



ELA Power Standards: 9th/10th Grade

Oral Expression and Listening:

Respond to others' ideas, and evaluate perspective and rhetoric.

- 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. (CCSS:SL.9-10.1)
 - Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS:SL.9-10.1b)
 - 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. (CCSS: SL.9-10.1d)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)

Organize and develop credible presentations tailored to purpose and audience.

- 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. (CCSS: SL.9-10.4)

Reading for All Purposes:

Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

- Use Key Ideas and Details to:
 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS:RL.9-10.1)
 - 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 shape and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
- Use Craft and Structure to:
 - 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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)

Understand the logical progression of ideas in increasingly complex texts.

- Use Key Ideas and Details to:
 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
- Use Craft and Structure to:
 - 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. (CCSS: RI.9-10.6)

- Use Integration of Knowledge and Ideas to:
 - 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. (CCSS: RI.9-10-8)

Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational Texts

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-10.5)
 - Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a)
 - Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)
- 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. (CCSS: L.9-10.6)

Writing and Composition:

Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
 - 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. (CCSS: W.9-10.1a)
 - 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. (CCSS: W.9-10.1b)
 - Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
 - Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)

Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience

- 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. (CCSS: W.9-10.2)
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
 - 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. (CCSS: W.9-10.2b)
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.9-10.2f)

Use a recursive writing process to produce, publish, and update individual or shared writing projects.

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
- 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 expectations 1-2 above.) (CCSS: W.9-10.4)
- 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. (CCSS: W.9-10.5)

Research Inquiry and Design:

Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.

- Gather relevant information from multiple authoritative 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. (adapted from CCSS: W.9-10.8)