



Grades 9 and 10 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
RL.9-10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LC.RL.9-10.1a Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text. LC.RL.9-10.1b Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.
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.	LC.RL.9-10.2a Determine the theme or central idea of an adapted grade appropriate text. LC.RL.9-10.2b Determine how the theme develops. LC.RL.9-10.2c Determine how key details support the development of the theme of an adapted grade-level text.
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.	LC.RL.9-10.3a Identify character with multiple or conflicting motivations (i.e., a complex character). LC.RL.9-10.3b Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.
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).	LC.RL.9-10.4 Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.
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.	LC.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.
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in works of literature, drawing on a wide reading of world literature.	LC.RL.9-10.6 Compare and contrast works from different cultures with a common theme.



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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>)	LC.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.
RL.9-10.8 (Not applicable to literature) ¹	
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).	LC.RL.9-10.9 Analyze how an author draws on 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).
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.	LC.RL.9-10.10a Read or be read to a variety of literary texts or adapted texts including historical novels, classical dramas or plays, poetry, novels written by international authors, and fiction. LC.RL.9-10.10b Use strategies to derive meaning from a variety of print and non-print literary texts.
RI.9-10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LC.RI.9-10.1a Use two or more pieces of evidence to support inferences, conclusions, or summaries. LC.RI.9-10.1b Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.

¹ Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.



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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.	LC.RI.9-10.2a Determine the central idea of a text. LC.RI.9-10.2b Determine how the central idea develops. LC.RI.9-10.2c Determine how key details support the development of the central idea of a text. LC.RI.9-10.2d Create an objective summary of a text.
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.	LC.RI.9-10.3a Analyze key points throughout a text to determine the organizational pattern or text structure. LC.RI.9-10.3b Identify connections between key points.
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).	LC.RI.9-10.4a Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings. LC.RI.9-10.4b Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.
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).	LC.RI.9-10.5a Analyze in detail how an author's ideas or claims are developed. LC.RI.9-10.5b Identify key sentences or paragraphs that support claims.
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.	LC.RI.9-10.6a Determine the author's point of view or purpose in a text. LC.RI.9-10.6b Determine/identify the specific language/words that the author uses to advance the point of view or purpose. LC.RI.9-10.6c Develop and explain ideas for why authors made specific word choices within text.
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.	LC.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.



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<p>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.</p>	<p>LC.RI.9-10.8a Identify claims and arguments made by the author. LC.RI.9-10.8b Delineate/trace the author’s argument and specific claims. LC.RI.9-10.8c Evaluate the argument/claims that the author makes to determine if the statements are true or false. LC.RI.9-10.8d Delineate the argument and specific claims in two or more texts on related topics. LC.RI.9-10.8e Assess the validity of the arguments across texts on related topics.</p>
<p>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.</p>	<p>LC.RI.9-10.9a Identify central ideas and concepts in 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"). LC.RI.9-10.9b Analyze how 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") address similar central ideas.</p>
<p>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.</p>	<p>LC.RI.9-10.10a Read or be read to a variety of informational texts or adapted texts. LC.RI.9-10.10b Read challenging grade-level informational texts. LC.RI.9-10.10c Use a variety of strategies to derive meaning from a variety print and non-print informational texts.</p>
<p>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.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that</p>	<p>LC.W.9-10.1a Introduce claim(s) for an argument that reflects knowledge of the topic. LC.W.9-10.1b Identify claim(s) from alternate or opposing claims(s) in writing.</p>



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<p>establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>LC.W.9-10.1c Create an organizational structure which develops relationships among claim(s), reasons, and evidence (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion).</p> <p>LC.W.9-10.1d Identify specific evidence for claim(s) and counterclaim(s).</p> <p>LC.W.9-10.1e Develop clear claim(s) with specific evidence for a topic or text.</p> <p>LC.W.9-10.1f Use words, phrases, and clauses to create cohesion within writing.</p> <p>LC.W.9-10.1g Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</p> <p>LC.W.9-10.1h Maintain a consistent style and voice.</p> <p>LC.W.9-10.1i Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.</p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>LC.W.9-10.2a Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.</p> <p>LC.W.9-10.2b Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic.</p> <p>LC.W.9-10.2c Develop the topic (i.e., add additional information related to the topic) with relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.</p> <p>LC.W.9-10.2d Use transitional words, phrases, and clauses that connect ideas and create cohesion.</p> <p>LC.W.9-10.2e Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>LC.W.9-10.2f Maintain a consistent style and voice.</p>



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<ul style="list-style-type: none"> d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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). 	<p>LC.W.9-10.2g Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p>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.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>LC.W.9-10.3a Produce a narrative permanent product which engages and orients the reader by setting out a problem, situation, or observation and establishes one or multiple point(s) of view.</p> <p>LC.W.9-10.3b Sequence events so that they build on one another to create a smooth progression of experiences or events.</p> <p>LC.W.9-10.3c Include plot and pacing techniques (e.g., flashback, foreshadowing, suspense) as appropriate.</p> <p>LC.W.9-10.3d Include dialogue that advances the plot or theme (e.g., reveals character motivations, feelings, thoughts, how a character has changed perspectives).</p> <p>LC.W.9-10.3e Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>LC.W.9-10.3f Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>LC.W.9-10.4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), or audience (e.g., reader).</p>



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<p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>LC.W.9-10.5a Develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft) focused on a specific purpose and audience.</p> <p>LC.W.9-10.5b Strengthen writing by revising and editing (e.g., review a permanent product, strengthen informative/explanatory permanent products by adding examples, use parallel structure correctly).</p>
<p>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.</p>	<p>LC.W.9-10.6 Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).</p>
<p>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.</p>	<p>LC.W.9-10.7 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>
<p>W.9-10.8 Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>LC.W.9-10.8a Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from authoritative print and/or digital sources relevant to a topic or stated claim.</p> <p>LC.W.9-10.8b Integrate information presented by others into permanent products while avoiding plagiarism.</p> <p>LC.W.9-10.8c Use a standard format to write citations.</p> <p>LC.W.9-10.8d Provide a bibliography for sources that contributed to the creation of a permanent product.</p>
<p>W.9-10.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p>	<p>LC.W.9-10.9 Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p>



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<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> <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 valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	
<p>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.</p>	No Louisiana Connectors written for this standard
<p>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.</p> <p>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.</p> <p>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.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger</p>	<p>LC.SL.9-10.1a Work with peers to set rules for collegial discussions and decision-making.</p> <p>LC.SL.9-10.1b Actively seek the ideas or opinions of others in a discussion on a given topic or text.</p> <p>LC.SL.9-10.1c Engage appropriately in discussion with others who have a diverse or divergent perspective.</p> <p>LC.SL.9-10.1d Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</p> <p>LC.SL.9-10.1e Summarize points of agreement and disagreement within a discussion on a given topic or text.</p> <p>LC.SL.9-10.1f Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</p>



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<p>ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>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.</p>	
<p>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.</p>	<p>LC.SL.9-10.2 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</p>
<p>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.</p>	<p>LC.SL.9-10.3a Determine the speaker's point of view or purpose in a text. LC.SL.9-10.3b Determine what arguments the speaker makes. LC.SL.9-10.3c Evaluate the evidence used to make the argument. LC.SL.9-10.3d Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.</p>
<p>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.</p>	<p>LC.SL.9-10.4 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.</p>
<p>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.</p>	<p>LC.SL.9-10.5 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
<p>SL.9-10.6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>No Louisiana Connectors written for this standard</p>



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<p>L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. b. 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. 	<p>LC.L.9-10.1a Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.</p> <p>LC.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 meaning and add interest to writing.</p>
<p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 	<p>LC.L.9-10.2a Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.</p> <p>LC.L.9-10.2b Spell correctly in writing.</p>
<p>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.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Publication Manual of the American Psychological Association (APA)</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. 	<p>LC.L.9-10.3 Write and edit work to conform to guidelines in a style manual.</p>
<p>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.</p> <ul style="list-style-type: none"> a. 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. 	<p>LC.L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</p> <p>LC.L.9-10.4b Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>LC.L.9-10.4c Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>



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<ul style="list-style-type: none"> b. 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>). c. 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. d. 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). 	<p>LC.L.9-10.4d Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</p> <p>LC.L.9-10.4e Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p>
<p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	<p>LC.L.9-10.5a Identify an oxymoron in a text.</p> <p>LC.L.9-10.5b Identify the denotation for a known word.</p> <p>LC.L.9-10.5c Interpret how literary devices advance the plot or affect the tone or pacing of a text.</p> <p>LC.L.9-10.5d Interpret figures of speech in context.</p> <p>LC.L.9-10.5e Explain differences or changes in the meaning of words with similar denotations.</p>
<p>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.</p>	<p>LC.L.9-10.6a Use general academic and domain-specific words and phrases accurately.</p> <p>LC.L.9-10.6b Use newly acquired domain-specific words and phrases accurately.</p>