beanstack

Common Core State Standards - Grade 9-10

English Language Arts

Reading Standards for Literature

Key Ideas and Details		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.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.	● customize challenge activities to assess students' abilities to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● link to a style guide in challenge activities for students to use to create proper citations.
CCSS.ELA.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.	● customize challenge activities to assess students' abilities to 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, and provide an objective summary of the text. ● use the Beanstack book review feature for students to write an objective summary of the text.
CCSS.ELA.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.	● customize challenge activities to require students to analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Craft and Structure		

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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).	● customize challenge activities to assess students' abilities to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. ● customize challenge activities to assess students' abilities to analyze the cumulative impact of specific word choices on meaning and tone.
CCSS.ELA.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.	● customize challenge activities to require students to analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
CCSS.ELA.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.	● customize challenge activities to require students to analyze a particular point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature. ● assign and link literature from outside the U.S. within a challenge's reading list to analyze a particular point of view or cultural experience.

Integration of Knowledge and Ideas

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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 "Landscape with the Fall of Icarus").	- customize challenge activities to assess students' abilities to analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. - assign and link two different artistic mediums of a subject or a key scene from your library's collections within a challenge's reading list.
CCSS.ELA.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).	- customize challenge activities to assess students' abilities to analyze how an author draws on and transforms source material in a specific work. - assign and link source materials and later works that use or transform those materials within a challenge's reading list.

Range of Reading and Level of Text Complexity

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.RL.9-10.10	By the end of grade 9, read and	customize the Beanstack Poetry Challenge and Genre Challenge

	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.	to include specific poems, genres, texts, and resources in the grades 9–10 text complexity band. ● activate the Read the Classics (High School) reading list challenge to assign classic titles like "Animal Farm" and "Uncle Tom's Cabin," which students can read directly in Beanstack. ● provide integrated reading content and links to library materials for students to read and comprehend. ● track students' reading logs with various reports and insights that assess reading habits, which correlate to grade-level reading proficiency and comprehension. ● create compelling reading challenges, badges, and rewards to motivate students to read independently. ● run reading competitions and encourage students to build reading streaks by logging daily reading sessions. ● assign and track student comprehension of a literary text using reading validation challenges.

Reading Standards for Informational Text

Key Ideas and Details		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.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.	● link to a style guide in challenge activities for students to use to create proper citations. ● customize challenge activities to assess students' abilities to cite strong and thorough textual evidence to support analysis of what

		the text says explicitly as well as inferences drawn from the text. ● assign Beanstack's curated ebook challenge collections and require students to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA.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.	● customize challenge activities to assess students' abilities to 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, and provide an objective summary of the text. ● assign Beanstack's curated ebook challenge collections and require students to 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. ● use the Beanstack book review feature for students to write an objective summary of the text.
CCSS.ELA.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.	● customize challenge activities to assess students' abilities to 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. ● assign Beanstack's curated ebook challenge collections and require students to 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.

Craft and Structure

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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).	- customize challenge activities to assess students' abilities to 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. - assign Beanstack's curated ebook challenge collections and require students to 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 a specific word choice on meaning and tone. - instruct students using a read-aloud and think-aloud, then assist students in determining the meaning of words and phrases, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choice on meaning and tone.
CCSS.ELA.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).	- customize challenge activities to assess students' abilities to analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. - assign Beanstack's curated ebook challenge collections and require students to analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

| CCSS.ELA.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. | • customize challenge activities to assess students' abilities to determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.
• assign Beanstack's curated ebook challenge collections and require students to determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose. |

Integration of Knowledge and Ideas

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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.	• assign Beanstack's curated ebook challenge collections and require students to analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. • customize challenge activities to assess students' abilities to analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. • assign and link stories in different mediums from your library's collections within a challenge's reading list to analyze various accounts of a subject and determine which details are emphasized in each account.
CCSS.ELA.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the	• customize challenge activities to assess students' abilities to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is

	reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	relevant and sufficient; identify false statements and fallacious reasoning. ● assign Beanstack's curated ebook challenge collections and require students to 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.
CCSS.ELA.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.	● customize challenge activities to assess students' abilities to analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. ● assign Beanstack's curated ebook challenge collections and require students to analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. ● assign and link seminal U.S. documents of historical and literary significance from your library's collections within a challenge's reading list to analyze how they address related themes and concepts.

Range of Reading and Level of Text Complexity

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity	● assign Beanstack's curated ebook challenge collections that feature nonfiction content. ● provide integrated reading content and link to library materials for

	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.	• students to read and comprehend. • track students' reading logs with various reports and insights that assess reading habits, which correlate to grade-level reading proficiency and comprehension. • create compelling reading challenges, badges, and rewards to motivate students to read informational texts independently. • run reading competitions and encourage students to build reading streaks by logging daily reading sessions. • assign and track student comprehension of informational texts using reading validation challenges.

Writing Standards

Text Types and Purposes		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.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. a. 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. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the	• customize challenge activities to assess students' abilities to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • link resources in challenge activities that provide examples of grade-appropriate argument writing including introducing a claim, distinguishing the claim(s) from alternate or opposing claims, pointing out the strengths and limitations of a claim and counterclaim, and providing a concluding

	strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.	statement or section that follows from and supports the argument presented. ● link to a style guide in challenge activities for students to use to create proper citations. ● link resources in challenge activities that provide examples of accurate, credible sources.
CCSS.ELA.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. 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. 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.	● customize challenge activities to include composing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● assign Beanstack's curated ebook challenge collections and require students to write an informative/explanatory text based on the topic of the collection. ● link resources in challenge activities that provide grade-level informative texts and examples of grade-appropriate informative/explanatory writing, including introducing a topic, developing the topic,

	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. 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).	using transitions, using precise language and domain-specific vocabulary, maintaining an objective tone, and providing a concluding statement or section.
CCSS.ELA.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. 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, events, and/or characters. c. Use a variety of techniques to sequence events so	● customize challenge activities to include composing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● link resources in challenge activities that provide examples of grade-appropriate narrative writing, including orienting the reader by establishing a context, introducing a narrator and/or characters, using a variety of techniques to sequence events so that they build on one another to a coherent whole, and providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the

	that they build on one another to 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 that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	narrative.

Production and Distribution of Writing

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• customize challenge activities to include texts and resources that can be used to support students in producing clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
CCSS.ELA.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.	• customize challenge activities to assess students' abilities to 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.

Research to Build and Present Knowledge

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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.	- launch a short or more sustained research project using Beanstack's curated ebook reading challenges and add challenge activities that ask students 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, and demonstrate an understanding of the subject under investigation. - customize challenge activities to require students to conduct short as well as more sustained research projects to answer a question or solve a problem.
CCSS.ELA.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.	link resources within and customize challenge activities to provide students with sources to gather information, assess their usefulness in answering the research question, integrate information into the text to maintain the flow of ideas, avoid plagiarism and follow a standard format for citation.
CCSS.ELA.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	link resources within and customize challenge activities to provide students with literary or informational texts to support analysis, reflection,

		and research.

Language Standards

Vocabulary Acquisition and Use		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.L.9-10.4	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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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	● instruct students using a text to read aloud and think aloud, then assist students in using context as a clue to the meaning of a word or phrase or assist students in identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ● customize challenge activities to assess students' abilities to determine or clarify the meaning of unknown and multiple-meaning words and phrases. ● link reference materials in challenge activities to aid students in finding the pronunciation, determining or clarifying the precise meaning, and finding the part of speech, of key words and phrases.

	meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
CCSS.ELA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.	• instruct students using a text to read aloud and think aloud, then assist students in understanding figurative language, word relationships, and nuances in word meanings. • customize challenge activities to assess students' abilities to demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA.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.	• customize challenge activities to assess students' abilities to acquire and accurately use academic and domain-specific words and phrases. • customize challenge activities to assess students' abilities to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.