

Kansas English Language Arts

Grades 9, 10

Adopted 2023

Grades 9-10

Reading: Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1](#)
2. Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text. [RL.9-10.2](#)
3. Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme. [RL.9-10.3](#)

Craft and Structure

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. [RL.9-10.4](#)
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. [RL.9-10.5](#)
6. Analyze a particular point of view based on cultural experience reflected in a work of literature. [RL.9-10.6](#)

Integration of Knowledge and Ideas

7. Analyze and evaluate the representation of a subject or a key scene in multiple mediums-- including media, artistic and other visual formats. [RL.9-10.7](#)
8. Not applicable for literature. [RL.9-10.8](#)
9. Analyze how an author draws on and transforms source material in a specific work. [RL.9-10.9](#)

Language in Reading: Literature

10. 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. [RL.9-10.10](#)
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content. [RL.9-10.11](#)
 - a. Use context to determine the meaning of a word or phrase. [RL.9-10.11.A](#)
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. [RL.9-10.11.B](#)
 - c. Consult general and specialized reference materials, 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. [RL.9-10.11.C](#)
 - d. Verify the preliminary determination of the meaning of a word or phrase. [RL.9-10.11.D](#)
12. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. [RL.9-10.12](#)

- a. Interpret figures of speech in context and analyze their role in the text. **RL.9-10.12.A**
- b. Analyze nuances in the meaning of words with similar denotations. **RL.9-10.12.B**

Range of Reading and Text Complexity

- 13. Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for grades 9-10. **RL.9-10.13**

Reading: Informational

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1](#)
2. Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. [RI.9-10.2](#)
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. [RI.9-10.3](#)

Craft and Structure

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. [RI.9-10.4](#)
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. [RI.9-10.5](#)
6. Determine an author's perspective (viewpoint) and purpose in a text and analyze how an author's use of rhetoric advances the perspective (viewpoint) and purpose. [RI.9-10.6](#)

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. [RI.9-10.7](#)
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. [RI.9-10.8](#)
9. Analyze documents of historical and literary significance, including how they address related themes and concepts. [RI.9-10.9](#)

Language in Reading: Informational

10. 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. [RI.9-10.10](#)
 - a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. [RI.9-10.10.A](#)
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content. [RI.9-10.11](#)
 - a. Use context to determine the meaning of a word or phrase [RI.9-10.11.A](#)
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. [RI.9-10.11.B](#)
 - c. Consult general and specialized reference materials, 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. [RI.9-10.11.C](#)

- d. Verify the preliminary determination of the meaning of a word or phrase. **RI.9-10.11.D**
- 12. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. **RI.9-10.12**
 - a. Interpret figures of speech in context and analyze their role in the text. **RI.9-10.12.A**
 - b. Analyze nuances in the meaning of words with similar denotations. **RI.9-10.12.B**

Range of Reading and Text Complexity

- 13. Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10. **RI.9-10.13**

Writing

Text Types and Details

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.9-10.1**
 - a. Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence. **W.9-10.1.A**
 - b. Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **W.9-10.1.B**
 - c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims. **W.9-10.1.C**
 - 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. **W.9-10.1.D**
 - e. Provide a concluding statement or section that follows and supports the argument presented. **W.9-10.1.E**
2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. **W.9-10.2**
 - a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension. **W.9-10.2.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. **W.9-10.2.B**
 - 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. **W.9-10.2.C**
 - d. Use precise language and domain specific vocabulary to manage the complexity of the topic. **W.9-10.2.D**
 - 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. **W.9-10.2.E**
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **W.9-10.2.F**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. **W.9-10.3**
 - a. Engage the reader by setting out a problem, situation or observation, establishing one or multiple points of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. **W.9-10.3.A**

- b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3.B](#)
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3.C](#)
- d. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3.D](#)
- e. Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative. [W.9-10.3.E](#)

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. [W.9-10.4](#)
- 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. [W.9-10.5](#)
- 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. [W.9-10.6](#)

Research to Build and Present Knowledge

- 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. [W.9-10.7](#)
- 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. [W.9-10.8](#)
- 9. Draw evidence from literary or informational texts to support analysis, reflection and research. [W.9-10.9](#)

Language in Writing

- 10. Demonstrate command of the conventions of standard English grammar and usage when writing. [W.9-10.10](#)
 - a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. [W.9-10.10.A](#)
 - b. Use parallel structure. [W.9-10.10.B](#)
 - c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing. [W.9-10.10.C](#)

11. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. [W.9-10.11](#)
 - a. Use a semicolon to link two or more closely related independent clauses. [W.9-10.11.A](#)
 - b. Use a colon to introduce a list or quotation. [W.9-10.11.B](#)
 - c. Spell correctly. [W.9-10.11.C](#)

Range of Writing

12. 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. [W.9-10.12](#)

Speaking and Listening

Comprehension and Collaboration

1. 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. [SL.9-10.1](#)
 - a. Be prepared to discuss, having read and researched material; 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. [SL.9-10.1.A](#)
 - b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines and individual roles as needed. [SL.9-10.1.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. [SL.9-10.1.C](#)
 - 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. [SL.9-10.1.D](#)
2. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. [SL.9-10.2](#)
3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3](#)

Presentation of Knowledge and Ideas

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. [SL.9-10.4](#)
5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest. [SL.9-10.5](#)
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. [SL.9-10.6](#)

Language in Speaking and Listening

7. Demonstrate command of the conventions of standard English grammar and usage when speaking. [SL.9-10.7](#)
 - a. Use parallel structure. [SL.9-10.7.A](#)
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [SL.9-10.7.B](#)

8. 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. **SL.9-10.8**