</b>	
9-10.W.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.
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	

9-10.SL.1	<p>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.</p> <p>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.</p> <p>b. Work with peers to set rules 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.</p> <p>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.</p> <p>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 in light of the evidence and reasoning presented.</p>
9-10.SL.2	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</p>

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9-10.SL.2	<p>Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.</p>

9-10.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<b>Presentation of Knowledge and Ideas</b>	
9-10.SL.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.
9-10.SL.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.
9-10.SL.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.)
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
9-10.L.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, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9-10.SL.3	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<b>Presentation of Knowledge and Ideas</b>	
9-10.SL.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; use appropriate eye contact, adequate volume, and clear pronunciation.
9-10.SL.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
9-10.SL.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.)
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
9-10.L.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, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9-10.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>
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**Knowledge of Language**

9-10.L.3	<p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>
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**Vocabulary Acquisition and Use**

9-10.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Use correct spelling.</p>
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**Knowledge of Language**

9-10.L.3	<p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual.</p>
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**Vocabulary Acquisition and Use**

9-10.L.4	<p>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.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>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, its part of speech, or its etymology.</p> <p>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).</p>
9-10.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>

9-10.L.4	<p>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.</p> <p>a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>b. 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.</p> <p>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, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase.</p>
9-10.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>

9-10.L.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.
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