

[Submit comments on the draft NYS Grades 9-10 ELA Learning Standards](#)

		<b>Standard Code</b>	<b>Current Standard</b>	<b>Revised Standard Recommendation</b>	<b>Additional Information/Notes</b>
<b>READING STANDARDS</b>	<b>Key Ideas and Details</b>	9-10.R.1		Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferentially; develop factual, interpretive, and evaluative questions for further exploration.	New recommended Standard that combines Reading for Information and Reading for Literature.
		9-10.R.2		Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively summarize a complex text.	New recommended Standard that combines Reading for Information and Reading for Literature.
		9-10.R.3		Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop the theme. In informational texts, analyze how the author unfolds an analysis, including the sequence, the introduction and development of ideas, and the connections that exist.	New recommended Standard that combines Reading for Information and Reading for Literature.

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<b>READING STANDARDS</b>	<b>Craft and Structure</b>	9-10.R.4		Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the cumulative impact of specific word choices on meaning and tone/mood. Examine how the language evokes a sense of setting and tone/mood. Examine technical or key terms and how language differs across genres.	New recommended Standard that combines Reading for Information and Reading for Literature.
		9-10.R.5		Analyze in detail how an author's ideas or claims are structured and developed. In literary texts, consider how parallel plots, pacing, and flashbacks, etc. create effects. In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.	New recommended Standard that combines Reading for Information and Reading for Literature.
		9-10.R.6		Determine and analyze how authors employ point of view, purpose, rhetorical strategies, and literary elements to shape the content, perspective, and style in a wide range of global and diverse texts.	New recommended Standard that combines Reading for Information and Reading for Literature.

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<b>READING STANDARDS</b>	<b>Integration of Knowledge and Ideas</b>	9-10.R.7		Analyze how a subject is presented in two or more artistic mediums or formats by determining which details are emphasized, altered, or absent in each account. In literary texts, analyze the representation of a subject or key scene in two different mediums. In informational texts, analyze various accounts of a subject told in different mediums.	New recommended Standard that combines Reading for Information and Reading for Literature.
		9-10.R.7.a		Analyze works by authors or artists who represent diverse global cultures.	New recommended Standard that combines Reading for Information and Reading for Literature.
		9-10.R.8		Delineate and evaluate the argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.	New recommended Standard that combines Reading for Information and Reading for Literature.
		9-10.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. In literary texts, analyze how an author draws on source materials to create an original text. In informational texts, analyze seminal documents for how they address related themes and concepts.	New recommended Standard that combines Reading for Information and Reading for Literature.

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<b>READING STANDARDS</b>	<b>Reading and Level of Text Complex</b>	9-10.R.10		Text complexity standard to be moved to supporting guidance.	Text complexity standard recommended to be moved to supporting guidance.
	<b>Responding to Literature</b>	9-10.R.11		Interpret, analyze, and evaluate text, aesthetically and ethically by making connections to: other text, ideas, cultural perspectives, eras, personal events and situations. (e.g.; use literary language to respond to a variety of genres.)	New recommended Standard that combines Reading for Information and Reading for Literature.
		9-10.R.11.a		Develop an original perspective based on a self-selected text.	New recommended Standard that combines Reading for Information and Reading for Literature.
		9-10.R.11.b		Identify and use criteria to classify, select, and evaluate texts to make informed judgments about quality.	New recommended Standard that combines Reading for Information and Reading for Literature.
<b>WRITING STANDARDS</b>	<b>Production, Range, and Distribution of Writing</b>	9-10.W.1		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	New recommended Standard for Writing.
		9-10.W.1a		Demonstrate awareness of audience; adapt voice and use of language to suit a variety of cultural contexts.	New recommended Standard for Writing.

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<b>WRITING STANDARDS</b>	<b>Production, Range, and Distribution of Writing</b>	9-10.W.1b		Use precise language and domain-specific vocabulary to express the appropriate complexity of the topic. Where appropriate, use sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	New recommended Standard for Writing.
		9-10.W.1c		Use appropriate and varied transitions to make critical connections and distinctions, create cohesion and clarify relationships among complex ideas and concepts.	New recommended Standard for Writing.
		9-10.W.1d		Maintain a formal style and objective tone while attending to the norms and conventions of the discipline as appropriate to the writing task.	New recommended Standard for Writing.
		9-10.W.1e		Provide a concluding statement or section that supports the information or explanations presented. (e.g., emphasize the implications or significance of the topic) and where appropriate, reflects on what is experienced, observed, or resolved.	New recommended Standard for Writing.

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<b>WRITING STANDARDS</b>	<b>Production, Range, and Distribution of Writing</b>	9-10.W.2		Develop and strengthen writing as needed by planning, drafting, revising, editing and rewriting based on feedback, with a focus on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards.)	New recommended Standard for Writing.
		9-10.W.3		Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.	New recommended Standard for Writing.
		9-10.W.4		Use appropriate and available technology to collaborate, produce, publish, and update individual or shared writing products.	New recommended Standard for Writing.
	<b>Research to Build Knowledge</b>	9-10.W.5		Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	New recommended Standard for Writing.
		9-10.W.5a		Explore topics dealing with diverse and global viewpoints.	New recommended Standard for Writing.

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<b>WRITING STANDARDS</b>	<b>Research to Build Knowledge</b>	9-10.W.6		Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	New recommended Standard for Writing.
		9-10.W.7		Draw evidence from literary or informational texts to support analysis, reflection, and research.	New recommended Standard for Writing.
	<b>Text Types and Purposes</b>	9-10.W.8		Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore areas of inquiry to formulate an argument.	New recommended Standard for Writing.
		9-10.W.8a		Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaims, reasons, and evidence	New recommended Standard for Writing.
		9-10.W.8b		Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns	New recommended Standard for Writing.

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<b>WRITING STANDARDS</b>	<b>Text Types and Purposes</b>	9-10.W.9		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.	New recommended Standard for Writing.
		9-10.W.9a		Select and organize complex ideas, concepts, and information on a specific topic. Introduce topic clearly and concisely.	New recommended Standard for Writing.
		9-10.W.9b		Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, direct quotations and paraphrased information from content, or other examples appropriate to the audience's knowledge of the topic. Include graphics (e.g. figures / tables), and multimedia when useful to aiding comprehension.	New recommended Standard for Writing.
		9-10.W.10		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	New recommended Standard for Writing.
		9-10.W.10a		Engage and orient the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	New recommended Standard for Writing.



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<b>WRITING STANDARDS</b>	<b>Text Types and Purposes</b>	9-10.W.10b		Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.	New recommended Standard for Writing.
		9-10.W.10c		Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.	New recommended Standard for Writing.
		9-10.W.10d		Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	New recommended Standard for Writing.
		9-10.W.10e		Provide a resolution that follows from the narrated experiences or events.	New recommended Standard for Writing.
		9-10.W.11		Create literary texts that demonstrate knowledge and understanding of a variety of techniques present in acclaimed works.	New recommended Standard for Writing.
		9-10.W.11a		Engage in a range of prewriting experiences to express personal, social, and cultural connections and insights.	New recommended Standard for Writing.
		9-10.W.11b		Identify, analyze, and use elements and techniques of various genres of literature.	New recommended Standard for Writing.

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<b>WRITING STANDARDS</b>	<b>Text Types and Purposes</b>	9-10.W.11c		Develop critical and interpretive texts from more than one perspective, including historical and cultural.	New recommended Standard for Writing.
		9-10.W.11d		Create poetry, stories, plays, and other literary forms (e.g. videos, art work).	New recommended Standard for Writing.
<b>SPEAKING AND LISTENING STANDARDS</b>	<b>Comprehension and Collaboration</b>	9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Change to stay consistent with previous grades. Removed some examples.
		9-10.SL.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions prepared, having read and researched material under study; 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.	Changed to clarify language; deleted "explicit" for consistency across grades.
		9-10.SL.1b	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.	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.	Changed to clarify language and consistency across grades (changed rules to norms).

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<b>SPEAKING AND LISTENING STANDARDS</b>	<b>Comprehension and Collaboration</b>	9-10.SL.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Propel conversations by posing and responding to questions that relate the discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Changed to clarify language (removed the word “current” from standard).
		9-10.SL.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.	Changed to clarify language (changed “own views” to “personal views”).
		9-10.SL.1e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from diverse backgrounds.	Changed to clarify language (changed “varied” to “diverse”).

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<b>SPEAKING AND LISTENING STANDARDS</b>	<b>Comprehension and Collaboration</b>	9-10.SL.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse formats (e.g., visually, quantitatively, orally) evaluating the credibility, accuracy, and relevance of each source	Changed to clarify language (added relevance; deleted “media” and replaced with “formats”).
		9-10.SL.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	No change	
	<b>Presentation of Knowledge and Ideas</b>	9-10.SL.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.	Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to purpose, audience, and task.	Changed for clarity and reduce length. Changed "information" to "claims" for consistency
		9-10.SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add elements of interest to engage the audience.	Changed to omit examples and added "elements of interest" and "engage audience" to parallel 8th grade. Committee recommends a separate section with examples/guidance.

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<b>SPEAKING AND LISTENING STANDARDS</b>	<b>Presentation of Knowledge and Ideas</b>	9-10.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Changed for consistency with other grades; omitted reference to Language Standards.
		<b>LANGUAGE STANDARDS</b>	<b>Conventions of Standards English</b>	9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-10.L.1a	Use parallel structure.*		No change	* Begins in Grade 9-10 and continues as progressive skill
	9-10.L.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.		Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.	Changed to clarify and remove example. Committee recommends a separate section with examples/guidance.

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<b>LANGUAGE STANDARDS</b>	<b>Conventions of Standard English</b>	9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	No change	
		9-10.L.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	No change	
		9-10.L.2b	Use a colon to introduce a list or quotation.	No change	
		9-10.L.2c	Spell correctly.	No change	
	<b>Knowledge of Language</b>	9-10.L.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.	No change	

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<b>LANGUAGE</b>	<b>Knowledge of Language</b>	9-10.L.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.	Changed to omit reference to specific style manuals (the selection of the style manual should be determined based on the type of writing).
	<b>Vocabulary Acquisition and Use</b>	9-10.L.4	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Changed to omit reference to grade-level text (put note in introduction that all standards should be based on grade-appropriate texts)
		9-10.L.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	No change	
		9-10.L.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	No change	

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<b>LANGUAGE STANDARDS</b>	<b>Vocabulary Acquisition and Use</b>	9-10.L.4c	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.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Changed to clarify language (deleted both print and digital references).
		9-10.L.4d	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).	No change	
		9-10.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	No change	
		9-10.L.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.	Changed to clarify language and make example part of the standard; expectation is to build on previous years.
		9-10.L.5b	Analyze nuances in the meaning of words with similar denotations.	No change	



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<b>LANGUAGE STANDARDS</b>	<b>Vocabulary Acquisition and Use</b>	9-10.L.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Changed to clarify language (for parallel structure).