



# Essential Standards

## Essential Standards Quick Guide – ELA 9/10

This document outlines the essential standards for ELA Grade 9/10.

Essential standards are explicitly taught, assessed more than once, and targeted for intervention if students have not yet reached proficiency. Assessments can be both formative and summative. Interventions are implemented within the classroom to support students who are not yet proficient.

All Idaho Content Standards are detailed in the Essential Standards Extended Guide.

Essential Standards
RC.9-10.3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
RC.9-10.5a. Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
RC.9-10.5b. Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
RC.9-10.6a. Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
RC.9-10.6d. Assess the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements.
9/10.VD.2b- Interpret figurative language (e.g., hyperbole, paradox) in context and analyze its role in texts (e.g., The Party's embrace of the slogans "War is Peace" and "Freedom is Slavery" in Orwell's 1984).
RS.9-10.1. Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety of authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
W.9-10.3. Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.

<b>Essential Standards</b>
ODC.9-10.1. Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
ODC.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.
ODC.9-10.4. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.
GC.9-10.1b. Use parallel structure.

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**For Questions Contact**

Content and Curriculum

Leslie Younger

[lyounger@sde.idaho.gov](mailto:lyounger@sde.idaho.gov)

Idaho Department of Education

650 W State Street, Boise, ID 83702

208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov)