

The Writer's Studio, Level C
by Lesli J. Favor, Ph.D.
correlated to the
Common Core State Standards
for
English Language Arts
Grades 9–10



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Standards		Page References
Reading Standards for Literature		
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 inferences drawn from the text.	SE: 190-191, 205, 218
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.	SE: 184, 270-278
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 190-191, 205, 218
Craft and Structure		
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).	SE: 184
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.	SE: 190-191, 205, 218
RL. 9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 190-191, 205, 218
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" and Breughel's <i>Landscape with the Fall of Icarus</i>).	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 190-191, 205, 218
RL. 9-10.8	(Not applicable to literature)	

Standards		Page References
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 or how a later author draws on a play by Shakespeare).	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 190-191, 205, 218
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.	SE: 190, 204
Reading Standards for Informational Text		
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 inferences drawn from the text.	SE: 70, 82, 94, 254, 269, 285
RI.9-10.2	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; provide an objective summary of the text.	SE: 70, 82, 94, 254, 269, 285
RI.9-10.3	Analyze how the author unfolds 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.	SE: 70, 82, 94, 254, 269, 285
Craft and Structure		
RI.9-10.4	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 tone (e.g., how the language of a court opinion differs from that of a newspaper).	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 70, 82, 94, 254, 269, 285
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	SE: 128, 156
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	SE: 128, 156

Standards		Page References
Integration of Knowledge and Ideas		
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 286-294
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	SE: 128, 156
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	SE: 286-294
Range of Reading and Level of Text Complexity		
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	SE: 70, 82, 94, 128, 156, 218, 254, 268, 284
Writing Standards		
Text Types and Purposes		
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	SE: 127, 129-130, 134-137, 141, 145-146, 149-150, 155, 158-160, 163, 167, 169-172, 174, 177, 181
W.9-10.1b	Develop claim(s) 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.	SE: 127, 131, 134-137, 141, 146, 149-150, 155, 158-160, 163, 167, 170-172, 174, 177, 181
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE: 136, 156, 315

Standards		Page References
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE: 127, 132-133, 141, 149-150, 155, 163 167, 174
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	SE: 127, 146, 155, 163 167
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.9-10.2a	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.	SE: 49, 52, 56, 66, 69, 71-72, 74-77, 81, 83-84, 85-87, 88-89, 93, 96-97, 100-101, 107, 109-111, 112-113, 253, 255-257, 261-262, 267, 271-273, 277-278, 283, 287-290, 292-294, 297, 299-301, 304, 307, 310-311
W.9-10.2b	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.	SE: 35-46, 49, 52-56, 66, 69, 72-73, 76-77, 81, 84-85, 88-89, 93, 96-98, 100-101, 107, 109-111, 112-113, 253, 256, 261-262, 267, 272-273, 277-278, 283, 290, 292-294, 297, 300, 304, 307, 310-311
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SE: 40-42, 44, 76-77, 94, 100-101, 113, 269, 315
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	SE: 49, 56, 69, 76-77, 81, 88-89, 93, 100-101, 107, 112-113, 253, 258, 261-262, 267, 277-278, 283, 293-294, 297, 304
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE: 49, 56, 69, 76-77, 81, 88-89, 93, 100-101, 107, 112-113, 253, 261-262, 267, 277-278, 283, 292-294, 297, 304
W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	SE: 49, 53, 69, 93, 97, 111, 253, 267, 273, 278, 283, 294, 297
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	

Standards		Page References
W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SE: 189, 192-194, 195-196, 203, 206, 211-212, 231, 233-235, 238, 241, 245-246
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SE: 5-17, 19-32, 189, 193-194, 195-196, 203, 207-212, 231, 235, 238, 241, 245-246
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	SE: 189, 194, 203, 207-212, 231, 235, 238
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	SE: 189, 195-196, 203, 212, 231, 238
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE: 194, 196, 235
Production and Distribution of Writing		
W.9-10.4	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.)	SE: 5-18, 19-34, 35-47, 49-58, 62, 69-80, 81-92, 93-105, 107-115, 119, 127-140, 141-153, 155-166, 167-177, 181, 189-202, 203-215, 217-229, 231-241, 245-246, 253-265, 267-281, 283-296, 297-306, 310-311
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	SE: 7-18, 21-34, 37-47, 52-58, 71-80, 83-92, 96-105, 109-115, 129-140, 145-153, 158-166, 169-177, 192-202, 206-215, 219-229, 233-241, 255-265, 271-281, 287-296, 299-306
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	SE: 32, 46, 78-79, 90, 103, 138-139, 151, 166, 200, 213, 228, 263, 279-280, 295-296
Research to Build and Present Knowledge		

Standards		Page References
W.9-10.7	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.	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 283-296
W.9-10.8	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.	SE: 283-296
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.9-10.9a	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]”).	SE: 253-265, 267-281
W.9-10.9b	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 valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	SE: 283-296
Range of Writing		
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 tasks, purposes, and audiences.	SE: 5-18, 19-34, 35-47, 49-58, 69-80, 81-92, 93-105, 107-115, 127-140, 141-153, 155-166, 167-177, 189-202, 203-215, 217-229, 231-241, 253-265, 267-281, 283-296, 297-306
Speaking and Listening Standards		
Comprehension and Collaboration		
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 <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	

Standards		Page References
SL.9-10.1a	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.	SE: 139, 162, 295
SL.9-10.1b	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.	SE: 139, 162, 295
SL.9-10.1c	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.	SE: 139, 162
SL.9-10.1d	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.	SE: 139, 162
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 283-296
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE: 139, 162
Presentation of Knowledge and Ideas		
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.	SE: 161-162, 164-166
SL.9-10.5	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.	SE: 17, 166, 200, 213, 228, 264, 279
SL.9-10.6	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 on pages 54 for specific expectations.)	SE: 46, 161-162, 164-166, 200, 214, 279

Standards		Page References
Language Standards		
Conventions of Standard English		
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.9-10.1a	Use parallel structure.*	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 82, 88, 205, 258-259, 274-275, 313-314
L.9-10.1b	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.	SE: 82, 88, 205, 258-259, 274-275, 313-314
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	SE: 259, 316
L.9-10.2b	Use a colon to introduce a list or quotation.	SE: 82, 315
L.9-10.2c	Spell correctly.	SE: 15-16, 30-31, 44-45, 54-55, 77-78, 89-90, 101-102, 113, 138, 150-151, 163-164, 174, 177, 212-213, 227-228, 237-238, 262-263, 278-279, 294-295, 303-304
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.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	SE: 16-18, 31-34, 45-47, 52-58, 78-80, 90-92, 102-105, 109-115, 138-140, 151-153, 164-166, 169-177, 197-202, 213-215, 228-229, 233-241, 263-265, 279-281, 295-296, 299-306
Vocabulary Acquisition and Use		
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	

Standards		Page References
L.9-10.4a	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.	<i>Vocabulary acquisition is not emphasized in this volume</i>
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	<i>Vocabulary acquisition is not emphasized in this volume</i>
L.9-10.4c	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.	<i>Vocabulary acquisition is not emphasized in this volume</i>
L.9-10.4d	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).	<i>Vocabulary acquisition is not emphasized in this volume</i>
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<i>Vocabulary acquisition is not emphasized in this volume</i>
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.	<i>Vocabulary acquisition is not emphasized in this volume</i>
L.9-10.6	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.	<i>Vocabulary acquisition is not emphasized in this volume</i>