

# Common Core Skill Alignment

## 9TH & 10TH GRADE: LANGUAGE



### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.1.a** Use parallel structure.

- ☐ Identify sentences with parallel structure (Ninth grade - K.3)
- ☐ Use parallel structure (Ninth grade - K.4)
- ☐ Identify sentences with parallel structure (Tenth grade - K.3)
- ☐ Use parallel structure (Tenth grade - K.4)

**L.9-10.1.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.

- ☐ Identify prepositional phrases (Ninth grade - X.2)
- ☐ Identify appositives and appositive phrases (Ninth grade - X.3)
- ☐ Identify dependent and independent clauses (Ninth grade - X.4)
- ☐ Is the sentence simple, compound, complex, or compound-complex? (Ninth grade - X.5)
- ☐ Combine sentences using relative clauses (Ninth grade - X.6)
- ☐ Identify participles and what they modify (Ninth grade - AA.3)
- ☐ Identify gerunds and their functions (Ninth grade - AA.4)
- ☐ Identify infinitives and infinitive phrases (Ninth grade - AA.5)
- ☐ Identify prepositional phrases (Tenth grade - X.2)
- ☐ Identify appositives and appositive phrases (Tenth grade - X.3)
- ☐ Identify dependent and independent clauses (Tenth grade - X.4)
- ☐ Is the sentence simple, compound, complex, or compound-complex? (Tenth grade - X.5)

- ☐ Combine sentences using relative clauses (Tenth grade - X.6)
- ☐ Identify participles and what they modify (Tenth grade - AA.3)
- ☐ Identify gerunds and their functions (Tenth grade - AA.4)
- ☐ Identify infinitives and infinitive phrases (Tenth grade - AA.5)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.2.a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

- ☐ Transitions with conjunctive adverbs (Ninth grade - K.1)
- ☐ Use semicolons and commas to separate clauses (Ninth grade - II.1)
- ☐ Transitions with conjunctive adverbs (Tenth grade - K.1)
- ☐ Use semicolons and commas to separate clauses (Tenth grade - II.1)

**L.9-10.2.b** Use a colon to introduce a list or quotation.

- ☐ Use semicolons, colons, and commas with lists (Ninth grade - II.2)
- ☐ Use semicolons, colons, and commas with lists (Tenth grade - II.2)

**L.9-10.2.c** Spell correctly.

- ☐ Use the correct frequently confused word (Ninth grade - M.1)
- ☐ Identify and correct errors with frequently confused words (Ninth grade - M.2)
- ☐ Identify and correct errors with frequently confused pronouns and contractions (Ninth grade - M.3)
- ☐ Correct errors with commonly misspelled words (Ninth grade - M.4)
- ☐ Use the correct homophone (Ninth grade - Q.1)
- ☐ Identify and correct errors with homophones (Ninth grade - Q.2)
- ☐ Form and use plurals: review (Ninth grade - Y.1)

- ☐ Form and use comparative and superlative adjectives (Ninth grade - DD.2)
- ☐ Form and use comparative and superlative adverbs (Ninth grade - DD.4)
- ☐ Identify and correct errors with plural and possessive nouns (Ninth grade - KK.1)
- ☐ Identify and correct errors with compound and joint possession (Ninth grade - KK.2)
- ☐ Use the correct frequently confused word (Tenth grade - M.1)
- ☐ Identify and correct errors with frequently confused words (Tenth grade - M.2)
- ☐ Identify and correct errors with frequently confused pronouns and contractions (Tenth grade - M.3)
- ☐ Correct errors with commonly misspelled words (Tenth grade - M.4)
- ☐ Use the correct homophone (Tenth grade - Q.1)
- ☐ Identify and correct errors with homophones (Tenth grade - Q.2)
- ☐ Form and use plurals: review (Tenth grade - Y.1)
- ☐ Form and use comparative and superlative adjectives (Tenth grade - DD.2)
- ☐ Form and use comparative and superlative adverbs (Tenth grade - DD.4)
- ☐ Identify and correct errors with plural and possessive nouns (Tenth grade - KK.1)
- ☐ Identify and correct errors with compound and joint possession (Tenth grade - KK.2)

## Knowledge of Language

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.

**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.

**L.9-10.3.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.

- ☐ Recognize the parts of a Works Cited entry (MLA 7th edition) (Ninth grade - N.1)
- ☐ Understand a Works Cited entry (MLA 7th edition) (Ninth grade - N.2)
- ☐ Recognize the parts of a Works Cited entry (MLA 8th edition) (Ninth grade - N.3)
- ☐ Use in-text citations (MLA 7th-8th editions) (Ninth grade - N.4)
- ☐ Recognize the parts of a Works Cited entry (MLA 7th edition) (Tenth grade - N.1)

- ☐ Understand a Works Cited entry (MLA 7th edition) (Tenth grade - N.2)
  - ☐ Recognize the parts of a Works Cited entry (MLA 8th edition) (Tenth grade - N.3)
  - ☐ Use in-text citations (MLA 7th-8th editions) (Tenth grade - N.4)
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## Vocabulary Acquisition and Use

Determine or 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.

**L.9-10.4** 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.

**L.9-10.4.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.

- ☐ Interpret the meaning of allusions (Ninth grade - C.2)
- ☐ Interpret figures of speech (Ninth grade - C.4)
- ☐ Use context as a clue to the meanings of foreign expressions (Ninth grade - R.2)
- ☐ Determine the meaning of words using synonyms in context (Ninth grade - U.1)
- ☐ Determine the meaning of words using antonyms in context (Ninth grade - U.2)
- ☐ Use context to identify the meaning of a word (Ninth grade - U.3)
- ☐ Interpret the meaning of allusions (Tenth grade - C.2)
- ☐ Interpret figures of speech (Tenth grade - C.4)
- ☐ Use context as a clue to the meanings of foreign expressions (Tenth grade - R.2)
- ☐ Determine the meaning of words using synonyms in context (Tenth grade - U.1)
- ☐ Determine the meaning of words using antonyms in context (Tenth grade - U.2)
- ☐ Use context to identify the meaning of a word (Tenth grade - U.3)

**L.9-10.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

- ☐ Word pattern analogies (Ninth grade - O.1)

- ☐ Word pattern sentences (Ninth grade - O.2)
- ☐ Word pattern analogies (Tenth grade - O.1)
- ☐ Word pattern sentences (Tenth grade - O.2)

**L.9-10.4.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.

- ☐ Use dictionary entries (Ninth grade - V.1)
- ☐ Use dictionary definitions (Ninth grade - V.2)
- ☐ Use thesaurus entries (Ninth grade - V.4)
- ☐ Use dictionary entries (Tenth grade - V.1)
- ☐ Use dictionary definitions (Tenth grade - V.2)
- ☐ Use thesaurus entries (Tenth grade - V.4)

**L.9-10.4.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).

- ☐ Use dictionary entries to determine correct usage (Ninth grade - V.3)
- ☐ Use dictionary entries to determine correct usage (Tenth grade - V.3)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.5.a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- ☐ Interpret the meaning of allusions (Ninth grade - C.2)
- ☐ Interpret figures of speech (Ninth grade - C.4)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Ninth grade - E.5)
- ☐ Analyze rhetorical strategies in historical texts: set 2 (Ninth grade - E.6)
- ☐ Interpret the meaning of allusions (Tenth grade - C.2)

- ☐ Interpret figures of speech (Tenth grade - C.4)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Tenth grade - E.5)
- ☐ Analyze rhetorical strategies in historical texts: set 2 (Tenth grade - E.6)

**L.9-10.5.b** Analyze nuances in the meaning of words with similar denotations.

- ☐ Choose the word whose connotation and denotation best match the sentence (Ninth grade - S.1)
- ☐ Use words accurately and precisely (Ninth grade - S.2)
- ☐ Choose the word whose connotation and denotation best match the sentence (Tenth grade - S.1)
- ☐ Use words accurately and precisely (Tenth grade - S.2)

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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**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.

- ☐ Words with pre- (Ninth grade - O.3)
- ☐ Words with re- (Ninth grade - O.4)
- ☐ Words with sub- (Ninth grade - O.5)
- ☐ Words with mis- (Ninth grade - O.6)
- ☐ Words with un-, dis-, in-, im-, and non- (Ninth grade - O.7)
- ☐ Words with -ful (Ninth grade - O.8)
- ☐ Words with -less (Ninth grade - O.9)
- ☐ Words with -able and -ible (Ninth grade - O.10)
- ☐ Sort words by shared Greek or Latin roots (Ninth grade - P.1)
- ☐ Use Greek and Latin roots as clues to the meanings of words (Ninth grade - P.2)
- ☐ Use words as clues to the meanings of Greek and Latin roots (Ninth grade - P.3)

- ☐ Determine the meanings of Greek and Latin roots (Ninth grade - P.4)
- ☐ Determine the meanings of words with Greek and Latin roots (Ninth grade - P.5)
- ☐ Use etymologies to determine the meanings of words (Ninth grade - R.1)
- ☐ Use context as a clue to the meanings of foreign expressions (Ninth grade - R.2)
- ☐ Use the correct foreign expression (Ninth grade - R.3)
- ☐ Choose the word whose connotation and denotation best match the sentence (Ninth grade - S.1)
- ☐ Determine the meaning of words using synonyms in context (Ninth grade - U.1)
- ☐ Determine the meaning of words using antonyms in context (Ninth grade - U.2)
- ☐ Use context to identify the meaning of a word (Ninth grade - U.3)
- ☐ Words with pre- (Tenth grade - O.3)
- ☐ Words with re- (Tenth grade - O.4)
- ☐ Words with sub- (Tenth grade - O.5)
- ☐ Words with mis- (Tenth grade - O.6)
- ☐ Words with un-, dis-, in-, im-, and non- (Tenth grade - O.7)
- ☐ Words with -ful (Tenth grade - O.8)
- ☐ Words with -less (Tenth grade - O.9)
- ☐ Words with -able and -ible (Tenth grade - O.10)
- ☐ Sort words by shared Greek or Latin roots (Tenth grade - P.1)
- ☐ Use Greek and Latin roots as clues to the meanings of words (Tenth grade - P.2)
- ☐ Use words as clues to the meanings of Greek and Latin roots (Tenth grade - P.3)
- ☐ Determine the meanings of Greek and Latin roots (Tenth grade - P.4)
- ☐ Determine the meanings of words with Greek and Latin roots (Tenth grade - P.5)
- ☐ Use etymologies to determine the meanings of words (Tenth grade - R.1)
- ☐ Use context as a clue to the meanings of foreign expressions (Tenth grade - R.2)
- ☐ Use the correct foreign expression (Tenth grade - R.3)
- ☐ Choose the word whose connotation and denotation best match the sentence (Tenth grade - S.1)
- ☐ Determine the meaning of words using synonyms in context (Tenth grade - U.1)
- ☐ Determine the meaning of words using antonyms in context (Tenth grade - U.2)
- ☐ Use context to identify the meaning of a word (Tenth grade - U.3)

# Common Core Skill Alignment



## 9TH & 10TH GRADE: READING: INFORMATIONAL TEXT

### 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.

- ☐ Trace an argument: set 1 (Ninth grade - E.3)
- ☐ Trace an argument: set 2 (Ninth grade - E.4)
- ☐ Identify supporting evidence in a text (Ninth grade - H.3)
- ☐ Trace an argument: set 1 (Tenth grade - E.3)
- ☐ Trace an argument: set 2 (Tenth grade - E.4)
- ☐ Identify supporting evidence in a text (Tenth grade - H.3)

**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.

- ☐ Determine the main idea (Ninth grade - A.1)
- ☐ Analyze the development of informational passages: set 1 (Ninth grade - E.1)
- ☐ Analyze the development of informational passages: set 2 (Ninth grade - E.2)
- ☐ Trace an argument: set 1 (Ninth grade - E.3)
- ☐ Trace an argument: set 2 (Ninth grade - E.4)
- ☐ Identify thesis statements (Ninth grade - G.2)
- ☐ Determine the main idea (Tenth grade - A.1)
- ☐ Analyze the development of informational passages: set 1 (Tenth grade - E.1)
- ☐ Analyze the development of informational passages: set 2 (Tenth grade - E.2)
- ☐ Trace an argument: set 1 (Tenth grade - E.3)
- ☐ Trace an argument: set 2 (Tenth grade - E.4)
- ☐ Identify thesis statements (Tenth grade - G.2)



**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.

- ☐ Analyze the development of informational passages: set 1 (Ninth grade - E.1)
  - ☐ Analyze the development of informational passages: set 2 (Ninth grade - E.2)
  - ☐ Trace an argument: set 1 (Ninth grade - E.3)
  - ☐ Trace an argument: set 2 (Ninth grade - E.4)
  - ☐ Analyze the development of informational passages: set 1 (Tenth grade - E.1)
  - ☐ Analyze the development of informational passages: set 2 (Tenth grade - E.2)
  - ☐ Trace an argument: set 1 (Tenth grade - E.3)
  - ☐ Trace an argument: set 2 (Tenth grade - E.4)
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## 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).

- ☐ Use context as a clue to the meanings of foreign expressions (Ninth grade - R.2)
- ☐ Determine the meaning of words using synonyms in context (Ninth grade - U.1)
- ☐ Determine the meaning of words using antonyms in context (Ninth grade - U.2)
- ☐ Use context to identify the meaning of a word (Ninth grade - U.3)
- ☐ Use context as a clue to the meanings of foreign expressions (Tenth grade - R.2)
- ☐ Determine the meaning of words using synonyms in context (Tenth grade - U.1)
- ☐ Determine the meaning of words using antonyms in context (Tenth grade - U.2)
- ☐ Use context to identify the meaning of a word (Tenth grade - U.3)

**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).

- ☐ Determine the main idea (Ninth grade - A.1)
- ☐ Analyze the development of informational passages: set 1 (Ninth grade - E.1)
- ☐ Analyze the development of informational passages: set 2 (Ninth grade - E.2)
- ☐ Trace an argument: set 1 (Ninth grade - E.3)
- ☐ Trace an argument: set 2 (Ninth grade - E.4)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Ninth grade - E.5)
- ☐ Analyze rhetorical strategies in historical texts: set 2 (Ninth grade - E.6)
- ☐ Choose the most appropriate counterclaim for a given claim (Ninth grade - H.4)
- ☐ Choose the analysis that logically connects the evidence to the claim (Ninth grade - H.5)
- ☐ Transition logically between claims, evidence, analysis, and counterclaims (Ninth grade - H.6)
- ☐ Determine the main idea (Tenth grade - A.1)
- ☐ Analyze the development of informational passages: set 1 (Tenth grade - E.1)
- ☐ Analyze the development of informational passages: set 2 (Tenth grade - E.2)
- ☐ Trace an argument: set 1 (Tenth grade - E.3)
- ☐ Trace an argument: set 2 (Tenth grade - E.4)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Tenth grade - E.5)
- ☐ Analyze rhetorical strategies in historical texts: set 2 (Tenth grade - E.6)
- ☐ Choose the most appropriate counterclaim for a given claim (Tenth grade - H.4)
- ☐ Choose the analysis that logically connects the evidence to the claim (Tenth grade - H.5)
- ☐ Transition logically between claims, evidence, analysis, and counterclaims (Tenth grade - H.6)

**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.

- ☐ Which text is most formal? (Ninth grade - B.1)
- ☐ Identify audience and purpose (Ninth grade - B.2)
- ☐ Compare passages for subjective and objective tone (Ninth grade - B.3)
- ☐ Trace an argument: set 1 (Ninth grade - E.3)
- ☐ Trace an argument: set 2 (Ninth grade - E.4)

- ☐ Analyze rhetorical strategies in historical texts: set 1 (Ninth grade - E.5)
  - ☐ Analyze rhetorical strategies in historical texts: set 2 (Ninth grade - E.6)
  - ☐ Identify appeals to ethos, pathos, and logos in advertisements (Ninth grade - I.1)
  - ☐ Use appeals to ethos, pathos, and logos in persuasive writing (Ninth grade - I.2)
  - ☐ Which text is most formal? (Tenth grade - B.1)
  - ☐ Compare passages for subjective and objective tone (Tenth grade - B.2)
  - ☐ Identify audience and purpose (Tenth grade - B.3)
  - ☐ Trace an argument: set 1 (Tenth grade - E.3)
  - ☐ Trace an argument: set 2 (Tenth grade - E.4)
  - ☐ Analyze rhetorical strategies in historical texts: set 1 (Tenth grade - E.5)
  - ☐ Analyze rhetorical strategies in historical texts: set 2 (Tenth grade - E.6)
  - ☐ Identify appeals to ethos, pathos, and logos in advertisements (Tenth grade - I.1)
  - ☐ Use appeals to ethos, pathos, and logos in persuasive writing (Tenth grade - I.2)
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## 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.

**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.

- ☐ Trace an argument: set 1 (Ninth grade - E.3)
- ☐ Trace an argument: set 2 (Ninth grade - E.4)
- ☐ Distinguish facts from opinions (Ninth grade - H.1)
- ☐ Choose evidence to support a claim (Ninth grade - H.2)
- ☐ Identify supporting evidence in a text (Ninth grade - H.3)
- ☐ Classify logical fallacies (Ninth grade - H.7)
- ☐ Trace an argument: set 1 (Tenth grade - E.3)
- ☐ Trace an argument: set 2 (Tenth grade - E.4)
- ☐ Distinguish facts from opinions (Tenth grade - H.1)

- ☐ Choose evidence to support a claim (Tenth grade - H.2)
- ☐ Identify supporting evidence in a text (Tenth grade - H.3)
- ☐ Classify logical fallacies (Tenth grade - H.7)

**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.

- ☐ Identify audience and purpose (Ninth grade - B.2)
  - ☐ Analyze rhetorical strategies in historical texts: set 1 (Ninth grade - E.5)
  - ☐ Analyze rhetorical strategies in historical texts: set 2 (Ninth grade - E.6)
  - ☐ Identify appeals to ethos, pathos, and logos in advertisements (Ninth grade - I.1)
  - ☐ Identify audience and purpose (Tenth grade - B.3)
  - ☐ Analyze rhetorical strategies in historical texts: set 1 (Tenth grade - E.5)
  - ☐ Analyze rhetorical strategies in historical texts: set 2 (Tenth grade - E.6)
  - ☐ Identify appeals to ethos, pathos, and logos in advertisements (Tenth grade - I.1)
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## Range of Reading and Level of Text Complexity

**RL.9-10.10a** 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.

- ☐ Determine the main idea (Ninth grade - A.1)
- ☐ Analyze the development of informational passages: set 1 (Ninth grade - E.1)
- ☐ Analyze the development of informational passages: set 2 (Ninth grade - E.2)
- ☐ Trace an argument: set 1 (Ninth grade - E.3)
- ☐ Trace an argument: set 2 (Ninth grade - E.4)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Ninth grade - E.5)
- ☐ Analyze rhetorical strategies in historical texts: set 2 (Ninth grade - E.6)

**RL.9-10.10b** 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.

- ☐ Determine the main idea (Tenth grade - A.1)
- ☐ Analyze the development of informational passages: set 1 (Tenth grade - E.1)
- ☐ Analyze the development of informational passages: set 2 (Tenth grade - E.2)
- ☐ Trace an argument: set 1 (Tenth grade - E.3)
- ☐ Trace an argument: set 2 (Tenth grade - E.4)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Tenth grade - E.5)
- ☐ Analyze rhetorical strategies in historical texts: set 2 (Tenth grade - E.6)

# Common Core Skill Alignment

## 9TH & 10TH GRADE: READING: LITERATURE



### 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.

- ☐ Match the quotations with their themes (Ninth grade - D.1)
- ☐ Analyze short stories: set 1 (Ninth grade - D.2)
- ☐ Analyze short stories: set 2 (Ninth grade - D.3)
- ☐ Identify supporting evidence in a text (Ninth grade - H.3)
- ☐ Analyze short stories: set 1 (Tenth grade - D.1)
- ☐ Analyze short stories: set 2 (Tenth grade - D.2)
- ☐ Identify supporting evidence in a text (Tenth grade - H.3)

**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.

- ☐ Match the quotations with their themes (Ninth grade - D.1)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Ninth grade - E.5)
- ☐ Analyze rhetorical strategies in historical texts: set 2 (Ninth grade - E.6)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Tenth grade - E.5)
- ☐ Analyze rhetorical strategies in historical texts: set 2 (Tenth grade - E.6)

**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.

- ☐ Analyze short stories: set 1 (Ninth grade - D.2)
- ☐ Analyze short stories: set 2 (Ninth grade - D.3)
- ☐ Analyze short stories: set 1 (Tenth grade - D.1)

☐ Analyze short stories: set 2 (Tenth grade - D.2)

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## 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).

- ☐ Compare passages for tone (Ninth grade - B.4)
- ☐ Interpret the meaning of allusions (Ninth grade - C.2)
- ☐ Identify the source of allusions (Ninth grade - C.3)
- ☐ Interpret figures of speech (Ninth grade - C.4)
- ☐ Classify figures of speech: euphemism, hyperbole, oxymoron, paradox (Ninth grade - C.5)
- ☐ Classify figures of speech: review (Ninth grade - C.6)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Ninth grade - E.5)
- ☐ Analyze rhetorical strategies in historical texts: set 2 (Ninth grade - E.6)
- ☐ Compare passages for tone (Tenth grade - B.4)
- ☐ Interpret the meaning of allusions (Tenth grade - C.2)
- ☐ Identify the source of allusions (Tenth grade - C.3)
- ☐ Interpret figures of speech (Tenth grade - C.4)
- ☐ Classify figures of speech: euphemism, hyperbole, oxymoron, paradox (Tenth grade - C.5)
- ☐ Classify figures of speech: review (Tenth grade - C.6)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Tenth grade - E.5)
- ☐ Analyze rhetorical strategies in historical texts: set 2 (Tenth grade - E.6)

**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.

- ☐ Analyze short stories: set 1 (Ninth grade - D.2)
- ☐ Analyze short stories: set 2 (Ninth grade - D.3)

- ☐ Analyze short stories: set 1 (Tenth grade - D.1)
- ☐ Analyze short stories: set 2 (Tenth grade - D.2)

**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.

- ☐ Analyze rhetorical strategies in historical texts: set 1 (Ninth grade - E.5)
  - ☐ Analyze rhetorical strategies in historical texts: set 2 (Ninth grade - E.6)
  - ☐ Analyze rhetorical strategies in historical texts: set 1 (Tenth grade - E.5)
  - ☐ Analyze rhetorical strategies in historical texts: set 2 (Tenth grade - E.6)
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## 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).

- ☐ Compare illustrations of literary and historical subjects (Eighth grade - I.1)

**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).

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## Range of Reading and Level of Text Complexity

**RL.9-10.10a** 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.

- ☐ Analyze short stories: set 1 (Ninth grade - D.2)
- ☐ Analyze short stories: set 2 (Ninth grade - D.3)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Ninth grade - E.5)
- ☐ Analyze rhetorical strategies in historical texts: set 2 (Ninth grade - E.6)



**RL.9-10.10b** 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.

- ☐ Analyze short stories: set 1 (Tenth grade - D.1)
- ☐ Analyze short stories: set 2 (Tenth grade - D.2)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Tenth grade - E.5)
- ☐ Analyze rhetorical strategies in historical texts: set 2 (Tenth grade - E.6)

# Common Core Skill Alignment

## 9TH & 10TH GRADE: WRITING



### Text Types and Purposes

**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.

**W.9-10.1.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.

- ☐ Organize information by main idea (Ninth grade - F.2)
- ☐ Identify thesis statements (Ninth grade - G.2)
- ☐ Distinguish facts from opinions (Ninth grade - H.1)
- ☐ Choose the most appropriate counterclaim for a given claim (Ninth grade - H.4)
- ☐ Choose the analysis that logically connects the evidence to the claim (Ninth grade - H.5)
- ☐ Organize information by main idea (Tenth grade - F.2)
- ☐ Identify thesis statements (Tenth grade - G.2)
- ☐ Distinguish facts from opinions (Tenth grade - H.1)
- ☐ Choose the most appropriate counterclaim for a given claim (Tenth grade - H.4)
- ☐ Choose the analysis that logically connects the evidence to the claim (Tenth grade - H.5)

**W.9-10.1.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.

- ☐ Choose evidence to support a claim (Ninth grade - H.2)
- ☐ Identify supporting evidence in a text (Ninth grade - H.3)
- ☐ Choose the most appropriate counterclaim for a given claim (Ninth grade - H.4)
- ☐ Choose the analysis that logically connects the evidence to the claim (Ninth grade - H.5)
- ☐ Classify logical fallacies (Ninth grade - H.7)
- ☐ Choose evidence to support a claim (Tenth grade - H.2)
- ☐ Identify supporting evidence in a text (Tenth grade - H.3)

- ☐ Choose the most appropriate counterclaim for a given claim (Tenth grade - H.4)
- ☐ Choose the analysis that logically connects the evidence to the claim (Tenth grade - H.5)
- ☐ Classify logical fallacies (Tenth grade - H.7)

**W.9-10.1.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.

- ☐ Choose the analysis that logically connects the evidence to the claim (Ninth grade - H.5)
- ☐ Transition logically between claims, evidence, analysis, and counterclaims (Ninth grade - H.6)
- ☐ Classify logical fallacies (Ninth grade - H.7)
- ☐ Transitions with conjunctive adverbs (Ninth grade - K.1)
- ☐ Use the correct pair of correlative conjunctions (Ninth grade - EE.1)
- ☐ Choose the analysis that logically connects the evidence to the claim (Tenth grade - H.5)
- ☐ Transition logically between claims, evidence, analysis, and counterclaims (Tenth grade - H.6)
- ☐ Classify logical fallacies (Tenth grade - H.7)
- ☐ Transitions with conjunctive adverbs (Tenth grade - K.1)
- ☐ Use the correct pair of correlative conjunctions (Tenth grade - EE.1)

**W.9-10.1.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.

- ☐ Which text is most formal? (Ninth grade - B.1)
- ☐ Compare passages for subjective and objective tone (Ninth grade - B.3)
- ☐ Which text is most formal? (Tenth grade - B.1)
- ☐ Compare passages for subjective and objective tone (Tenth grade - B.2)

**W.9-10.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

**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.

**W.9-10.2.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.

- ☐ Analyze the development of informational passages: set 1 (Ninth grade - E.1)
- ☐ Analyze the development of informational passages: set 2 (Ninth grade - E.2)
- ☐ Order topics from broadest to narrowest (Ninth grade - F.1)
- ☐ Organize information by main idea (Ninth grade - F.2)
- ☐ Choose the topic sentence that best captures the main idea (Ninth grade - G.1)
- ☐ Analyze the development of informational passages: set 1 (Tenth grade - E.1)
- ☐ Analyze the development of informational passages: set 2 (Tenth grade - E.2)
- ☐ Order topics from broadest to narrowest (Tenth grade - F.1)
- ☐ Organize information by main idea (Tenth grade - F.2)
- ☐ Choose the topic sentence that best captures the main idea (Tenth grade - G.1)

**W.9-10.2.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.

- ☐ Distinguish facts from opinions (Ninth grade - H.1)
- ☐ Choose evidence to support a claim (Ninth grade - H.2)
- ☐ Identify supporting evidence in a text (Ninth grade - H.3)
- ☐ Distinguish facts from opinions (Tenth grade - H.1)
- ☐ Choose evidence to support a claim (Tenth grade - H.2)
- ☐ Identify supporting evidence in a text (Tenth grade - H.3)

**W.9-10.2.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.

- ☐ Transition logically between claims, evidence, analysis, and counterclaims (Ninth grade - H.6)

- ☐ Transitions with conjunctive adverbs (Ninth grade - K.1)
- ☐ Use the correct pair of correlative conjunctions (Ninth grade - EE.1)
- ☐ Transition logically between claims, evidence, analysis, and counterclaims (Tenth grade - H.6)
- ☐ Transitions with conjunctive adverbs (Tenth grade - K.1)
- ☐ Use the correct pair of correlative conjunctions (Tenth grade - EE.1)

**W.9-10.2.d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- ☐ Choose the word whose connotation and denotation best match the sentence (Ninth grade - S.1)
- ☐ Use words accurately and precisely (Ninth grade - S.2)
- ☐ Choose the word whose connotation and denotation best match the sentence (Tenth grade - S.1)
- ☐ Use words accurately and precisely (Tenth grade - S.2)

**W.9-10.2.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.

- ☐ Which text is most formal? (Ninth grade - B.1)
- ☐ Compare passages for subjective and objective tone (Ninth grade - B.3)
- ☐ Which text is most formal? (Tenth grade - B.1)
- ☐ Compare passages for subjective and objective tone (Tenth grade - B.2)

**W.9-10.2.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).

**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.

**W.9-10.3.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.

- ☐ Identify the narrative point of view (Ninth grade - C.1)

☐ Identify the narrative point of view (Tenth grade - C.1)

**W.9-10.3.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.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.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

☐ Compare passages for tone (Ninth grade - B.4)

☐ Choose the word whose connotation and denotation best match the sentence (Ninth grade - S.1)

☐ Use words accurately and precisely (Ninth grade - S.2)

☐ Compare passages for tone (Tenth grade - B.4)

☐ Choose the word whose connotation and denotation best match the sentence (Tenth grade - S.1)

☐ Use words accurately and precisely (Tenth grade - S.2)

**W.9-10.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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## 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.

☐ Identify audience and purpose (Ninth grade - B.2)

☐ Order topics from broadest to narrowest (Ninth grade - F.1)

☐ Organize information by main idea (Ninth grade - F.2)

☐ Choose the topic sentence that best captures the main idea (Ninth grade - G.1)

☐ Identify audience and purpose (Tenth grade - B.3)

- ☐ Order topics from broadest to narrowest (Tenth grade - F.1)
- ☐ Organize information by main idea (Tenth grade - F.2)
- ☐ Choose the topic sentence that best captures the main idea (Tenth grade - G.1)

**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.

- ☐ Suggest appropriate revisions (Ninth grade - M.7)
- ☐ Suggest appropriate revisions (Tenth grade - M.7)

**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.

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## 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.

**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.

- ☐ Determine the main idea (Ninth grade - A.1)
- ☐ Choose evidence to support a claim (Ninth grade - H.2)
- ☐ Identify supporting evidence in a text (Ninth grade - H.3)
- ☐ Recognize the parts of a Works Cited entry (MLA 7th edition) (Ninth grade - N.1)
- ☐ Understand a Works Cited entry (MLA 7th edition) (Ninth grade - N.2)
- ☐ Recognize the parts of a Works Cited entry (MLA 8th edition) (Ninth grade - N.3)
- ☐ Use in-text citations (MLA 7th-8th editions) (Ninth grade - N.4)
- ☐ Identify plagiarism (Ninth grade - N.5)

- ☐ Determine the main idea (Tenth grade - A.1)
- ☐ Choose evidence to support a claim (Tenth grade - H.2)
- ☐ Identify supporting evidence in a text (Tenth grade - H.3)
- ☐ Recognize the parts of a Works Cited entry (MLA 7th edition) (Tenth grade - N.1)
- ☐ Understand a Works Cited entry (MLA 7th edition) (Tenth grade - N.2)
- ☐ Recognize the parts of a Works Cited entry (MLA 8th edition) (Tenth grade - N.3)
- ☐ Use in-text citations (MLA 7th-8th editions) (Tenth grade - N.4)
- ☐ Identify plagiarism (Tenth grade - N.5)

**W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.9.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]").

- ☐ Compare passages for tone (Ninth grade - B.4)
- ☐ Analyze short stories: set 1 (Ninth grade - D.2)
- ☐ Analyze short stories: set 2 (Ninth grade - D.3)
- ☐ Compare passages for tone (Tenth grade - B.4)
- ☐ Analyze short stories: set 1 (Tenth grade - D.1)
- ☐ Analyze short stories: set 2 (Tenth grade - D.2)

**W.9-10.9.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").

- ☐ Determine the main idea (Ninth grade - A.1)
- ☐ Analyze the development of informational passages: set 1 (Ninth grade - E.1)
- ☐ Analyze the development of informational passages: set 2 (Ninth grade - E.2)
- ☐ Trace an argument: set 1 (Ninth grade - E.3)
- ☐ Trace an argument: set 2 (Ninth grade - E.4)
- ☐ Analyze rhetorical strategies in historical texts: set 1 (Ninth grade - E.5)



- ☐ Analyze rhetorical strategies in historical texts: set 2 (Ninth grade - E.6)
  - ☐ Determine the main idea (Tenth grade - A.1)
  - ☐ Analyze the development of informational passages: set 1 (Tenth grade - E.1)
  - ☐ Analyze the development of informational passages: set 2 (Tenth grade - E.2)
  - ☐ Trace an argument: set 1 (Tenth grade - E.3)
  - ☐ Trace an argument: set 2 (Tenth grade - E.4)
  - ☐ Analyze rhetorical strategies in historical texts: set 1 (Tenth grade - E.5)
  - ☐ Analyze rhetorical strategies in historical texts: set 2 (Tenth grade - E.6)
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## 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.