

# Grades 9-10

## READING: LITERATURE

**1 CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1](#)

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**2 CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. [RL.9-10.2](#)

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**3 CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Determine how characters change or develop over the course of a text. [RL.9-10.3](#)

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**4 RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

4 Determine the meaning of words and phrases as they are used in text; analyze word choices and the impact on meaning. [RL.9-10.4](#)

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**5 CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5 Order events in a story that appear in a chronological order. [RL.9-10.5](#)

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**6 CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.**

6 Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience. [RL.9-10.6](#)

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**7 CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

7 Compare the representation of a subject or topic in two different artistic mediums. [RL.9-10.7](#)

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**8 CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

K-12 Not applicable to literature

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**9 CCR Anchor Standard RL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9 Identify when an author draws upon or references a different text. [RL.9-10.9](#)

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**10 CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time." [RL.9-10.10](#)

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**READING:  
INFORMATIONAL TEXT**

**1 CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1 Determine which citations demonstrate what the text says explicitly as well as inferentially. [RI.9-10.1](#)

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**2 CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Determine the central idea of the text and select details that relate to it; recount the text [RI.9-10.2](#)

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**3 CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Determine connections between individuals, ideas, or events in a text. [RI.9-10.3](#)

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**4 CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

4 Determine the meaning of words and phrases as they are used in text; analyze word choices and the impact on meaning. [RI.9-10.4](#)

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**5 CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5 Locate sentences that support an author’s central idea or claim. [RI.9-10.5](#)

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**CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.**

6 Determine author’s point of view and compare with own point of view. [RI.9-10.6](#)

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**7 CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

7 Analyze two accounts of a subject told in different mediums to compare and contrast them. [RI.9-10.7](#)

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**8 CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

8 Analyze the argument or specific claims in a text and determine what evidence is provided to support them. [RI.9-10.8](#)

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**9 CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9 Make connections between texts with related themes and concepts. [RI.9-10.9](#)

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**10 CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text. [RI.9-10.10](#)

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**WRITING**

**1 CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1 Write claims about topics or texts. [W.9-10.1](#)

a Introduce a topic or text and write one claim and one counterclaim about it. [W.9-10.1.A](#)

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**2 CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2 Write to share information supported by details. [W.9-10.2](#)

a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. [W.9-10.2.A](#)

b Develop the topic with facts or details. [W.9-10.2.B](#)

c Use complete, simple sentences as appropriate. [W.9-10.2.C](#)

d Use domain specific vocabulary when writing claims related to a topic of study or text. [W.9-10.2.D](#)

e Providing a closing or concluding statement. [W.9-10.2.E](#)

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**3 CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

- 3 Write about events or personal experiences. [W.9-10.3](#)
- a Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. [W.9-10.3.A](#)
  - b Organize the events in the narrative using temporal words to signal order as appropriate. [W.9-10.3.B](#)
  - c Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. [W.9-10.3.C](#)
  - d Provide a closing. [W.9-10.3.D](#)
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**4 CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.**

- 4 Use digital tools to produce, publish, and update individual or shared writing products. [W.9-10.4](#)
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**5 CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

- 5 Conduct research projects to answer questions posed by self and others using multiple sources of information. [W.9-10.5](#)
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**6 CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- 6 Write answers to research questions by selecting relevant information from multiple resources. [W.9-10.6](#)
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**9 CCR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary or informational texts to support analysis, reflection, and research. Proposed: Omitted because it is an expectation of RL and RI Standards**

Omitted because it is an expectation of RL and RI Standards

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**10 CCR Anchor Standard W.10 (in 2010 Standards) – 2010: 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.**

Integrated into Standards W.1, W.2, and W.3

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## **SPEAKING AND LISTENING**

### **1 CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- 1 Communicate with others in group interactions. [SL.9-10.1](#)
  - a Prepare for discussions by collecting information on the topic. [SL.9-10.1.A](#)
  - b Work with adults and peers to set rules for discussions. [SL.9-10.1.B](#)
  - c Relate the topic of discussion to broader themes or ideas. [SL.9-10.1.C](#)
  - d Indicate agreement or disagreement with others during discussions. [SL.9-10.1.D](#)

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### **2 CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- 2 Determine the credibility of information presented in diverse media or formats. [SL.9-10.2](#)

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### **3 CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

- 3 Determine the speaker's point of view on a topic. [SL.9-10.3](#)

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### **4 CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- 4 Communicate findings including relevant descriptions, facts or details with an organization that supports purpose, audience, and task. [SL.9-10.4](#)

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### **5 CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- 5 Use digital media in presentations to support understanding. [SL.9-10.5](#)

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### **6 CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

- 6 Integrated into SL.4 [SL.9-10.6](#)

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## **LANGUAGE**

### **1 CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.**

- 1 Demonstrate standard English grammar and usage within the 9-12 grammar continuum when writing or communicating. [L.9-10.1](#)

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**2 CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.**

- 2 Demonstrate understanding of conventions of standard English within 9-12 conventions continuum when writing. [L.9-10.2](#)

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**3 CCR Anchor Standard L.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 reading or listening.**

- 3 Use language and vary syntax when writing and communicating to achieve desired outcomes. [L.9-10.3](#)

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**4 CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

- 4 Demonstrate knowledge of unknown and multiple-meaning words drawn from grade 9-10 content using context clues. [L.9-10.4](#)

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**5 CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.**

- 5 Demonstrate understanding of word relationships and use. [L.9-10.5](#)
- a Interpret common figures of speech. [L.9-10.5.A](#)
  - b Determine the intended meaning of multiple meaning words. [L.9-10.5.B](#)

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**6 CCR Anchor Standard L.6 – Acquire and use accurately a range of 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

- 6 Use general academic and domain-specific words and phrases across contexts. [L.9-10.6](#)