



**Grades 9-10**

**Arkansas  
English Language Arts Standards**

**2016**

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## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college and careers have attained particular literacy capacities. These students

- demonstrate independence;
- build strong content knowledge;
- respond to the varying demands of audience, task, purpose, and discipline;
- comprehend as well as critique;
- value evidence;
- use technology and digital media strategically and capably;
- come to understand other perspectives and cultures.

The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing about related topics. A separate document, the Arkansas Disciplinary Literacy Standards, has been created to address the unique literacy needs in other content areas.

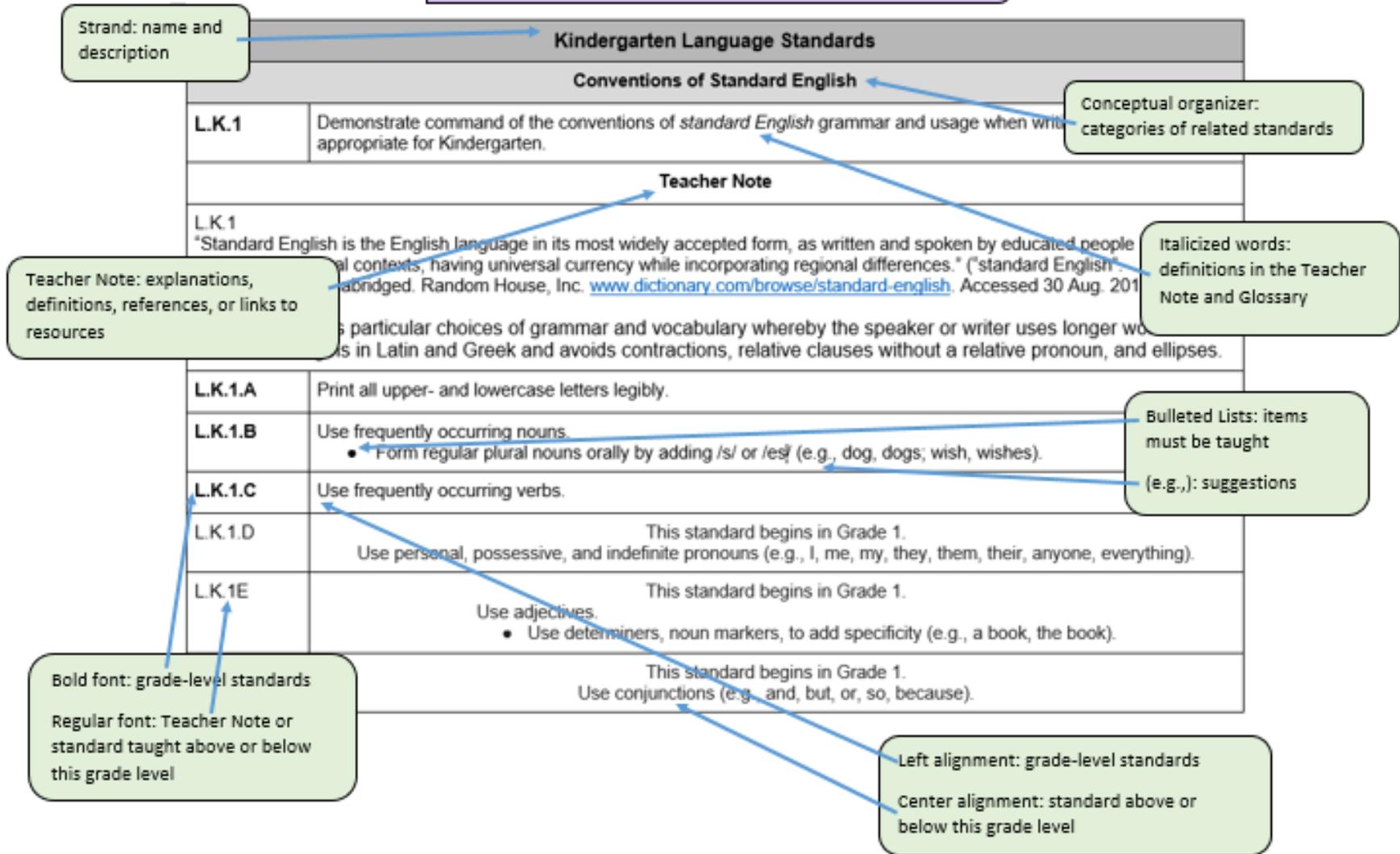
This document is organized around anchor standards and grade-level standards. The anchor standards address overarching knowledge and skills in reading, writing, speaking and listening, and language. Although the document is organized by strands, the standards should be integrated during instruction. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for Grades K-12. The grade-level standards include teacher notes that provide explanations, definitions, and links to resources to support teachers.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literature and literary nonfiction texts to teach the standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

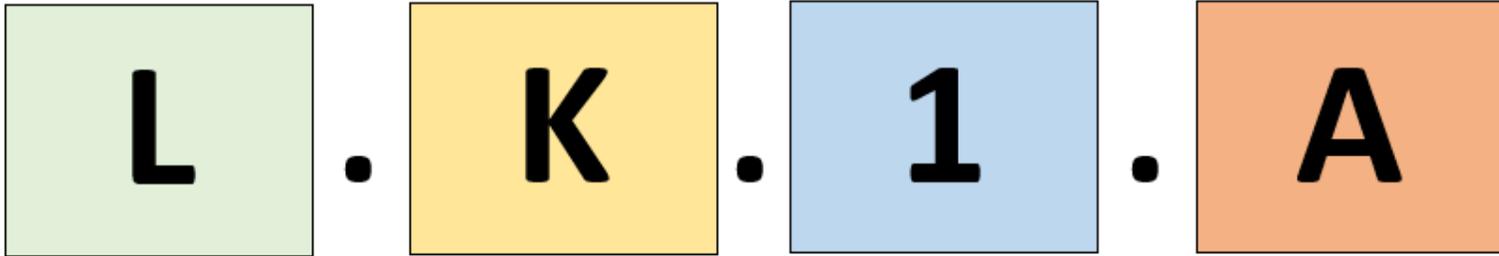
Teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for providing interventions for students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing a smooth learning progression from kindergarten through high school.

The Arkansas Department of Education academic standards are intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. The standards are not intended to be a state-mandated curriculum.

# How to Read the Standards Document



## How the Standards are Labeled



**The letter in the first position of the standard numbering system represents the strand:**

Reading Literature (RL)  
Reading Informational (RI)  
Reading Foundational (RF)  
Writing (W)  
Speaking and Listening (SL)  
Language (L)

**The symbol in the second position of the standard numbering system represents the grade level.**

**The number in the third position represents the standard.**

**Some standards are broken into segments that are represented by a letter in the fourth position.**

## How to Label the Anchor Standards

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**CCR**

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**1**

**The letter in the first position of the anchor standard numbering system represents the strand:**

- Reading (R)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)

**The symbol in the second position of the anchor standard numbering system represents college and career readiness.**

**The number in the third position of the anchor standard numbering system represents the standard.**

## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Reading. The Arkansas Anchor Standards 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 meaning; analyze how specific word choices shape meaning and/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, stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats.
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
9. 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).

### Range of Reading and Level of Text Complexity

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

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

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.

## Grades 9-10 Reading Standards for Literature

The grade-level standards offer a focus for instruction each year 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.

### Key Ideas and Details

**RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.

#### Teacher Note

RL.9-10.1  
The student skill here relating to 'implicitly' would be to infer.

**RL.9-10.2** 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

RL.9-10.2  
Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands.

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 texts should also be selected to include words for appropriate word study, and spelling development and should have content 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 grade-appropriate curriculum. An objective summary is a shortened version of an original text that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.

Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.

<b>RL.9-10.3</b>	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> .
<b>Teacher Note</b>	
RL.9-10.3 Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.	
<b>Craft and Structure</b>	
<b>RL.9-10.4</b>	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> ).
<b>Teacher Note</b>	
RL.9-10.4 Formal English reflects particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.  Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry).	
<b>RL.9-10.5</b>	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.
<b>RL.9-10.6</b>	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.
<b>Teacher Note</b>	
RL.9-10.6 It is important to clarify the terms "point of view" and "perspective" for students.	

RL.9-10.6 (continued)

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or deny the reader access into deeper understanding of the story. Two of the most common point of view techniques are the first person, in which the story is told by the narrator from his or her standpoint and the third person in which the narrator is outside 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.

Perspective is a particular way of viewing things that depends on one’s experience and personality (“perspective.” Cambridge Academic Dictionary. Cambridge UP, 2016, [www.dictionary.cambridge.org/us/dictionary/English/perspective](http://www.dictionary.cambridge.org/us/dictionary/English/perspective). Accessed 30 Aug. 2016.)

In these standards and in an English class, the term “point of view” is used when referring specifically to first person, third person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one’s experience and personality. When analyzing literature, both terms are needed.

For further clarification, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers define as perspective.

**Integration of Knowledge and Ideas**

**RL.9-10.7**

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts,” Breughel’s Landscape with the Fall of Icarus).

RL.9-10.8

RL.9-10.8 is not applicable to literature based on anchor standard R.CCR.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.

**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; how a later author draws on a play by Shakespeare).

**Teacher Note**

Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.

### Range of Reading and Level of Text Complexity

**RL.9-10.10**

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

#### Teacher Note

**RL.9-10.10**

It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers." (Fiester, Leila. "Early Warning Confirmed." The Annie E. Casey Foundation, 2013, [aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11](http://aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11). Accessed 30 Aug. 2016.)

Grades 9-10 must build on the strong foundation from Grades K-8 for students to read on grade level. Students in Grades 9-10 should be reading on a Lexile level between 1050L-1335L. By the end of Grade 9, students should be reading independently in the lower half of the Lexile range and with scaffolding in the upper half of the Lexile range. By the end of Grade 10, students should be reading independently in the upper half of the Lexile range. Students unable to read independently at the grade-level Lexile range will need more support to reach the goal of reading independently on grade level. Note that the Lexile ranges overlap, recognizing that students can slip backward in reading achievement while they are not receiving reading support such as during summer break.

Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.

RL.9-10.10 (continued)

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

<http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf>.

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Supplemental Information for Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, [www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf](http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf). Accessed 30 Aug. 2016.)

A chart with text complexity quantitative measures by grade band may be found at the following link:

<http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4>.

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Supplemental Information for Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 4, [www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf](http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf). Accessed 30 Aug. 2016.)

## Grades 9-10 Reading Standards for Informational Text

The grade-level standards offer a focus for instruction each year 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.

### Key Ideas and Details

**RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.

#### Teacher Note

RI.9-10.1  
The student skill in this standard relating to “implicitly” is to infer.

**RI.9-10.2** 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.9-10.2  
Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands.

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 texts should also be selected to include words for appropriate word study, and spelling development and should have content 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 grade-appropriate curriculum. An objective summary is a shortened version of an original text that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice

**RI.9-10.3** 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.

<b>Craft and Structure</b>	
<b>RI.9-10.4</b>	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 <i>tone</i> (e.g., how the language of a court opinion differs from that of a newspaper).
<b>Teacher Note</b>	
RI.9-10.4 Tone is the author’s attitude towards the subject, characters or situation (e.g., amused, sad, angry).	
<b>RI.9-10.5</b>	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., section, chapter).
<b>RI.9-10.6</b>	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.
<b>Teacher Note</b>	
RI.9-10.6 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) which is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or deny the reader access into deeper understanding of the story. Two of the most common point of view techniques are the first person, in which the story is told by the narrator from his or her standpoint and the third person in which the narrator is outside 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. Perspective is a particular way of viewing things that depends on one’s experience and personality. (“perspective.” <a href="http://www.dictionary.cambridge.org/us/dictionary/English/perspective">Cambridge Academic Dictionary</a> . Cambridge UP, 2016, www.dictionary.cambridge.org/us/dictionary/English/perspective. Accessed 30 Aug. 2016.) In these standards and in an English class, the term “point of view” is used when referring specifically to first person, third person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one’s experience and personality. When analyzing literature, both terms are needed. For further clarification, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers define as perspective.	

<b>Integration of Knowledge and Ideas</b>	
<b>RI.9-10.7</b>	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and <i>multimedia</i> ), determining which details are emphasized in each account.
<b>Teacher Note</b>	
RI.9-10.7 Multimedia is a technique in which several media are employed such as the combining of sound, video, and text for expressing ideas.	
<b>RI.9-10.8</b>	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.
<b>RI.9-10.9</b>	Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related <i>themes</i> and concepts.
<b>Teacher Note</b>	
Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.	
<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.9-10.10</b>	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.
<b>Teacher Note</b>	
RI.9-10.10 It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, <a href="http://aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a> . Accessed 30 Aug. 2016.)	

RI.9-10.10 (continued)

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Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.

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## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Writing. The Arkansas Anchor Standards 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 when analyzing substantive topics or texts using valid reasoning and relevant, 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.

### 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 and/or informational texts to support analysis, reflection, research, and synthesis.

### 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.

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

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.

## Grades 9-10 Writing Standards

The following standards offer a focus for writing instruction 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 in the standards.

### Text Types and Purposes

<b>W.9-10.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>W.9-10.1.A</b>	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.
<b>W.9-10.1.B</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.
<b>W.9-10.1.C</b>	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.

#### Teacher Note

W.9-10.1.C  
Commentary reflects the writer's ideas about a topic. The commentary gains supporting facts and details. Synonyms include opinion, insight, analysis, interpretation, inference, personal response, evaluation, explication, and reflection.

<b>W.9-10.1.D</b>	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

W.9-10.1.D  
Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry).

<b>W.9-10.1.E</b>	Provide an appropriate concluding statement or section that supports the argument presented.
<b>W.9-10.2</b>	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.
<b>Teacher Note</b>	
<p>W.9-10.2  For detailed information about text types see the following resource:  (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u>. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, <a href="http://www.corestandards.org/assets/Appendix A. pdf">www.corestandards.org/assets/Appendix A. pdf</a>. Accessed 30 Aug. 2016.)</p>	
<b>W.9-10.2.A</b>	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., figures, tables), and/or <i>multimedia</i> .
<b>Teacher Note</b>	
<p>W.9-10.2.A  Multimedia is a technique in which several media are employed such as the combining of sound, video, and text for expressing ideas.</p> <p>Text features should be presented in a systematic way within an aligned curriculum.</p>	
<b>W.9-10.2.B</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.
<b>W.9-10.2.C</b>	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

<b>W.9-10.2.D</b>	Use <i>precise language</i> and <i>domain-specific words</i> to manage the complexity of the topic.
<b>Teacher Note</b>	
<p>W.9-10.2.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.</p> <p>These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck’s work. General academic words refers to words that can be used across the disciplines. Domain-specific words are terms that are used within a particular discipline.</p>	
<b>W.9-10.2.E</b>	Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.
<b>Teacher Note</b>	
<p>W.9-10.2.E Tone is the author’s attitude towards the subject, characters or situation (e.g., amused, sad, angry).</p>	
<b>W.9-10.2.F</b>	Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>W.9-10.3</b>	Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>W.9-10.3.A</b>	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.
<b>Teacher Note</b>	
<p>W.9-10.3.A In this standard, the teacher will address both point of view and perspective.</p> <p>It is important to clarify the terms “point of view” and “perspective” for students.</p>	

W.9-10.3.A (continued)

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or deny the reader access into deeper understanding of the story. Two of the most common point of view techniques are the first person, in which the story is told by the narrator from his or her standpoint and the third person in which the narrator is outside 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.

Perspective is a particular way of viewing things that depends on one’s experience and personality (“perspective.” Cambridge Academic Dictionary. Cambridge UP, 2016, [www.dictionary.cambridge.org/us/dictionary/English/perspective](http://www.dictionary.cambridge.org/us/dictionary/English/perspective). Accessed 30 Aug. 2016.)

In these standards and in an English class, the term “point of view” is used when referring specifically to first person, third person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one’s experience and personality. When analyzing literature, both terms are needed.

For further clarification, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers define as perspective.

<b>W.9-10.3.B</b>	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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<b>W.9-10.3.C</b>	Use a variety of techniques to sequence events so that they build on one another, creating coherence.
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**Teacher Note**

W.9-10.3.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 as appropriate for the organizational strategy.

<b>W.9-10.3.D</b>	Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
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<b>W.9-10.3.E</b>	Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.
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<b>Production and Distribution of Writing</b>	
<b>W.9-10.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Teacher Note</b>	
W.9-10.4 Grade-specific expectations for writing types are defined in standards W.9-10.1, W.9-10.2, and W.9-10.3.	
<b>W.9-10.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience.
<b>Teacher Note</b>	
W.9-10.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grades 9-10.	
<b>W.9-10.6</b>	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.
<b>Teacher Note</b>	
W.9-10.6 Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.  Updating writing products means providing a new document that has been revised or edited from a previous draft.	

<b>Research to Build and Present Knowledge</b>	
<b>W.9-10.7</b>	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.
<b>W.9-10.8</b>	Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. <ul style="list-style-type: none"> <li>● Assess the usefulness of each source in answering the research question.</li> <li>● Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.</li> <li>● Follow a standard format for citation.</li> </ul>
<b>Teacher Note</b>	
W.9-10.8 Authoritative sources are a type of credible source.	
<b>W.9-10.9</b>	Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.
<b>W.9-10.9.A</b>	Apply Grades 9-10 Reading standards to literature.
<b>Teacher Note</b>	
Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.	
<b>W.9-10.9.B</b>	Apply Grades 9-10 Reading standards to informational texts.
<b>Range of Writing</b>	
<b>W.9-10.10</b>	Write routinely over extended time frames, time for <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Speaking and Listening. The Arkansas Anchor Standards 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 such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. 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, 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.

## Grades 9-10 Speaking and Listening 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.

### Comprehension and Collaboration

#### SL.9-10.1

Initiate and participate effectively in a range of *collaborative discussions*

- one-on-one
- in groups
- 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

#### SL.9-10.1

For information about oral language development see Appendix A, page 26, paragraphs 3 and 4 at the following link:

[http://www.corestandards.org/assets/Appendix\\_A.pdf#page=26](http://www.corestandards.org/assets/Appendix_A.pdf#page=26).

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 26, [www.corestandards.org/assets/Appendix\\_A.pdf#page=26](http://www.corestandards.org/assets/Appendix_A.pdf#page=26). Accessed 30 Aug. 2016.)

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

#### SL.9-10.1.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.

<b>SL.9-10.1.B</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.
<b>Teacher Note</b>	
<p>SL.9-10.1.B Collegial discussion is talking about ideas, some of them contentious, with mutual respect for peers even when disagreeing.</p>	
<b>SL.9-10.1.C</b>	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.
<b>Teacher Note</b>	
Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.	
<b>SL.9-10.1.D</b>	Respond thoughtfully to diverse <i>perspectives</i> , <i>summarize</i> 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.
<b>Teacher Note</b>	
<p>SL.9-10.1.D It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or deny the reader access into deeper understanding of the story. Two of the most common point of view techniques are the first person, in which the story is told by the narrator from his or her standpoint and the third person in which the narrator is outside 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.</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality. (“perspective.” <a href="http://www.dictionary.cambridge.org/us/dictionary/English/perspective">Cambridge Academic Dictionary</a>. Cambridge UP, 2016, www.dictionary.cambridge.org/us/dictionary/English/perspective. Accessed 30 Aug. 2016.)</p> <p>In these standards and in an English class, the term “point of view” is used when referring specifically to first person, third person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one’s experience and personality. When analyzing literature, both terms are needed.</p>	

SL.9-10.1.D (continued)

For further clarification, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers define as perspective.

Summary is a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original. (Kissner, Emily. Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking. Heinemann, 2006, p. 8.)

**SL.9-10.2**

Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches), evaluating the credibility and accuracy of each source.

**SL.9-10.3**

Evaluate a speaker's *perspective*, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### Teacher Note

SL.9-10.3

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) which is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or deny the reader access into deeper understanding of the story. Two of the most common point of view techniques are the first person, in which the story is told by the narrator from his or her standpoint and the third person in which the narrator is outside 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.

Perspective is a particular way of viewing things that depends on one’s experience and personality (“perspective.” Cambridge Academic Dictionary. Cambridge UP, 2016, [www.dictionary.cambridge.org/us/dictionary/English/perspective](http://www.dictionary.cambridge.org/us/dictionary/English/perspective). Accessed 30 Aug. 2016.)

In these standards and in an English class, the term “point of view” is used when referring specifically to first person, third person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one’s experience and personality. When analyzing literature, both terms are needed.

For further clarification, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers define as perspective.

<b>Presentation of Knowledge and Ideas</b>	
<b>SL.9-10.4</b>	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.
<b>SL.9-10.5</b>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>SL.9-10.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.
<b>Teacher Note</b>	
<p>SL.9-10.6 See L.9-10.1 and L.9-10.3 for specific language expectations for Grades 9-10 students when speaking and writing.</p> <p>Formal English reflects particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.</p>	

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Language. The Arkansas Anchor Standards 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.
6. 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**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard 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 through 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 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.

## Grades 9-10 Language Standards

The following standards for grades K-5 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.

### Conventions of Standard English

<b>L.9-10.1</b>	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

L.9-10.1

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. ("standard English." [Dictionary.com Unabridged](http://www.dictionary.com). Random House, 2016, [www.dictionary.com/browse/standard-english](http://www.dictionary.com/browse/standard-english). Accessed 30 Aug. 2016.)

Formal English reflects particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.

<b>L.9-10.1.A</b>	Use parallel structure.
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<b>L.9-10.1.B</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

L.9-10.1.B

Phrases and clauses have been taught in earlier grades; therefore, students should be held responsible for including the full range of these structures in their writing. While every paper a student writes may not include examples of every type of clause and phrase, the collective writing that students produce across the year should reflect their purposeful use of clauses and phrases for variety and effect.

<b>L.9-10.1.C</b>	Form and use verbs in the conditional and subjunctive mood.
<b>Teacher Note</b>	
L.9-10.1.C	Information about conditional and subjunctive mood can be found at the following link: <a href="https://web.cn.edu/kwheeler/grammar_moods.html">https://web.cn.edu/kwheeler/grammar_moods.html</a> . (Wheeler, L. Kip. "Moods in Verbs." <u>Dr. Wheeler's Website</u> . Carson-Newman University, 2016, Web.cn.edu/kwheeler/grammar_moods.html. Accessed 30 August 2016.)
<b>L.9-10.1.D</b>	Recognize and correct inappropriate shifts in verb voice and mood.
L.9-10.1.E	This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
<b>L.9-10.1.F</b>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<b>Teacher Note</b>	
L.9-10.1.F	Phrases and clauses have been taught in earlier grades; therefore, students should be held responsible for including the full range of these structures in their writing. While every paper a student writes may not include examples of every type of clause 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, prepositional, and absolute. Types of clauses include independent, dependent; noun, relative, and adverbial.
L.9-10.1.G	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
L.9-10.1.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.
L.9-10.1.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.
L.9-10.1.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).

L.9-10.1.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.
<b>L.9-10.2</b>	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.
<b>Teacher Note</b>	
<p>L.9-10.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. (“standard English.” <a href="http://Dictionary.com Unabridged">Dictionary.com Unabridged</a>. Random House, 2016, <a href="http://www.dictionary.com/browse/standard-english">www.dictionary.com/browse/standard-english</a>. Accessed 30 Aug. 2016.)</p> <p>Formal English reflects particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.</p>	
L.9-10.2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
<b>L.9-10.2.B</b>	Use a colon appropriately to introduce a list, quotation, or clarification.
<b>L.9-10.2.C</b>	Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.
<b>L.9-10.2.D</b>	Spell correctly.
<b>Teacher Note</b>	
<p>L.9-10.2.D Systematic instruction in spelling is important because spelling impacts comprehension of text.</p> <p>One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, is cited here: (Templeton, Shane. “Vocabulary—Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond.” <a href="#">Research to Practice</a>. Ed James F. Baumann and Edward J. Kame’enui. Guilford P, 2004, pp. 118-138).</p>	

L.9-10.2.D (continued)

Two quotes and a scope and sequence document from this article are cited below:

“Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 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).

Table 8.1 “Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond” on page 124 of the Baumann and Kame’enui text provides general guidance for developing aligned system of spelling instruction.

Another helpful resource is Kathy Ganske’s text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction. The text provides the Developmental Spelling Assessment and vocabulary activities to move students through the learning continuum for spelling. (Ganske, Kathy. Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction. Guilford P, 2000.)

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

**Knowledge of Language**

**L.9-10.3**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.9-10.3.A**

Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

**L.9-10.3.B**

Use verbs in the conditional and subjunctive mood to achieve particular effects.

**Teacher Note**

L.9-10.3.B

Information about conditional and subjunctive mood can be found at

[https://web.cn.edu/kwheeler/grammar\\_moods.html](https://web.cn.edu/kwheeler/grammar_moods.html).

(Wheeler, L. Kip. “Moods in Verbs.” Dr. Wheeler’s Website. Carson-Newman University, 2016, Web.cn.edu/kwheeler/grammar\_moods.html. Accessed 30 August 2016.)

<b>Vocabulary Acquisition and Use</b>	
<b>L.9-10.4</b>	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.
<b>L.9-10.4.A</b>	Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>L.9-10.4.B</b>	Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
<b>L.9-10.4.C</b>	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.
<b>L.9-10.4.D</b>	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).
<b>L.9-10.5</b>	Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.
<b>Teacher Note</b>	
<p>L.9-10.5 When 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.</p> <p>Nuance is a subtle difference or distinction in expression or meaning. A single word choice can convey a nuanced meaning: The girl was _____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).</p>	

<b>L.9-10.5.A</b>	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
<b>Teacher Note</b>	
L.9-10.5.A When 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.	
<b>L.9-10.5.B</b>	Analyze <i>nuances</i> in the meaning of words with similar denotations.
<b>Teacher Note</b>	
L.9-10.5.B Nuance is a subtle difference or distinction in expression or meaning. A single word choice can convey a nuanced meaning: The girl was _____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
L.9-10.5.C	This standard is taught in Grade 8 and should be reinforced as needed. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.9-10.5.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.
<b>L.9-10.6</b>	Acquire and use accurately <i>general academic</i> and <i>domain-specific words</i> 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.
<b>Teacher Note</b>	
L.9-10.6 These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic words refers to words that can be used across the disciplines. Domain-specific words are terms that are used within a particular discipline.	

Glossary  
Arkansas English Language Arts Standards Grades K-12

Collaborative conversation/discussion	Talking jointly with others, especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion)
Collegial discussion	Talking about ideas, some of them contentious, with mutual respect for peers even when disagreeing
Dialect	A variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary, and by its use by a group of speakers who are set off from others geographically or socially (“dialect.” <a href="http://www.dictionary.com/Unabridged">Dictionary.com.Unabridged</a> . <a href="http://www.dictionary.com/browse/dialect?s=t">www.dictionary.com/browse/dialect?s=t</a> . Accessed 17 September 2016.)
Domain-specific words	Terms that are used within a particular discipline
Fluency (Reading)	The ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension
Formal English	Particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses
General academic words	General academic words refers to words that can be used across all disciplines
Grade-appropriate	Texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands
High-frequency words	Regular and irregular words that appear often in printed text (Honig, Bill, Linda Diamond, and Linda Gutlohn. <a href="#">Teaching Reading Sourcebook</a> . Arena, 2008, p. 243.)
Modal auxiliary	An auxiliary verb characteristically used with other verbs to express mood, aspect, or tense (e.g., can, could, may, might, must, ought, shall, should, will, would) (“modal auxiliary.” <a href="#">American Heritage® Dictionary of the English Language, Fifth Edition</a> . Houghton Mifflin Harcourt, 2011, <a href="http://www.thefreedictionary.com/modal+auxiliary">www.thefreedictionary.com/modal+auxiliary</a> . Accessed 17 Sep. 2016.)
Multimedia	A technique in which several media are employed such as the combining of sound, video, and text for expressing ideas
Nuance	A subtle difference or distinction in expression or meaning
Objective summary	A shortened version of an original text that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice
Perspective	A particular way of viewing things that depends on one’s experience and personality (“perspective.” <a href="#">Cambridge Academic Dictionary</a> . Cambridge UP, 2016, <a href="http://www.dictionary.cambridge.org/us/dictionary/English/perspective">www.dictionary.cambridge.org/us/dictionary/English/perspective</a> . Accessed 30 Aug. 2016.)
Point of view	The position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative
Precise language	Specific language that spells out relationships between ideas, leading readers to a desired conclusion

Recount	Formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral).
Register	The level of formality of language that a speaker uses in a particular social context
Retell	Informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral).
Standard English	The English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences ("standard English". <a href="http://www.dictionary.com">Dictionary.com Unabridged</a> . Random House, 2016, <a href="http://www.dictionary.com/browse/standard-english">www.dictionary.com/browse/standard-english</a> . Accessed 30 Aug. 2016.)
Summary	A shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original (Kissner, Emily. <a href="#"><u>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</u></a> . Heinemann, 2006, p. 8.)
Temporal	Of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as)
Theme	A main idea or an underlying meaning of a literary work that may be stated directly or indirectly
Tone	The author's attitude toward the subject, characters, or situation (e.g., amused, sad, angry)
Visual display	A presentation of information that can be seen

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