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Oregon English Language Arts and Literacy Standards

Grades 9-10 Standards

June 2019

Introduction to the Oregon Standards for English Language Arts and Literacy

Preparing Oregon's Students

When Oregon adopted the Common Core State Standards (CCSS) in October 2010, our state joined other states in the pursuit of a common, standards-based education for our students, kindergarten through high school. Common standards can increase the likelihood that all students, no matter where they live, are prepared for success in college and the workplace.

Because skillful reading, writing, language use, and speaking and listening are similar across the states, common standards make sense. They make possible common assessments, common achievement goals for grade level groups, and efficiencies of scale for instructional and professional development materials.

Incorporating a Unique Design

The College and Career Readiness (CCR) Anchor Standards, the “backbone” of the Standards, describe the literacy skills which all students need when they graduate. The grade-specific standards describe the literacy skills, corresponding to the CCR Anchor Standards by number, which all students need when they finish each grade. Keeping the college and career focus at the forefront of kindergarten through grade 11/12 implementation is critical; that is why the CCRs are placed before the grade-specific standards. It is this unique design that supports the preparation of all students to be successful in school, from the beginning of school, and proficient in the Essential Skills of Reading, Writing, and Speaking and Listening required for an Oregon Diploma.

Using an Integrated Model of Literacy

- The Standards are cross-referenced across all four strands—Reading, Writing, Language, and Speaking and Listening—so they can be clustered for instruction.
- Language Standards apply to the other three strands—Reading, Writing, and Speaking and Listening.

Focusing on Key Features

- Reading: Text complexity and the growth of comprehension
- Writing: Text types, responding to reading, and research
- Speaking and Listening: Flexible communication and collaboration
- Language: Conventions, effective use, and vocabulary

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- Appendices
 - Appendix A: Supplementary material on the four strands; glossary of key terms included
 - Appendix B: Text exemplars and sample performance tasks illustrating the complexity, quality, and range of reading appropriate for various grade levels
 - Appendix C: Annotated examples of student writing demonstrating at least adequate performance at various levels

Reading this Document

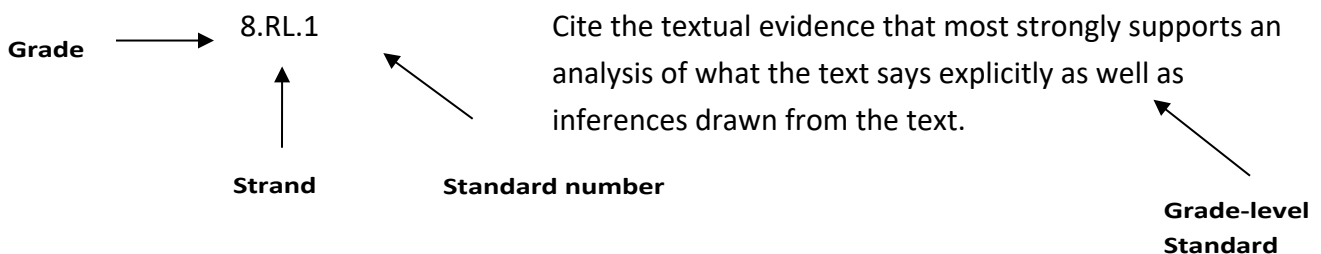
Because the CCR Anchor Standards are the backbone of the Standards, with the exception of the Foundational Reading Skills Standards as noted above, the CCRs for each strand are featured on a separate page before the grade-specific standards for that strand; this placement underscores the importance of the CCR connection to every standard. Reading down the columns, the order is as follows:

Reading CCRs <ul style="list-style-type: none"> • Literature Standards • Informational Standards 	Language CCRs <ul style="list-style-type: none"> • Language Standards
Writing CCRs <ul style="list-style-type: none"> • Writing Standards 	Speaking and Listening CCRs <ul style="list-style-type: none"> • Speaking and Listening Standards

Notation for grade-specific standards: Individual grade-specific standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means grade 8, Reading Literature, standard 1.

Literature (8.RL)

Key Ideas and Details



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College and Career Readiness Anchor Standards for Reading

The grades 6 -12 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below 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.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends 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 dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

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Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

Reading Standards: Literature

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grades 9-10 Reading Literature (9-10.RL)

Key Ideas and Details

- 9-10.RL.1 Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.*
- 9-10.RL.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 evidence-based summary of the text.*
- 9-10.RL.3 Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.*

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Craft and Structure

- 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.*
- 9-10.RL.5 Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.*
- 9-10.RL.6 Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent. *

Integration of Knowledge and Ideas

- 9-10.RL.7 Compare and contrast the representation of a subject or a key scene in multiple artistic mediums, including what is emphasized or absent in each.*
- 9-10.RL.8 (Not applicable to literature)
- 9-10.RL.9 Analyze how an author alludes to the themes or topics from another source.*

Range of Reading and Level of Text Complexity

- 9-10.RL.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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Grades 9-10 Reading Informational Text (9-10.RI)

Key Ideas and Details

- 9-10.RI.1 Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.*
- 9-10.RI.2 Determine a 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 evidence-based summary of the text.*
- 9-10.RI.3 Analyze how the author crafts 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

- 9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.*
- 9-10.RI.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.*
- 9-10.RI.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.*

Integration of Knowledge and Ideas

- 9-10.RI.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.*
- 9-10.RI.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.
- 9-10.RI.9 Analyze documents of historical and literary significance, including how they address related themes and concepts.*

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Range of Reading and Level of Text Complexity

- 9-10.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.

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College and Career Readiness Anchor Standards for Writing

The grade 6-12 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below 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.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats 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 need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

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Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

Writing Standards

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

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Grades 9-10 Writing (9-10.W)

Text Types and Purposes

- 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 9-10.W.1a 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.
- 9-10.W.1b Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.*
- 9-10.W.1c 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.
- 9-10.W.1d Establish a style and tone relevant to the discipline in which they are writing.*
- 9-10.W.1e Provide a concluding statement or section that follows from and supports the argument presented.
- 9-10.W.1f Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- 9-10.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.
- 9-10.W.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.*
- 9-10.W.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.*
- 9-10.W.2c 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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- 9-10.W.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 9-10.W.2e Establish a style and tone relevant to the discipline in which they are writing.*
- 9-10.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.*
- 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 9-10.W.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.*
- 9-10.W.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 9-10.W.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- 9-10.w.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 9-10.W.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
- 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.

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Research to Build and Present Knowledge

- 9-10.W.7 Conduct short as well as more comprehensive 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.
- 9-10.W.8 Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.*

Range of Writing

- 9-10.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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College and Career Readiness Anchor Standards for Language

The grades 6 -12 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below 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.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

Vocabulary Acquisition and Use

4. 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.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. **Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk next to their standard code (9-10.L.1a*).**

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Grades 9-10 Language (9-10.L)

Conventions of Standard English

- 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 9-10.L.1a* Use parallel structure.
- 9-10.L.1b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.*
- 9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 9-10.L.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- 9-10.L.2b Use a colon to introduce a list or quotation or present information related to the sentence's first clause.*
- 9-10.L.2c Spell correctly.

Knowledge of Language

- 9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.*
- 9-10.L.3a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.*

Vocabulary Acquisition and Use

- 9-10.L.4 Determine and/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, including context clues, word parts, word relationships, and reference materials.*
- 9-10.L.4a Use context as a clue to the meaning of a word or phrase.*

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- 9-10.L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.*
- 9-10.L.4c Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, 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.*
- 9-10.L.4d Verify the preliminary determination of the meaning of a word or phrase.*
- 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 9-10.L.5a Interpret figures of speech in context and analyze their role in the text.*
- 9-10.L.5b Analyze nuances in the meaning of words with similar denotations.
- 9-10.L.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.

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College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6-12 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below 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.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various 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 heavily 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. New 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 these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

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

Speaking and Listening Standards

The following standards offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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Grades 9-10 Speaking and Listening (9-10.SL)

Comprehension and Collaboration

- 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 9-10.SL.1a 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.
- 9-10.SL.1b Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.*
- 9-10.SL.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- 9-10.SL.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.*
- 9-10.SL.3 Evaluate a speaker’s, perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.*

Presentation of Knowledge and Ideas

- 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.*
- 9-10.SL.5 Make creative and strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.*

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- 9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

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