
Grades 9-10

Arkansas

English Language Arts Standards

2016

Introduction

Arkansas English Language Arts Standards for grades K-12 have been developed to prepare students for success in high school. Students who are successful in college or careers have attained particular literacy capacities: they think independently; they build strong content knowledge; they respond to the varying demands of audience, task, topic, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital resources strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, the Arkansas Secondary Literacy Standards, has been created for other content areas to address their unique literacy needs. This document focuses on reading and analyzing literature and literary nonfiction, studying the English language about related topics.

This document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards—reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade from grades K-12.

The anchor standards are placed before the grade-level standards for each strand to describe the overarching learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support writing. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

This document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor.

measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teachers in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with standards above and below the grade level they teach. The standards below grade level will guide decisions for provisions for students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards is essential to developing an aligned curriculum that will create a smooth learning progression in English language arts from kindergarten through high school graduation.

Students advance through the grades and master the standards in reading, writing, speaking, listening, and language. They continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

Standards on the following pages define what students should understand and be able to do by the end of the grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by grade. The CCR and grade-specific standards are necessary complements—the former providing broad standards and the latter providing additional specificity—that together define the skills and understandings that all students must master.

Reading for Information and Details

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading and Analyzing Text Structure

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.

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.

Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Reading and Analyzing Knowledge and Ideas

Integrate and evaluate content presented in diverse media and formats.

Analyze 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.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Reading and Analyzing Level of Text Complexity

Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades 6-12

Some college and career ready, students must grapple with works of exceptional craft and thought whose range spans across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless drama of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing complexity, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to analyze intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 9-10-Reading Standards for Literature

Key Ideas and Details

- 0.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.

Teacher Note

0.1
Ident skill here relating to 'implicitly' would be to infer.

- 0.2** Examine a *grade-appropriate* literary text.
- Provide an *objective summary*.
 - Determine a *theme* 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.

Teacher Note

0.2
"grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 9-10 text complexity band. The text should also be selected to include words for appropriate word study, and spelling development and should have literary or scholarly merit. The text must be rigorous enough to engage students in Grades 9-10 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous and grade-appropriate curriculum.

Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased

Summary is "a shortened version of an original text, stating the main ideas and [only the] important details of the text."

the same text structure and order of the original” Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking (2006) Kissner (p. 8).

Effective summary is a shortened version of an original text, stating the main ideas and only the important details with the same text structure and order of the original that is unbiased and based on facts and does not include feelings, interpretations, or prejudice.

Following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:
partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

vs. Recount

Retelling implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in structure, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.
partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly (literarydevices.net/theme/).

0.3	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the <i>theme</i> .
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Grades 9-10-Reading Standards for Literature

Craft and Structure

0.4	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 <i>tone</i> (e.g., how the language evokes a sense of time and place; how it sets a formal or informal <i>tone</i>).
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Teacher Note

0.4
Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses long words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves short words or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are not used. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters to business.

Informal discourse is used with friends, children, and relatives.

Formal English is used to convey the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

0.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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0.6	Analyze a particular <i>point of view</i> , <i>perspective</i> , or cultural experience reflected in a work of literature, including works from outside the United States.
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Teacher Note

0.6
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in relating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader's access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not participate in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality (dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for languages other than English to use the terms "point of view" and "perspective" interchangeably to mean what English speakers would define as perspective.

Grades 9-10-Reading Standards for Literature

Integration of Knowledge and Ideas

0.7	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).
0.8	RL.9.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze 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.
0.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a <i>theme</i> or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

0.10	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. 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.
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Teacher Note

0.10
The course of Grades 9-12, students study American literature, British literature including Shakespeare, and world literature.

A detailed explanation of the three dimensions of text complexity may be found at the following link:
www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf

t with text complexity quantitative measures by grade band may be found at the following link:
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Grades 9-10-Reading Standards for Informational

Key Ideas and Details

- RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.

Teacher Note

RI.1
Identify a skill here relating to 'implicitly' would be to infer.

- RI.2 Examine a *grade-appropriate* informational text.
- Provide an *objective summary* of the text.
 - 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.

Teacher Note

RI.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 9-10 text complexity band. The text also be selected to include words for appropriate word study, and spelling development and should have curricular merit. The text must be rigorous enough to engage students in Grades 9-10 concepts across all four strands of English Language Arts standards. Text selection should be a priority consideration when developing a rigorous and appropriate curriculum.

Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased

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).3	Analyze how the author structures 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.
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Grades 9-10-Reading Standards for Informational

Craft and Structure

9.4	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).
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Teacher Note

9.4
is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

9.5	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).
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9.6	Determine an author's <i>point of view</i> , <i>perspective</i> , and/or purpose in a text and analyze how an author uses rhetoric to advance that <i>point of view</i> , <i>perspective</i> , or purpose.
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Teacher Note

9.6
is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in clarifying the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader's access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not participate in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

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In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for languages other than English to use the terms "point of view" and "perspective" interchangeably to mean what English speakers would define as perspective.

Grades 9-10-Reading Standards for Informational

Integration of Knowledge and Ideas

- RI.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.

Teacher Note

Media fall into one of five main categories and use varied techniques for digital formatting. One or any combination of content can be used to enhance your website or social media platform. The five main categories are text, images, animation (including interactive elements), audio, video.

- RI.8** Analyze 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** Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related *themes* and concepts.

Range of Reading and Level of Text Complexity

- RI.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.

Teacher Note

L.10

iled explanation of the three dimensions of text complexity may be found at the following link:

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Arkansas Anchor Standards for Writing

Standards on the following pages define what students should understand and be able to do by the end of the K-12 grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Types and Purposes

Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant sufficient evidence.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Process and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Use of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades 6-12

idents, writing is a key means of asserting and defending claims, showing what they know about a subject, and writing what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students take task, purpose, and audience into careful consideration, choosing words, information, structures, and styles deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They should be able to use technology strategically when creating, refining, and collaborating on writing. They have to be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and discipline to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make adjustments to a piece of writing over multiple drafts when circumstances encourage or require it.

Grades 9-10-Writing Standards

Text Types and Purposes

W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.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.
W.1.B	Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.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, reasons and evidence, and claim(s) and counterclaims; include commentary for support.
W.1.D	Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.

Teacher Note

W.1.D	Identify the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).
W.1.E	Provide an appropriate concluding statement or section that supports the argument presented.
W.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.

L.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figure tables), and/or <i>multimedia</i> .
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Teacher Note

L.2.A
Media fall into one of five main categories and use varied techniques for digital formatting. One or any combination of content can be used to enhance your website or social media platform. The five main categories are text, images, animation (including interactive elements), audio, video.

Features should be presented in a systematic way within an aligned curriculum.

L.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.
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L.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.
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L.2.D	Use <i>precise language</i> and <i>domain-specific vocabulary</i> to manage the complexity of the topic.
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Teacher Note

L.2.
Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a conclusion.

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, time explorer, density, time signature). Information about these vocabulary types may be found at

L.2.E	Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.
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Teacher Note

L.2.E
is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

L.2.F	Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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L.3	Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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L.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more <i>points of view/perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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Teacher Note

L.3.A
standard, the teacher will address both point of view and *perspective*.

important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in relating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader's access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not participate in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns.

literary-devices.com/content/point-view)

pective is a particular way of viewing things that depends on one's experience and personality (dictionary.cambridge.org/us/dictionary/english/perspective).

In English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for languages other than English to use the terms "point of view" and "perspective" interchangeably to mean what Englishers would define as perspective.

L.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
L.3.C	Use a variety of techniques to sequence events so that they build on one another, creating coherence.

Teacher Note

L.3.C
This explanation is not intended to be exhaustive but rather to provide clarification for this standard. A sequence of events can be organized in a variety of ways such as order of impression, order of importance, spatially, or temporally. Transitional words such as first, next, last, adjacent to, beyond, below, between should be used to connect the ideas appropriate for the organizational strategy.

Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as). See standard L.3.C.1.

Spatial means of or relating to space (e.g., beside, nearby, adjacent to, left, right, above, below, between)

L.3.D	Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of settings, events, and/or characters.
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Teacher Note

L.3.D

Use language that is specific and non-vague language that spells out relationships between ideas, leading readers to a clear conclusion.

L.3.E

L.3.E	Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.
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Grades 9-10-Writing Standards

Production and Distribution of Writing

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Teacher Note

W.4 specific expectations for writing types are defined in standards W.9-10.1, W.9-10.2, and W.9-10.3.

W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.

Teacher Note

W.5 for conventions should demonstrate command of Language standards 1-3 up to and including Grades 9-10.

W.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.

Teacher Note

W.6 producing writing products includes providing a new document that has been revised or edited from a previous draft.

Grades 9-10-Writing Standards

Research to Build and Present Knowledge

W.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.8	Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. <ul style="list-style-type: none">● 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● Follow a standard format for citation.
W.9	Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.
W.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 <i>theme</i> or topic from <i>Old Testament</i> or the Bible or how a later author draws on a play by Shakespeare].").
W.9.B	Apply Grades 9-10 Reading standards to informational texts (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.").

Grades 9-10-Writing Standards

Range of Writing

W.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.
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Arkansas Anchor Standards for Speaking and Listening

Standards on the following pages define what students should understand and be able to do by the end of the K-12 grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.

Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades 6-12

To become college and career ready, students must have ample opportunities to take part in a variety of rich, meaningful conversations--as part of a whole class, in small groups, and with a partner--built around important content areas and domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

Technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Grades 9-10-Speaking and Listening Standards

Comprehension and Collaboration

- | | |
|------------|---|
| 0.1 | Initiate and participate effectively in a range of <i>collaborative conversations</i> (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. |
|------------|---|

Teacher Note

0.1
Collaborative discussion (conversations) should be collegial. Collegial discussion (conversation) is defined by Jim Burke as follows: Collegial discussion refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.

Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Pair Share, Reciprocal Teaching, and teacher-led class discussion).

- | | |
|--------------|---|
| 0.1.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. |
|--------------|---|

- | | |
|--------------|--|
| 0.1.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. |
|--------------|--|

Teacher Note

0.1.B
Collegial discussion is defined by Jim Burke as follows: Collegial discussion refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.

0.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader <i>themes</i> or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
0.1.D	Respond thoughtfully to diverse <i>perspectives</i> , 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.

Teacher Note

0.1.D
 important to clarify the terms “point of view” and “perspective” for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in clarifying the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader’s access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not participate in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns ([literary-devices.com/content/point-view](http://www.literary-devices.com/content/point-view))

Perspective is a particular way of viewing things that depends on one’s experience and personality (dictionary.cambridge.org/us/dictionary/english/perspective).

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one’s experience and personality. Furthermore, students need to know that it is common practice for languages other than English to use the terms “point of view” and “perspective” interchangeably to mean what English speakers would define as perspective.

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:
[partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/](http://www.partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/)
 vs. Recount

implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably to the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in , sets the context for the recount from the beginning and is told in either first person or third person depending ure of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative i , or as in following the admonishment of the standards, may address the message, lesson, or moral of the text partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

ary is “a shortened version of an original text, stating the main ideas and important details of the text with the ext structure and order of the original” *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, i, and Test Taking*(2006) Kissner (p. 8).

0.2	Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
0.3	Evaluate a speaker's <i>perspective</i> , reasoning, and use of evidence and rhetoric, identifying any fallaci reasoning or exaggerated or distorted evidence.

Teacher Note

0.3
portant to clarify the terms “point of view” and “perspective” for students.

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dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that is based on one's experience and personality. Furthermore, students need to know that it is common practice for languages other than English to use the terms "point of view" and "perspective" interchangeably to mean what English would define as perspective.

Grades 9-10-Speaking and Listening Standards

Presentation of Knowledge and Ideas

0.4	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.
0.5	Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
0.6	Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.

Teacher Note

0.6

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are not used. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters to business.

Informal discourse is used with friends, children, and relatives.

Refer to L.9-10.1 and L.9-10.3 for specific expectations for Grades 9-10 students when speaking and writing.

Arkansas Anchor Standards for Language

Standards on the following pages define what students should understand and be able to do by the end of the K-12 grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards by number. The CCR and grade-specific standards are necessary complements--the former providing broad strokes, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Anchor Standard 1: Speaking and Listening

Anchor Standard 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Anchor Standard 1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Anchor Standard 1.3 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.

Anchor Standard 2: Reading

Anchor Standard 2.1 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.
Anchor Standard 2.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Anchor Standard 2.3 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades 6-12

In order to build a foundation for college and career readiness in language, students must gain control over many conventional English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered in speaking, listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The focus of language standards in their own strand should not be taken as an indication that skills related to speaking, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening;

, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in formal and informal contexts, having universal currency while incorporating regional differences (www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters

Informal discourse is used with friends, children, and relatives.

“Appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 9-10 text complexity band. The text should also be selected to include words for appropriate word study, and spelling development and should have contextual merit. The text must be rigorous enough to engage students in Grades 9-10 concepts across all four strands of English Language Arts standards. Text selection should be a priority consideration when developing a rigorous and appropriate curriculum.

Grades 9-10-Language Standards

Conventions of Standard English

.1	Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grades 9-10.
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Teacher Note

.1
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in formal and informal contexts, having universal currency while incorporating regional differences (www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters to business.

Informal discourse is used with friends, children, and relatives.

.1.A	Use parallel structure.
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.1.B	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
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Teacher Note

.1.B
Parallel structure and clauses have been taught in earlier grades; therefore, students should be held responsible for including

ge of these structures in their writing. While every paper a student writes may not include examples of every use and phrase, the collective writing that students produce across the year should reflect their purposeful use of clauses and phrases for variety and effect. Various types of phrases include noun, verb, adjectival, adverbial, participial, and absolute. Types of clauses include independent, dependent; noun, relative, and adverbial.

.1.C	Form and use verbs in the conditional and subjunctive mood.
.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
.1.E	This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
.1.F	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
.1.G	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
.1.H	This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
.1.I	This standard is taught in Grade 4 and should be reinforced as needed. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
.2	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.

Teacher Note

2

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in formal and informal contexts, having universal currency while incorporating regional differences (www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters

Informal discourse is used with friends, children, and relatives.

2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
.2.B	Use a colon appropriately to introduce a list, quotation, or clarification.
.2.C	Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.
.2.D	Spell correctly.

Teacher Note

2.D

Systematic instruction in spelling is important because spelling impacts comprehension of text.

Research source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and practicing spelling words, may be found in Chapter 8, page 120 of "Vocabulary--Spelling Connection: Orthographic

Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in *Vocabulary Instruction: Research to Practice* edited by James F. Baumann and Edward J. Kame'enui. The two quotations are from this text:

Phonemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Templeton, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students' vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).

Words that are related in meaning are often related in spelling as well, despite changes in sound" (1991, p. 194).

3.1 "Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond" on page 124 of Baumann and Kame'enui text provides general guidance for developing aligned system of spelling instruction.

In addition, Kathy Ganske's text, *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction* includes the Developmental Spelling Assessment along with explanation and vocabulary activities to move students along the learning continuum for spelling.

The suggested resources are offered to support districts but are not mandated.

Grades 9-10-Language Standards

Knowledge of Language

.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.
.3.A	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
.3.B	Use verbs in the conditional and subjunctive mood to achieve particular effects.

Teacher Note

.3.B
Information about conditional and subjunctive mood can be found at
web.cn.edu/kwheeler/grammar_moods.html

Grades 9-10-Language Standards

Vocabulary Acquisition and Use

.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.
.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.
.4.B	Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).
.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.
.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).
.5	Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings as appropriate for the grade level.

Teacher Note

.5
A *nuance* is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a different meaning: The girl was _____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).

.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
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Teacher Note

5.A

aligning curriculum across the grades, figurative language and literary elements should be taken into consideration. Texts should be selected not only for their grade-appropriate complexity but also for the figurative language and literary elements that should be addressed at each grade level. The progression for instruction of figurative language and literary elements should be determined at the building or district level.

“grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 9-10 text complexity band. The text should also be selected to include words for appropriate word study, and spelling development and should have contextual and literary merit. The text must be rigorous enough to engage students in Grades 9-10 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous and grade-appropriate curriculum.

5.B	Analyze <i>nuances</i> in the meaning of words with similar denotations.
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Teacher Note

5.B

There is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a different meaning: The girl was _____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).

5.C	This standard is taught in Grade 6 and should be reinforced as needed. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., obstinate, bullheaded, willful, firm, persistent, resolute).
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5.D	This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
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.6	Acquire and use accurately <i>general academic</i> and <i>domain-specific</i> words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Teacher Note

6 standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific terms are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade routes, density, time signature).
