

# English Language Arts Standards » Reading: Literature » Grade 9-10

## Standards in this strand:

CCSS.ELA-Literacy.RL.9-10.1  
CCSS.ELA-Literacy.RL.9-10.2  
CCSS.ELA-Literacy.RL.9-10.3  
CCSS.ELA-Literacy.RL.9-10.4  
CCSS.ELA-Literacy.RL.9-10.5  
CCSS.ELA-Literacy.RL.9-10.6  
CCSS.ELA-Literacy.RL.9-10.7  
CCSS.ELA-Literacy.RL.9-10.9  
CCSS.ELA-Literacy.RL.9-10.10

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

## Key Ideas and Details

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

## Craft and Structure

**CCSS.ELA-Literacy.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).

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

## Integration of Knowledge and Ideas

**CCSS.ELA-Literacy.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*).  
(RL.9-10.8 not applicable to literature)

**CCSS.ELA-Literacy.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).

## Range of Reading and Level of Text Complexity

**CCSS.ELA-Literacy.RL.9-10.10**

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

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.

# English Language Arts Standards » Reading: Informational Text » Grade 9-10

## Standards in this strand:

CCSS.ELA-Literacy.RI.9-10.1  
CCSS.ELA-Literacy.RI.9-10.2  
CCSS.ELA-Literacy.RI.9-10.3  
CCSS.ELA-Literacy.RI.9-10.4  
CCSS.ELA-Literacy.RI.9-10.5  
CCSS.ELA-Literacy.RI.9-10.6  
CCSS.ELA-Literacy.RI.9-10.7  
CCSS.ELA-Literacy.RI.9-10.8  
CCSS.ELA-Literacy.RI.9-10.9  
CCSS.ELA-Literacy.RI.9-10.10

The CCR anchor standards and high school grade-specific standards work in tandem to define college

and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

## Key Ideas and Details

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

## Craft and Structure

**CCSS.ELA-Literacy.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).

**CCSS.ELA-Literacy.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).

**CCSS.ELA-Literacy.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.

## Integration of Knowledge and Ideas

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

## Range of Reading and Level of Text Complexity

**CCSS.ELA-Literacy.RI.9-10.10**

By the end of grade 9, read and comprehend literacy 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.

