

Common Core Learning Standards Tool

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| Name: | | Class: | | Date: | |
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| CCL Standards: Reading—Literature | | I know what this is asking and I can do this. | This standard has familiar language, but I haven't mastered it. | I am not familiar with this standard. |
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| RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | | | |
| RL.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | | | |

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| RL.9-10.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | | | |

| CCL Standards: Writing | | I know what this is asking and I can do this. | This standard has familiar language, but I haven't mastered it. | I am not familiar with this standard. |
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| W.9-10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | | | |
| W.9-10.2.a | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | | | |

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| W.9-10.2.b | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | | | |
| W.9-10.2.d | Use precise language and domain-specific vocabulary to manage the complexity of the topic. | | | |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | | |

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| W.9-10.9.a | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> | | | |

| CCL Standards: Speaking & Listening | | I know what this is asking and I can do this. | This standard has familiar language, but I haven't mastered it. | I am not familiar with this standard. |
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| SL.9-10.1 | 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. | | | |
| 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. | | | |
| SL.9-10.1.c | 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. | | | |

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| SL.9-10.1.d | 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. | | | |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | | | |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | | | |

| CCL Standards: College and Career Readiness Anchor Standards for Reading | | I know what this is asking and I can do this. | This standard has familiar language, but I haven't mastered it. | I am not familiar with this standard. |
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| CCRA.R.6 | Assess how point of view or purpose shapes the content and style of a text. | | | |

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| CCRA.R.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. | | | |
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