

9th Grade



PARCC Model Content Framework

English Language Arts/Literacy
Common Core State Standards

Model Content Frameworks

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The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. The Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules. Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. The Model Content Frameworks are designed with the following purposes in mind:

1. Supporting implementation of the Common Core State Standards, and
2. Informing the development of item specifications and blueprints for the **PARCC assessments** in grades 3–8 and high school.

The proposed **PARCC Assessment System** will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

Reading complex texts:

1. This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts.
2. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages.
3. Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts.

Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module.

Writing effectively when using and/or analyzing sources:

This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, and analyzing as well as presenting that evidence in writing.

Conducting and reporting on research:

This expands on “writing when analyzing sources” to require students to demonstrate their ability to

1. gather resources,
2. evaluate their relevance, and
3. report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening:

This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English.

The importance of the above skills is reflected in the emphasis the Model Content Frameworks place on students’ needing regular opportunities to grapple with the **close, analytic reading** of grade-level complex texts and to construct increasingly sophisticated **responses in writing**. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future **PARCC assessments**.

The Letter and Spirit of 9th Grade.....

Reading

- ❖ Investigate a wide range of literary genres as well as delve deeply into substantive, complex expository works of nonfiction (RL/RI.9.10) such that they can “read like a detective” and uncover critical clues for building analysis of texts (RL/RI.9:1).
- ❖ Become increasingly aware of the choices authors make and how writers emphasize particular examples or details and stitch them together into a coherent whole.
- ❖ Provide objective summaries that incorporate both inferences drawn from the text and citations extracted directly from what they have read.
- ❖ Study the foundational documents of the United States as well as grasp differing perspectives and points of view embedded in words of world literature.
- ❖ See RL/RI 9.2-9 for detailed expectations.

Speaking/Listening

- ❖ Understand the importance of employing academic English in their prose and can differentiate among different modes of speech or language when speaking or crafting prose.
- ❖ Constructively join in conversations and participate in groups to share their insights and ideas both orally and in writing.

Writing

- ❖ Express themselves in multiple writing formats from investigative reports and literary analyses to summations and research papers.
- ❖ Conduct several research projects, using more complex materials and specialized sources than they did in elementary and middle school.
- ❖ Develop a central idea; maintain a coherent focus in their writing; and elaborate the points they make with well-documented and relevant examples, facts, and details.
- ❖ Internalize the expectations of academic written and spoken English and resolve issues regarding usage by consulting style guides.

Literacy Standard for Other Disciplines in Grade 9-10

- ❖ Instruction in reading, writing, speaking, listening and language is a **SHARED RESPONSIBILITY** within schools.
- ❖ All fields of study demand analysis of complex texts
- ❖ All fields of study require use of strong oral and written communication skills using discipline-specific discourse

All fields of study must build robust instruction around discipline-specific literacy skills to better prepare students for college and careers.

Skills to Be Integrated Throughout the Year

Analyze Content

Students should carefully gather observations about a text examining its meaning thoroughly and methodically. Teachers should encourage students to read and reread deliberately. (RL/RI.9.2-9) (SL.9.2-3)

Conduct Discussions

Students should initiate and engage in a range of collaborative discussions (one-on-one, small group, teacher-led), building on others' ideas and clearly expressing their own based on evidence. They should relate the current discussions to broader themes or larger ideas, respond thoughtfully to diverse perspectives to ensure a hearing for a full range of positions on an issue, verify or challenge ideas, and resolve contradictions when possible. (SL.9.1)

Study and Apply Grammar

While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak guided by L.9.1-3.

Cite Evidence

Cite the textual evidence that most strongly supports their analysis when both explicitly explaining the text and making inferences. (RL/RI.9.1)

Report Findings

Students should orally present claims and supporting evidence clearly, concisely and logically when ensuring that the development, substance and style are appropriate to purpose, audience and task. (SL.9.4-6)

Study and Apply Vocabulary

Focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5-10 Tier 2 academic words per week for each text (L.9.4-6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Examples of Informational texts: exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts

Examples of Literature: adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics

9th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

1st Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

World Literature - 50%
Informational – 50%



3-5 Short Texts (3-4 weeks)	
Literature 2-3	Draw ample evidence from texts
Informational Texts 1-2	Present analyses in writing as well as through speaking.

Connect the extended text to 1 or more short texts.

Extended Text

Literature



1 Extended Text (2-3 weeks)	
Perform a close, analytic reading	
Compare and synthesize ideas across other related texts	
Conduct text-focused discussions	
Produce written work	

Writing About Texts – 80% Analytical – Balance of Argument & Informative/Explanatory

Mix of on-demand, review and revision writing tasks
Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses -4-6 Analyses That Focus on Arguments*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the year, writing should include a comparative analysis and compositions that share findings from the research project

* Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.

Writing Extended Research Projects* (Research aligned with the standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Integrating knowledge from several additional literary or informational texts in various media or formats
- Assess the usefulness of each source
- Refocus research during the process when appropriate
- Integrate the information gathered in a manner that maintains the flow of ideas
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contents in writing or oral formats

* Beneficial if the project connects to a short or extended text.

Writing Narratives - 20%

- Write one narrative to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

9th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

2nd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

US Historical Documents – 50%



3-5 Short Texts (3-4 weeks)
Literature 2-3 Draw ample evidence from texts
U.S. historical documents 1-2 Present analyses in writing as well as through speaking.

Connect the extended text to 1 or more short texts.

Extended Text

Informational Texts



1 Extended Text (2-3 weeks)
Perform a close, analytic reading
Compare and synthesize ideas across other related texts
Conduct text-focused discussions
Produce written work

Writing About Texts – 80% Analytical – Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses - 4-6 Analyses That Focus on Informative and Explanatory*

- Use evidence and craft writing that display logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the year, writing should include comparative analysis and compositions that share findings from the research project

* Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.

Writing Extended Research Projects* (Research aligned with the standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Integrate knowledge from several additional literary or informational texts in various media or formats
- Assess the usefulness of each source
- Refocus research during the process when appropriate
- Integrate the information gathered in a manner that maintains the flow of ideas
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts in writing or oral formats

* Beneficial if the project connects to a short or extended text.

Writing Narratives – 20%

- Write one narrative to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

9th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

3rd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

World Literature - 50%
Informational – 50%



World Literature 2-3 Informational Texts 1-2	3-5 Short Texts (3-4 weeks) Draw ample evidence from texts Present analyses in writing as well as through speaking
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Connect the extended text to 1 or more short texts.

Extended Text

World Literature



Perform a close, analytic reading Compare and synthesize ideas across other related texts Conduct text-focused discussions Produce written work	1 Extended Text (2-3 weeks)
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Writing About Texts – 80% Analytical – Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks
Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses - 4-6 Analyses That Focus on Informative & Explanatory*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft longer responses
- Within the course of the **year**, writing should include comparative analysis and compositions that share findings from the research project

* Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.

Writing Extended Research Projects* (Research aligned with the standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Integrate knowledge from several additional literary or informational texts in various media or formats
- Assess the usefulness of each source
- Refocus research during the process when appropriate
- Integrate the information gathered in a manner that maintains the flow of ideas
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts in writing or oral formats

* Beneficial if the project connects to a short or extended text.

Writing Narratives - 20%

- Write one narrative to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

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Optional model to consider when constructing a year long course of instruction.

4th Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

US Historical Documents – 50%



3-5 Short Texts (3-4 weeks)

Literature 2-3
U.S. historical documents 1 -2

Draw ample evidence from texts
Present analyses in writing as well as through speaking

Extended Text

Informational Texts



1 Extended Text (2-3 weeks)

Perform a close, analytic reading
Compare and synthesize ideas across other related texts
Conduct text-focused discussions
Produce written work

Connect the extended text to 1 or more short texts.

Writing About Texts – 80% Analytical – Balance of Argument and Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses - 4-6 Analyses That Focus on Arguments*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the **year**, writing should include comparative analysis and compositions that share findings from the research project

* Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.

Writing Extended Research Projects*

- Write one extended research project that addresses a topic/problem/issue
- Integrate knowledge from several additional literary or informational texts in various media or formats
- Assess the usefulness of each source
- Refocus research during the process when appropriate
- Integrate the information gathered in a manner that maintains the flow of ideas
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts in writing or oral formats

* Beneficial if the project connects to a short or extended text.

Writing Narratives – 20%

- Write one narrative to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

Writing Standards Progression from Grade 8 to Grades 9-10

In grades 9 and 10, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.9-10.1-3).

Specific changes in the Writing Standards from grade 8 to grades 9-10 are highlighted in the chart below:

Grade 8 Standard 1 (W.8.1)	Grades 9-10, Standard 1 (W.9-10.1)
<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning</u> and relevant and <u>sufficient</u> evidence.</p> <ol style="list-style-type: none"> a. Introduce <u>precise</u> claim(s), distinguish the claim(s) from alternate or opposing claims and <u>create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</u> b. <u>Develop</u> claim(s) <u>and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</u> c. Use words, phrases and clauses <u>to link the major sections of the text,</u> create cohesion and clarify the relationships <u>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u> d. Establish and maintain a formal style <u>and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u> e. Provide a concluding statement or section that follows from and supports the argument presented.
Grade 8, Standard 2 (W.8.2)	Grades 9-10, Standard 2 (W.9-10.2)
<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to 	<p>Write informative/explanatory texts to examine and convey <u>complex</u> ideas, concepts and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize <u>complex</u> ideas, concepts and information <u>to make important connections and distinctions;</u> include formatting (e.g., headings), graphics (e.g., <u>figures</u>, tables) and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant and <u>sufficient</u> facts, <u>extended</u> definitions, concrete details, quotations, or other information and examples <u>appropriate to</u>

<p>create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><u>the audience’s knowledge of the topic.</u></p> <p>c. Use appropriate and varied transitions to <u>link the major sections of the text</u>, create cohesion and clarify the relationships among <u>complex</u> ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to <u>manage the complexity of</u> the topic.</p> <p>e. Establish and maintain a formal style <u>and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (<u>e.g., articulating implications or the significance of the topic</u>).</p>
<p>Grade 8, Standard 3 (W.8.3)</p>	<p>Grades 9-10, Standard 3 (W.9-10.3)</p>
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, <u>well-chosen</u> details and well-structured event sequences.</p> <p>a. Engage and orient the reader by <u>setting out a problem, situation, or observation, establishing one or multiple point(s) of view</u> and introducing a narrator and/or characters; <u>create a smooth progression of experiences or events.</u></p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection and <u>multiple plot lines</u>, to develop experiences, events and/or characters.</p> <p>c. Use a variety of <u>techniques to sequence events so that they build on one another to create a coherent whole.</u></p> <p>d. Use precise words and phrases, <u>telling</u> details and sensory language to <u>convey a vivid picture of the</u> experiences, events, <u>setting</u> and <u>/or characters.</u></p> <p>e. Provide a conclusion that follows from and reflects on <u>what is experienced, observed, or resolved over the course of the narrative.</u></p>
<p>Grade 8, Standard 4 (W.8.4)</p>	<p>Grades 9-10, Standard 4 (W.9-10.4)</p>
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>

Grade 8, Standard 5 (W.8.5)	Grades 9-10, Standard 5 (W.9-10.5)
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on <u>addressing what is most significant for a specific purpose and audience</u> . (Editing for conventions should demonstrate command of Language standards 1-3 <u>up to and including grades 9-10 on page 54</u> .)
Grade 8, Standard 6 (W.8.6)	Grades 9-10, Standard 6 (W.9-10.6)
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Use technology, including the Internet, to produce, publish and <u>update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</u> .
Grade 8, Standard 7 (W.8.7)	Grades 9-10, Standard 7 (W.9-10.7)
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short <u>as well as more sustained</u> research projects to answer a question (including a self-generated question) <u>or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</u> .
Grade 8, Standard 8 (W.8.8)	Grades 9-10, Standard 8 (W.9-10.8)
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple <u>authoritative</u> print and digital sources, using <u>advanced searches</u> effectively; assess the <u>usefulness</u> of each source <u>in answering the research question; integrate information into the text selectively to maintain the flow of ideas</u> , avoiding plagiarism and following a standard format for citation.
Grade 8, Standard 9 (W.8.9)	Grades 9-10, Standard 9 (W.9-10.9)
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<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 <u>an author</u> draws on <u>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]</u>”).</p> <p>b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is <u>valid</u> and the evidence is relevant and sufficient; <u>identify false statements and fallacious reasoning</u>”).</p>
Grade 8, Standard 10 (W.8.10)	Grades 9-10, Standard 10 (W.9-10.10)

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 discipline-specific tasks, purposes, and audiences.

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.

Speaking and Listening Standards Progression from Grade 8 to Grades 9-10

In grades 9 and 10, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 8 to grades 9-10 are highlighted in the chart below:

Grade 8, Standard 1 (SL.8.1)	Grades 9-10, Standard 1 (SL.9-10.1)
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	<p><u>Initiate and participate</u> effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <u>grades 9-10 topics, texts and issues</u>, building on others' ideas and expressing their own clearly <u>and persuasively</u>.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence <u>from texts and other research</u> on the topic or issue to <u>stimulate a thoughtful, well-reasoned exchange of ideas</u>. <u>Work with peers to set</u> rules for collegial discussions and decision-making (<u>e.g., informal consensus, taking votes on key issues, presentation of alternate views</u>), <u>clear</u> goals and deadlines, and individual roles as needed. <u>Propel conversations by</u> posing and responding to questions that <u>relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions</u>. Respond thoughtfully to diverse perspectives, summarize points of <u>agreement and disagreement, and</u>, when warranted, qualify or justify their own views <u>and understanding and make new connections</u> in light of the evidence <u>and reasoning</u> presented.

Grade 8, Standard 2 (SL.8.2)	Grades 9-10, Standard 2 (SL.9-10.2)
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<u>Integrate multiple sources</u> of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating <u>the credibility and accuracy of each source</u> .
Grade 8, Standard 3 (SL.8.3)	Grades 9-10, Standard 3 (SL.9-10.3)
Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<u>Evaluate</u> a speaker’s <u>point of view, reasoning and use of</u> evidence <u>and rhetoric</u> , identifying <u>any fallacious reasoning or exaggerated or distorted</u> evidence.
Grade 8, Standard 4 (SL.8.4)	Grades 9-10, Standard 4 (SL.9-10.4)
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Present <u>information</u> , findings and <u>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</u> .
Grade 8, Standard 5 (SL.8.5)	Grades 9-10, Standard 5 (SL.9-10.5)
Integrate multimedia and visual displays into presentations to clarify <u>information, strengthen</u> claims <u>and evidence, and add interest</u> .	<u>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in</u> presentations <u>to enhance understanding of findings, reasoning, and evidence</u> and to add interest.
Grade 8, Standard 6 (SL.8.6)	Grades 9-10, Standard 6 (SL.9-10.6)
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See <u>grade 8</u> Language standards 1 and 3 on page 52 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See <u>grades 9-10</u> Language standards 1 and 3 on page <u>54</u> for specific expectations.)

PARCC

Model Content Framework English Language Arts/Literacy

For more information visit:

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