

**COMMON CORE ESSENTIAL ELEMENTS
FOR
NINTH/TENTH GRADE**

COMMON CORE ESSENTIAL ELEMENTS FOR NINTH-TENTH GRADE

Ninth-Tenth Grade English Language Arts Standards: Reading (Literature)	
CCSS Grade-Level Standards	Common Core Essential Elements
Key Ideas and Details.	
RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EERL.9-10.1. Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2. 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.	EERL.9-10.2. Determine the central idea of the text and select details that relate to it; recount the text.
RL.9-10.3. 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.	EERL.9-10.3. Describe interactions between characters.
Craft and Structure.	
RL.9-10.4. 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).	EERL.9-10.4. Determine the meaning of words and phrases as they are used in a text, including common analogies and figures of speech.
RL.9-10.5. 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.	EERL.9-10.5. Determine the sequence of events in a story or drama.
RL.9-10.6. 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.	EERL.9-10.6. Connect the experiences of characters in a story or drama from outside of the U.S. with personal experience.
Integration of Knowledge and Ideas.	
RL.9-10.7. 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).	EERL.9-10.7. Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).
RL.9-10.8. (Not applicable to literature)	EERL.9-10.8. N/A

Ninth-Tenth Grade English Language Arts Standards: Reading (Literature)	
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RL.9-10.9. 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).	EERL.9-10.9. Identify when an author references one text to another text.
Range of Reading and Level of Text Complexity.	
RL.9-10.10. 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.	EERL.9-10.10. **This Essential Element references all elements above.

Ninth-Tenth Grade English Language Arts Standards: Reading (Informational Text)	
CCSS Grade-Level Standards	Common Core Essential Elements
Key Ideas and Details.	
RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EERI.9-10.1. Determine which citations demonstrate what the text says explicitly as well as inferentially.
RI.9-10.2. 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.	EERI.9-10.2. Determine the central idea of the text and select details to support it.
RI.9-10.3. 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.	EERI.9-10.3. Determine connections drawn between ideas or events in informational text.
Craft and Structure.	
RI.9-10.4. 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).	EERI.9-10.4. Determine meanings of words and phrases in informational text including figurative language.
RI.9-10.5. 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).	EERI.9-10.5. Determine which sentences in a text support the claims of the author.

Ninth-Tenth Grade English Language Arts Standards: Reading (Informational Text)	
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RI.9-10.6. 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.	EERI.9-10.6. Determine an author’s purpose or point of view.
Integration of Knowledge and Ideas.	
RI.9-10.7. 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.	EERI.9-10.7. Compare a selection of informational text about a person with another medium.
RI.9-10.8. 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.	EERI.9-10.8. Delineate statements that support an argument.
RI.9-10.9. 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.	EERI.9-10.9. Make connections between U.S. documents of historical and literary significance based on related themes and concepts.
Range of Reading and Level of Text Complexity.	
RI.9-10.10. 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. 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.	EERI.9-10.10. **This Literature Essential Element references all elements above.

Ninth-Tenth Grade English Language Arts Standards: Writing	
CCSS Grade-Level Standards	Common Core Essential Elements
Text Types and Purposes.	
<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p>	<p>EEW.9-10.1.a-b. Write about a personal opinion and give more than one reason supporting and rejecting the claim.</p>
<p>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.</p>	<p>EEW.9-10.1.c. N/A</p>
<p>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.</p>	<p>EEW.9-10.1.d. N/A</p>
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>EEW.9-10.1.e. N/A</p>
<p>W.9-10.2. 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> <p>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.</p> <p>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.</p>	<p>EEW.9-10.2.a-b. Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.</p>
<p>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.</p>	<p>EEW.9-10.2.c. N/A</p>

Ninth-Tenth Grade English Language Arts Standards: Writing	
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d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	EEW.9-10.2.d. N/A
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.	EEW.9-10.2.e. N/A
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).	EEW.9-10.2.f. N/A
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	EEW.9-10.3. Select an event or personal experience and write about it. a-b. Introduce an experience or situation, at least one character, and describe multiple events in sequence.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	EEW.9-10.3.c. N/A
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	EEW.9-10.3.d. N/A
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	EEW.9-10.3.e. N/A
Production and Distribution of Writing.	
W.9-10.4. 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.)	EEW.9-10.4. Produce writing that is appropriate to a particular task, purpose, and audience.
W.9-10.5. 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.	EEW.9-10.5. Develop writing by planning and revising own writing by adding more information.

Ninth-Tenth Grade English Language Arts Standards: Writing	
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W.9-10.6. 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.	EEW.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
Research to Build and Present Knowledge.	
W.9-10.7. 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.	EEW.9-10.7. Conduct short research projects to answer questions posed by self and others using multiple sources of information.
W.9-10.8. 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.	EEW.9-10.8. Select information from multiple sources and use the information to write answers to research questions.
W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> 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]”).	EEW.9-10.9. Use information from literary and informational text to support writing. a. Apply <i>Essential Elements of Grade 9-10 Reading Standards</i> to literature (e.g., “Identify when an author has drawn upon or included references to another text.”).
b. Apply <i>grades 9–10 Reading standards</i> 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”).	EEW.9-10.9.b. Apply <i>Essential Elements of Grade 9-10 Reading Standards</i> to informational text (e.g., “Delineate statements that support an argument.”).
Range of Writing.	
W.9-10.10. 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.	EEW.9-10.10. Write routinely over time for a range of tasks, purposes, and audiences.

Ninth-Tenth Grade English Language Arts Standards: Speaking and Listening	
CCSS Grade-Level Standards	Common Core Essential Elements
Comprehension and Collaboration.	
SL.9-10.1. 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. 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.	EESL.9-10.1. Initiate and participate in collaborative discussions. a. Prepare for discussions by collecting information on the topic.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	EESL.9-10.1.b. Work with peers to set rules for discussions.
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.	EESL.9-10.1.c. Ask and answer questions during a discussion.
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.	EESL.9-10.1.d. Indicate agreement or disagreement with others during discussions.
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	EESL.9-10.2. Determine the credibility of information presented in diverse media or formats.
SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	EESL.9-10.3. Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).
Presentation of Knowledge and Ideas.	
SL.9-10.4. 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.	EESL.9-10.4. Present information logically with an organization that is appropriate to the purpose, audience, and task.

Ninth-Tenth Grade English Language Arts Standards: Speaking and Listening	
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SL.9-10.5. 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.	EESL.9-10.5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	EESL.9-10.6. Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

Ninth-Tenth Grade English Language Arts Standards: Language	
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Conventions of Standard English.	
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.*[sic]	EEL.9-10.1. Demonstrate knowledge of the conventions of standard English grammar and usage when writing or speaking. a. N/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.	EEL.9-10.1.b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	EEL.9-10.2. Demonstrate understanding of use of conventions of standard English writing. a. Use correct punctuation when writing.
b. Use a colon to introduce a list or quotation.	EEL.9-10.2.b. N/A
c. Spell correctly.	EEL.9-10.2.c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
Knowledge of Language.	
L.9-10.3. 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 when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	EEL.9-10.3. Use knowledge of language to achieve desired meaning when writing or communicating. a. Write and revise work so that it communicates clearly to the intended audience.

Ninth-Tenth Grade English Language Arts Standards: Language	
CCSS Grade-Level Standards	Common Core Essential Elements
Vocabulary Acquisition and Use.	
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. 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.	EEL.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words. a. Use context to determine the meaning of unknown words.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	EEL.9-10.4.b. N/A
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.	EEL.9-10.4.c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
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).	EEL.9-10.4.d. See EEL.9-10.4.c. above.
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	EEL.9-10.5. Demonstrate understanding of multiple meaning of words and figurative language. a. Distinguish understanding of multiple meaning of words and figures of speech.
b. Analyze nuances in the meaning of words with similar denotations.	EEL.9-10.5.b. N/A
L.9-10.6. 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.	EEL.9-10.6. Acquire and use general academic and domain-specific words and phrases.

