# Understanding the Standards- Grade 9

In ninth grade, the student will continue to build upon skills previously learned in earlier grades with a variety of texts. There is a continued emphasis on reading comprehension by explaining, comparing, and analyzing literary and informational texts. In literary texts, the student will apply knowledge of literary terms to describe, differentiate, and analyze a variety of genres. In ninth grade, there will be an increased emphasis on informational reading, and the student will examine the function of a text within context. The student will demonstrate their comprehension by writing and use the texts read in class to understand the author’s craft to compose original compositions. The student will continue to expand vocabulary using the structural analysis of roots and affixes, as well as figurative language, to understand complex words. With an explicit focus to integrate reading and writing processes, the grade-nine student will use mentor texts as models to plan, draft, revise, and edit expository writing in preparation for postsecondary work and career. There is also an emphasis on persuasion, defending a position using counterclaims, reasons, and evidence from credible sources. The student will continue to work in collaborative groups assisting with setting guidelines and working toward consensus. The student will evaluate sources and examine media messages to analyze the content, author’s viewpoint, and structure. The student will select, use, and analyze multimodal tools to create presentations both independently and in small groups. The student will apply research techniques to create independent research products and analyze and synthesize information gathered from diverse sources by identifying misconceptions and possible bias, citing both quoted and paraphrased information using either MLA or APA style.

## Developing Skilled Readers and Building Reading Stamina

**9.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.**

1. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.
2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
3. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**
4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)**.
5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12).**

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

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| **9.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.** |
| * Students need to read a variety of grade-level complex texts that enhance their background knowledge, build their vocabulary, and engage in complex thinking. This is achieved through the following:   + Automaticity: This occurs when students recognize words quickly and effortlessly because they do not need to sound them out. Automaticity allows students to focus on comprehension and understanding rather than decoding.   + Appropriate rate: This is the speed at which reading occurs; a reader’s speaking rate has to be suitable for understanding. Reading too quickly may result in missed details and reading too slowly may result in students losing the text’s overall meaning.   + Meaningful expression: This allows students to reading with appropriate phrasing and emphasis to reflect meaning, mood, and tone. Students might read with different voices to express character dialogue or adjust expression to match their understanding of the text’s content and/or the author’s message.   + Confirm or self-correct: This occurs when students realize they are not understanding something or have mispronounced a word; they should take steps to fix the problem: going back to re-read, using context clues, or looking up unfamiliar words. * In ninth grade, students need to be able to read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band.   + Students may have differing levels of readiness for grade-level, complex texts. Teachers can adjust instruction to meet varying levels of need through small groups and independent practice, providing additional resources or extensions for students who need them.   + Offering complex texts is important for students to learn new concepts and increase exposure to high level vocabulary, language, and content.   + See the Quantitative and Qualitative Analysis charts for determining text complexity in the Appendix of the 2024 *English Standards of Learning.* * In ninth grade, students need to be able to respond to texts through discussion and/or writing, draw several pieces of evidence and accurately quote or paraphrase from texts. This helps students use evidence to explain their ideas and/or convince others using an argument. Students should give reasons and examples as they support ideas and concepts found within grade-level complex texts.   + Teachers should help students develop textual analysis skills by identifying key themes and literary devices and showing students how to evaluate authorial choices. Model how to locate and interpret evidence that supports ideas.   + Foster meaningful discussions by creating an environment in which students can take risks and feel comfortable sharing perspectives. Demonstrate active listening skills by providing opportunities for students to respond to each other’s ideas. * In ninth grade, students need to be able to engage in reading a series of conceptually related texts organized around topics. This helps students build and enhance background knowledge, understanding, and vocabulary. Teachers should encourage reading consistently over time, integrating reading activities into classroom practice daily. * Teachers can select sets of texts which are interconnected by theme, topic, or subject matter which explore various aspects or perspectives of the same concept.   + Apply knowledge acquired through reading to demonstrate comprehension, make connections, and show deeper understanding of new topics and ideas as introduced in class. * Reading strategies (e.g.., summarizing, predicting, visualizing) can help students tackle a challenging text and support their comprehension.   + Teachers can model strategies by reading and thinking aloud. Teachers should provide opportunities for students to practice using reading strategies independently.   + Students may benefit from teachers providing explicit instruction about and modeling of reading strategies by showing students how to use them.   + Teachers should choose texts that include some challenging sections or passages where students may encounter difficulty and scaffold the reading experience by working through the text together by accessing background knowledge and highlighting vocabulary and concepts. |

## Reading and Vocabulary

**9.RV The student will systematically build vocabulary and word knowledge based on grade nine content and texts.**

### 9.RV Vocabulary Development and Word Analysis.

1. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
2. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
3. Use structural analysis of roots, affixes, and etymology to explain the meanings of unfamiliar and complex words.
4. Discriminate between the connotative and denotative meanings and interpret the connotation(s).
5. Identify and explain idiomatic language in context.
6. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.
7. Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.

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| **9.RV The student will systematically build vocabulary and word knowledge based on grade nine content and texts.** |
| * In order to build vocabulary, students need many exposures to new words in meaningful contexts over an extended period of time. Teachers should provide opportunities and encouragement for students to practice newly acquired vocabulary in reading, discussion, and writing. By integrating newly learned words and phrases into texts via discussions, speaking activities, and writing, students can deepen their understanding of vocabulary and concepts and enhance critical thinking. * General academic vocabulary includes terminology that students are likely to encounter in other subject areas and future study (e.g. compare, contrast, conflict, resolution, discuss, inform, evaluate, explain, persuade, analyze, etc.) as well as words that are specific to other disciplines (e.g., math, science, or history and social sciences). * Content-specific vocabulary includes terminology related to the study of English (e.g. novel, nonfiction, dramatic conventions, grammatical terms, literary techniques, poetic devices, etc.) * By studying the roots, affixes, and etymology of words, students can determine or clarify the meaning of new or unfamiliar words. If teachers need to spend more time with a group of students on morphology and/or phonics instruction, those standards begin in kindergarten through grade five. * Using context and sentence structure means students build on their prior knowledge about the text and are able to apply that knowledge to understand the meanings of words or phrases. * In order to discriminate between the meanings of connotative words and their denotative meanings, students need to know that connotation is the emotional or social meaning/implication of the word and denotation is the literal or dictionary meaning of the word. * Instruction at the ninth-grade level should focus on how idioms are identified and explained through grade-level contexts and should not require students to memorize a list of common idioms. * Students need to use their prior knowledge to explain literary and classical allusions in the text and analyze how these allusions function in the text. Allusions can help readers make connections to other works, historical, and/or social events. Similarly, students need to be able to explain and analyze the role of figurative language in a text and consider its purpose and function. |

## Reading Literary Text

**9.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.**

### 9.RL.1 Key Ideas and Plot Details

1. Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
2. Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.
3. Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.
4. Identify and describe how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

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| **9.RL.1 Key Ideas and Plot Details** |
| * Analyzing and explaining a theme enriches students’ comprehension, understanding, and appreciation of literature and also fosters critical thinking and effective communication skills. * The *theme* of a literary text is the life lesson, central idea, or moral message in a text. In order to analyze and explain a *theme*, students need to understand how a text conveys a central idea or message through plot developments, characterization, and setting. A *theme* could be directly stated or implied. Understanding a *theme* enriches students’ comprehension and understanding of a text’s significance and allows students to apply texts to their own lives/experiences. * Alongside analyzing themes in texts, students will explore how dramatic conventions enhance these themes in plays across cultures. In ninth grade, students are asked to identify and describe how dramatic conventions contribute to the theme. Examples of dramatic conventions could include the following:   + - Soliloquy: a monologue that is delivered by a single character who is alone or singled out on stage.     - Aside: a brief remark made directly to the audience or to another character while other characters are unaware it is occurring.     - Narration: a character or narrator explicitly detailing the events or providing background information.     - Direct address to the audience: a character “breaks the fourth wall,” by acknowledging the audience and speaking directly to them, blurring the line between fiction and reality.     - Stage direction: instruction(s) written into a play by the playwright, usually in parentheses, to tell an actor if there is an action, facial expression, or attitude that should accompany the spoken lines. * In ninth grade, students explore diverse literary forms: fiction, nonfiction, poetry, and prose. They analyze how structure and style enhance meaning. Fiction spans genres like horror, romance, and fantasy, prompting discussions on narrative events and underlying themes. Nonfiction texts cover elements such as descriptive and cause-effect structures, while poetry analysis focuses on elements like rhyme and rhythm, fostering categorization and inference skills. * Students in ninth grade are also asked to *differentiate* between character types in literary texts and their impact on theme.   + Round characters are complex and multidimensional, exhibiting a range of emotions, motivations, and growth throughout the story. They are more likely to contribute to the exploration of the theme through their internal struggles and personal transformations. In contrast, flat characters are more one-dimensional and static, often serving specific roles or functions within the narrative. While flat characters may still impact the theme through their interactions with other characters or the plot, their influence is typically less profound compared to round characters.   + Dynamic characters undergo significant change or development over the course of the story, often in response to challenges or conflicts they encounter. Their transformation can directly relate to the theme by illustrating key concepts or lessons learned. In contrast, static characters remain largely unchanged throughout the narrative, maintaining consistent traits or behaviors. While static characters may still play important roles in advancing the plot or representing certain ideas, their impact on the theme is generally less pronounced compared to dynamic characters.   + A stereotype can impact the theme by either reinforcing societal biases or challenging them, thus serving as a vehicle for exploring complex social issues and promoting empathy and understanding * Identifying and differentiating these character types allows students to use the character and apply what they know in order to help develop an overall understanding of the author’s direct or implied themes throughout the course of the literature. |

### 9.RL.2 Craft and Style

1. Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader’s emotions.
2. Explain how an author’s specific word choices, syntax, tone, and voice shape the meaning of the text.
3. Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.

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| **9.RL.2 Craft and Style** |
| * In order to interpret the meaning and analyze the impact of poetic elements in prose and poetry, teachers must explicitly teach students how to first recognize and then apply poetic elements in order to understand the message and how that elicits a reader’s emotions. * In ninth grade, students will analyze poetic elements in order to understand the message of the poem and how these elements elicit a reader’s emotions. Instruction may include how to annotate and discuss texts to find poetic elements and literary devices while also annotating/discussing the text to determine the effects these elements have on the reading experience or overall message of the text. This includes instruction to analyze the use of sound devices and figurative language and literary devices. * In ninth grade, students are asked to explain how word choice, syntax, tone, and voice shape the meaning of the text. This is the first step toward students being able to do rhetorical analysis, and this is the first-time students are asked to explain these elements, explicitly. Students should be directly taught the break-down of these elements in order to explain them, and further, how they come together to shape meaning.   + Word choice refers to the specific words that an author purposefully uses to convey meaning, tone, and actions as related to his/her purpose.   + Syntax is the sentence structure that includes consideration of word order, subject-verb agreement, tense, and sentence length, rhetorical questions, and sentence structure.   + Tone is the attitude that a character or narrator or author takes towards a given subject in order to convey meaning. Examples of tone could include optimistic, pessimistic, assertive, humorous, informal, and apathetic.   + Voice is the unique style, personality or perspective of a piece of writing. It creates the mood or tone and varies by author or the type of work they write, and the purpose for which they write. * Point of view in literature refers to the perspective from which a story is told. It encompasses who is telling the story and their relationship to the events, characters, and themes.   + Prior to ninth grade, students need to be familiar with the types of point of view and be able to identify them. In ninth grade, students need to be able to explain how the point of view impacts the text and distinguish between what is implied or intended.   + Students will need to understand what is directly stated in a text (explicit meaning) and what is implied through subtext, tone, or context (implied meaning) because of the use of hyperbole, irony, sarcasm, and understatement. |

### 9.RL.3 Integration of Concepts

1. Describe how the historical or social function of a text depends on its context (e.g., cultural, situational, historical, geographical).
2. Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.

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| **9.RL.3 Integration of Concepts** |
| * Integration of the content areas in and through literature are pivotal at the ninth-grade level. It is essential students begin to understand the historical and social function of texts and how that is dependent on the cultural, situational, historical, and geographical context. Students should be given explicit examples for this type of understanding. * In ninth grade, students are also being tasked with explaining the relationships between and among particular literary elements of a story or play. These elements in ninth grade include how the setting shapes the plot and characters.   + The setting influences the story’s events as it is including the time and place of the story’s events.     - A setting provides the reader with context     - Setting also includes the landscape, climate, weather, and the societal and cultural surroundings that serve as a backdrop for the action in which the characters live and participate   + Characters are shaped by their surroundings. Students can learn a lot about a character based on if they are from the country or the city.     - Students can ask questions such as, “What is the landscape like?” and “How does the setting help change my character or their decisions?” |

## Reading Informational Text

**9.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

### 9.RI.1 Key Ideas and Confirming Details

1. Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author’s intended purpose for writing.
2. Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.
3. Distinguish among, facts, reasoned judgments, and/or speculation in texts to determine where a position/argument is to be confirmed, disproved, or modified.

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| **9.RI.1 Key Ideas and Confirming Details** |
| * Informational texts place emphasis on relaying information clearly, convincingly, and accurately. * In ninth grade, students need to understand that authors carefully arrange their main ideas in texts to guide readers through the work in a logical way. Students are moving beyond summarizing main ideas and are being asked to analyze the development of main ideas over the course of texts. This is an important skill because at the high school level students will be immersed in a broad range of informational text across the content areas. This analysis includes how main ideas are shaped, emerge, and are refined by specific details.   + In order to analyze the development of main ideas over the course of the texts, students need to be able to:     - Identify and infer the main idea from a variety of complex informational text,     - Organize and synthesize information from two texts, while maintaining the intended purpose of each original text, and     - Analyze two or more texts with conflicting information on the same topic and identify how the texts agree or disagree. * Students need to be able to explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.   + Informational writing is characterized by an objective tone, clear organization (often formatted with subheadings, bullet points, etc.) presence of facts and evidence, visual aids, and other text features such as captions, glossaries and indexes.   + Historical writing is characterized by context, which is often concerned with primary and secondary sources from history. The piece is often presented in chronological order, and strives for objectivity, though may contain subjective elements such as an author’s interpretation or perspective.   + Scientific writing is characterized by an objective tone using clear and precise language, often organized in a logical manner. The work references citations, relies on empirical evidence and peer review, and often incorporates charts, graphs, and tables to illustrate findings. The works often discuss the limitations of research and consider future implications.   + Technical writing is characterized by specialized vocabulary and terminology which uses clear language and a structured format written for a specific audience. Works frequently include visual aids and adopt a problem-solution approach. * Teachers should provide multiple and frequent opportunities for students to determine the purpose and intent behind informational texts. Text examples that may be used in instruction could include the following purposes: to persuade, to create an argument, to present research, to report findings, to refute, to inform, to expose, to explain, to describe, etc. * In ninth grade students move beyond tracing and evaluating the argument and specific claims in a text (8.RI.1.C.), and now must distinguish among facts, reasoned judgments, and/or speculation in texts to determine where a position/argument is to be confirmed, disproved, or modified. In order to accomplish this, students need to be able to:   + Identify the author’s position/ argument within informational text,   + Distinguish between objective statements and arguments that advocate for a particular belief, and/or,   + Engage in fact-checking activities by cross-referencing information presented in texts with credible sources and identifying any inaccuracies or misinformation.     - Teachers may use other examples where authors may have misrepresented facts or made erroneous claims to prompt discussion and analysis. |

### 9.RI.2 Craft and Style

1. Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
2. Analyze an author’s word choice and use of rhetorical devices to persuade or convince an audience.
3. Analyze how authors use rhetorical devices to create ethos, logos, and pathos and impact the reader.

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| **9.RI.2 Craft and Style** |
| * In ninth grade, students are asked to compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure. The characteristics of these texts are important, and explicitly teaching and spiraling a review of the characteristics will be helpful when determining the differences in purpose, format, and text structure.   + Expository text is best classified as an “explanation.” The goal in this type of text is to educate the reader. Likewise, this type of text employs text structures such as sequence/ chronology, cause and effect, description, compare and contrast, and problem/ solution.   + Technical text is intended to educate the reader in a particular skill or subject. The writing is informative, concise, and clear. This type of text can include steps, graphics, and will include vocabulary particular to that subject. Vocabulary in this type of text will likely require direct instruction before reading. Types of technical text include manuals, handbooks, legal documents, proposals, and case studies. This type of text is important at the high school level because it supports the courses students take in order to build their career paths.   + Persuasive text is a prominent text structure for students and in ninth grade, and they should be refining their knowledge of persuasive reading and writing. In this type of text, authors specifically include evidence, counter arguments, and often employ rhetorical techniques (see below) to win-over their audience. * The author’s word choice is the foundation of rhetoric and builds the effective use of rhetorical devices. In ninth grade students are being introduced to this type of analysis. They are asked to analyze an author’s word choice and use of rhetorical devices to persuade or convince an audience. Further, the students are asked to analyze how author’s use rhetorical devices to create ethos, logos, and pathos to impact the reader.   + Analyzing Word Choice and Rhetorical Devices:     - The students are being asked to carefully study the words the author uses in their writing. This involves looking at not just what the words mean, but also how they're used to create a certain effect or persuade the reader. Rhetorical devices are techniques or tools that writers use to make their writing more effective.   + Persuasion and Convincing the Audience:     - The main goal here is to figure out how the author tries to convince or persuade the reader to agree with their point of view or take a particular action. This could be anything from supporting a certain idea or arguing for a specific course of action.   + Impact of Ethos, Logos, and Pathos:     - Ethos: This refers to the credibility or trustworthiness of the author. Students need to be able to analyze how the author establishes their credibility, perhaps by sharing their expertise or credentials.     - Logos: This appeals to logic and reason. Students need to be able to look for evidence, facts, statistics, or logical arguments the author presents to support their point.     - Pathos: This appeals to emotions. Students need to be able to identify how the author tries to evoke certain feelings or emotions in the reader, such as empathy, sympathy, fear, or excitement. * When reading informational texts, students can practice identifying and analyzing rhetorical appeals in a variety of contexts, helping them develop critical reading and comprehension skills essential for navigating informational texts in ninth grade and beyond. |

### 9.RI.3 Integration of Concepts

1. Compare the perspectives and viewpoints of two or more authors regarding their treatment of the same or similar topics, including the details they include and emphasize in their respective accounts as well as the impact of each author’s qualifications.
2. Evaluate the clarity and accuracy of information found in informational texts, corroborating or challenging conclusions with other sources of information.

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| **9.RI.3 Integration of Concepts** |
| * In ninth grade, students are asked to *compare* the perspectives and viewpoints of two or more authors regarding their treatment of the same or similar topics. This involves examining how different authors approach the same topic and comparing their viewpoints, details, and emphasis. Additionally, it's important to consider how the authors' qualifications affect their credibility and perspective. * In ninth grade, students are being asked to *evaluate* the clarity and accuracy found in informational sources. This is a skill built from what they have been asked to do in eighth grade (See RI 8 3). This involves students assessing the accuracy and clarity of information presented in informational texts and comparing it with other sources to determine its reliability. * By engaging in activities that involve multifaceted informal texts, students can deepen their understanding of different perspectives, evaluate the reliability of information, and develop critical thinking skills essential for navigating a diverse range of texts and viewpoints. |

## Writing

**9.W The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.**

### 9.W.1 Modes and Purposes for Writing

1. Write extended pieces that:
2. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
3. Adopt an organizational structure that clarifies relationships among ideas and concepts.
4. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
5. Provide a concluding section that follows from the information or explanation presented.
6. Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
7. Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

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| **9.W.1 Modes and Purposes for Writing** |
| * Extended pieces include writing in which the student must develop a topic by introducing a central idea and providing sufficient support that leads logically to a conclusion. The length of an extended piece of writing is not fixed and will depend on the topic, complexity, and purpose of the writing. * In ninth grade students are asked to write extended pieces with a focus on expository and persuasive writing. To meet the expectations of this standard, students need to use the following in their writings:   + Begin with a strong introduction that introduces a topic clearly. Students need to be able to provide background information or context to help readers understand the topic. They need to be able to clearly state their thesis or main argument and give readers an idea of what to expect in the rest of the piece.   + Students are expected to organize their writing in a logical and coherent manner. This involves structuring their piece in a way that clearly shows how different ideas are related to each other. They need to be able to use headings, subheadings, paragraphs, or other organizational tools to guide readers through their argument or discussion.   + Developing the topic to support the main argument or topic with evidence. Students need to be able to use facts, details, quotes, or information from credible sources to strengthen their writing. The evidence should be relevant, significant, and appropriate for the intended audience's level of understanding.   + Finally, students need to be able to conclude their writing with a section that ties everything together. The conclusion should be a logical continuation of the information, or arguments presented in the body of the writing It may summarize key points, restate the thesis, offer insights or reflections, or suggest further implications or areas for exploration. * In eighth grade students are asked to write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s) (8. W.1.D). In ninth grade, they are still being asked to show evidence of reflection in response to readings but are now required to take it a step further by integrating two or more texts and with details, examples, and other textual evidence to support an idea or position.   + Write reflectively in response to readings: Students are expected to write thoughtfully and critically in response to texts they have read. This involves reflecting on the content, themes, characters, and other elements of the texts and considering their own thoughts, reactions, and interpretations.   + Compare two or more texts: Students need to be able to analyze and evaluate multiple texts, identifying similarities, differences, patterns, and connections between them. This may involve comparing texts by the same author, texts from different time periods or cultures, or texts with similar themes or topics.   + Details, examples, and other textual evidence**:** Students need to be able to support their comparisons with specific details, examples, and evidence from the texts. This may include direct quotations, summaries, paraphrases, or references to particular scenes, characters, or events in the texts.   + Support an idea or position: Students need to be able to develop a clear idea or position based on their analysis of the texts. This may involve forming an argument, making a claim, or expressing an interpretation or perspective that is supported by evidence from the texts. * Overall, these expectations encourage students to engage in critical reading and writing practices, where they analyze, compare, and interpret multiple texts in order to develop and support their own ideas or positions. It promotes higher-level thinking skills such as analysis, synthesis, and evaluation, as students reflect on and write about the complexities and nuances of the texts they have read. * A new writing expectation is presented in ninth grade when students are being asked to develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences. The following points are considerations for this new expectation in high school writing:   + Develop flexibility in writing: Students need to become versatile writers, capable of adapting their writing style and approach to different tasks, purposes, and audiences. This involves being able to write effectively in various formats and genres, demonstrating adaptability and proficiency across different writing contexts.   + Practice writing short and long pieces regularly to develop fluency and confidence, conveying ideas effectively in various lengths. Students need to be able to write for different purposes and audiences, including summarizing, reflecting, describing, critiquing, composing letters, crafting poetry, and creating narratives, adjusting language and style accordingly. * Flexibility in writing encourages students to explore and experiment with different types of writing, allowing them to develop their skills and creativity across a wide range of writing tasks and contexts. It promotes versatility, adaptability, and proficiency in written communication, preparing students to effectively express themselves in various academic, personal, and professional settings. This sets the stage for writing goals and expectations in grades 10-12. |

### 9.W.2 Organization and Composition

A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

1. Composing a thesis statement that clearly communicates the writer’s position or assertion.
2. Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.
3. Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
4. Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary.
5. Identifying and addressing counterarguments and providing a rebuttal where appropriate.

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| **9.W.2 Organization and Composition** |
| * Organization and Composition in Writing has similar themes across secondary classrooms. In ninth grade students are focusing on writing to address a specific audience and purpose using the writing process:   + Students are expected to develop and refine a thesis statement that conveys their main argument or position tailored to their intended audience and purpose. The audience could be determined by the teacher, the prompt, or selected by the student based on the purpose.   + Through careful planning and organization, students need to be able to develop a central idea, claim or an argument that is supported by relevant evidence, ensuring coherence and unity in their writing. This involves considering the needs and expectations of their specific audience and purpose.   + During the drafting and revising stages, students need to be able to use transitions, precise language, and varied sentence structures to create a structure that effectively communicates the relationships between their arguments, evidence, and ideas to their intended audience.   + Students need to be able to draw upon their background knowledge and research skills to develop their ideas and provide depth to their writing. They need to be able to use relevant reference materials (print and digital) to support their arguments and enhance their understanding of the topic. It is important this aligns with the expectations of their specific audience and purpose.   + Through careful consideration and engagement with potential counterarguments, students need to anticipate and address opposing viewpoints within their writing. This involves revising and editing to strengthen their arguments and provide a persuasive rebuttal, demonstrating their ability to effectively communicate with their specific audience and purpose in mind. * This standard reiterates the importance of thoughtful planning and organization throughout the writing process to effectively address the needs and expectations of a specific audience and purpose.   + By employing strategies, such as developing a clear thesis statement, supporting ideas with evidence, using appropriate language and structure, and engaging with counterarguments, students can produce coherent and persuasive writing tailored to their intended audience and purpose through extended pieces of writing with flexibility on a variety of topics and audiences in response to literature. |

### 9.W.3 Usage and Mechanics

1. Revise writing for clarity of content, accuracy, and adequate elaboration.
2. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
3. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

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| **9.W.3 Usage and Mechanics** |
| * In ninth grade, students are still revising for clarity of content, word choice, sentence variety and transitions; however, now they are also being asked to revise for accuracy and elaboration. In addition to this, they are specifically being asked to use *peer and self-evaluation* to address their strengths and make suggestions to themselves and others on how the writing can be improved. * Usage refers to word choice and expression, while mechanics involve punctuation, capitalization, spelling, and grammar rules.   + Both usage and mechanics ensure clear and effective writing, and both are essential to student writing because they emphasize the importance of revising and editing writing to ensure clarity, accuracy, and quality of information.   + They encourage students to engage in reflective practices that are congruently taking place in reading and collaborate with their peers to improve their writing skills and produce high-quality pieces of writing (See 9.LU. for grade level expectations). |

## Language Usage

**9.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

### 9.LU.1 Grammar

1. Use parallel structure across sentences and paragraphs to link and compare/contrast ideas in writing and speaking.
2. Craft and apply a variety of sentence structures to infuse sentence variety in writing.
3. Use and apply the active and passive voice as appropriate when speaking and writing.
4. Use appositives and main and subordinate clauses to convey and clarify a message when speaking and writing.
5. Maintain consistent verb tense when speaking and writing.

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| **9.LU.1 Grammar** |
| * In ninth grade, students need to be able to use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. In order to effectively communicate using Standard English, students need to be able to construct a variety of sentences, recognize and use pronouns properly, correctly use adjectives and adverbs, arrange phrases and clauses appropriately, and maintain verb tense across paragraphs. These concepts are essential to writing effectively as they improve clarity and sophistication of written communication. * This standard focuses on students' ability to apply the rules and conventions of Standard English in both speaking and writing as appropriate. It also emphasizes the importance of understanding when to use formal language and when informal language is more appropriate depending on the context.   + Students are expected to use parallel structure, which involves using the same grammatical form or pattern consistently across sentences and paragraphs. This helps to link ideas together and make comparisons or contrasts clearer and more effective.   + Students demonstrate proficiency by crafting different types of sentences, such as simple, compound, complex, and compound-complex sentences. Using a variety of sentence structures can enhance the flow and rhythm of their writing, making it more engaging and effective.   + Students need to understand the difference between the active and passive voice and know when to use each appropriately. The active voice emphasizes the subject performing the action, while the passive voice emphasizes the action being done to the subject. Students need to be able to use both voices effectively in their speaking and writing depending on the context and emphasis.   + Students can use appositives (i.e. noun phrases that rename or further describe a noun) and main and subordinate clauses (i.e. groups of words containing a subject and a verb) to add detail and clarity to their writing and speaking. These grammatical structures help to provide additional information and clarify the message being conveyed.   + Students demonstrate the ability to maintain consistency in verb tense throughout their speaking and writing. Consistent verb tense ensures clarity and coherence in communication, as shifting verb tenses can confuse the reader or listener. |

### 9.LU.2 Mechanics

1. Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
2. Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) to apply rules for citing sources.
3. Spell correctly, consulting reference materials to check as needed.

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| **9.LU.2 Mechanics** |
| * Mechanics in language refer to the technical aspects of writing, including punctuation, capitalization, spelling, and grammar rules. These mechanics govern the structure and formation of sentences and paragraphs, ensuring clarity, coherence, and correctness in written communication. * In ninth grade, students demonstrate proficiency in using commas and semicolons to effectively punctuate sentences. This involves using commas to separate items in a list, set off introductory phrases or clauses, and separate independent clauses joined by coordinating conjunctions. * Students use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) to apply rules for citing sources. This form of citation is at the discretion of the teacher. Citations should be formatted appropriately to the style manual guidance. * Spelling words accurately helps the reader to comprehend the text. Misspellings can unintentionally confuse the reader and impact how a reader interprets the text. This involves consulting reference materials, such as dictionaries or spell-check tools, as needed to verify the correct spelling of words. |

## Communication and Multimodal Literacies

**9.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### 9.C.1 Communication, Listening, and Collaboration

1. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
   1. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
   2. Setting guidelines for group presentations and discussions.
   3. Incorporating all group members in the development of new understandings, making decisions, and solving problems.
   4. Setting clear goals and deadlines and defining individual roles as needed.
   5. Responding thoughtfully and tactfully with evidence to diverse perspectives, including challenging, clarifying, or verifying ideas and conclusions.
   6. Summarizing points of agreement and disagreement.
   7. Using reflection to evaluate one’s own role and the process in paired or small-group activities.

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| **9.C.1 Communication, Listening, and Collaboration** |
| * Collaborative discussions are integral to English nine classrooms, cultivating critical thinking, communication skills, and a deeper grasp of texts and topics. This standard underscores the necessity of actively participating in collaborative discussions with peers, emphasizing attentive listening, respectful expression, and collective knowledge-building. * Considerations for this strand include:   + Discussion is a foundation for deeper learning. Students should be given every opportunity to think, talk, and write about what they are reading. Discussion also fosters the desire to collaborate with those we agree and disagree with. In essence, it is the building block for a positive collaborative environment.     - Asking clarifying questions and responding appropriately to others’ questions helps to encourage discussion, foster understanding, and maintain focus on the topic. Asking questions supports deeper understanding and responding effectively promotes productive discussions.     - As students acknowledge new insights, they recognize and consider new perspectives. At times, this may lead to students modifying their own ideas. This is an important skill for critical thinking and personal growth. This is because new ideas help us learn and open-mindedness helps us grow.     - Communicating agreement or disagreement fosters the skills necessary for respectful communication and encourages students to consider various viewpoints. Learning to communicate agreement or disagreement allows students to share opinions respectfully.   + Collaboration in ninth grade sets the stage for the entire high school experience. This standard provides the foundation of critical thinking in a collaborative setting, and it is the perfect time to foster problem solving skills with peers while recognizing their viewpoints and backgrounds.     - Communicating agreement or disagreement fosters the skills necessary for respectful communication and encourages students to consider various viewpoints. Learning to communicate agreement or disagreement allows students to share opinions respectfully. * As students value the contributions made by each group member, they exhibit a willingness to make necessary concessions to accomplish a common goal. Being able to value the contributions made by group members promotes inclusivity and cooperation. It also fosters collaboration and allows students to work effectively in a group and achieve a shared goal. * As students have opportunities for self-reflection and to evaluate one’s own role in preparation and participation in small-group activities they learn from experiences, making improvements and personal growth. |

### 9.C.2 Speaking and Presentation of Ideas

1. Report orally on a topic or text or present an opinion. This includes:
   1. Choosing vocabulary, language and tone appropriate to the topic, audience, and purpose.
   2. Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).
   3. Analyzing the effectiveness of one’s presentation, including introduction, central idea, organization, and conclusion.
2. Memorize and accurately recite a short selection from a longer text demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.

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| **9.C.2 Speaking and Presentation of Ideas** |
| * Oral presentations serve as a cornerstone for developing crucial skills in effective communication, idea sharing, and showcasing comprehension of texts and subjects. This standard underscores the significance of delivering oral reports or opinions with clarity, coherence, and confidence, especially in articulating personal viewpoints where tone and delivery play pivotal roles. * Incorporating pertinent descriptions, facts, details, and examples to support the main ideas of a formal or informal presentation means students should have access to sources and materials that support the topic of the presentation. Students should also have practice incorporating relevant information within presentation-style settings. * Guide students in selecting vocabulary, language, and tone suitable for their specific topic, audience, and purpose. * Model the importance of active listening and speaking strategies, emphasizing awareness of verbal and nonverbal cues to engage effectively with peers. Encourage techniques like maintaining eye contact, employing appropriate facial expressions and gestures, and adjusting voice and posture to convey enthusiasm and confidence. * Foster opportunities for students to reflect on the clarity of their message, coherence of their arguments, and overall impact on the audience. Provide practice sessions in low-pressure environments prior to formal presentations, allowing peers to offer constructive feedback. Model how to receive and apply feedback effectively, while also providing guidance on presentation delivery, pacing, and audience engagement. This process encourages students to identify areas for improvement and set goals for future presentations. * By memorizing and delivering a short selection, students are practicing how to deliver a text to an audience that captures the appropriate tone and expressions for the text. Students need to use verbal communications, such as appropriate volume, tone, and enunciation to support their performance. Attention to verbal communication will ensure that a student’s message is heard clearly by the audience, increasing understanding and engagement. |

### 9.C.3 Integrating Multimodal Literacies

1. Make strategic use of multimodal tools.
2. Monitor, analyze, and use multiple streams of simultaneous information.
3. Create media messages for diverse audiences and purposes.

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| **9.C.3 Integrating Multimodal Literacies** |
| * Communication frequently encompasses various modes, including text, images, audio, and video. This standard highlights the significance of adeptly employing multimodal tools to convey information and ideas, while also developing the capacity to effectively manage and interpret the wealth of available information. * Multimodal communication affords students the opportunity to cater to diverse learning styles, accommodate different audience preferences, and craft inquiry presentations. However, students must also cultivate the skill of monitoring these information streams to assess their relevance and credibility, using them judiciously. * As students plan and present a multimodal presentation, they could build and expand upon skills learned in Grade 8, such as:   + Sequence ideas logically from one point to the next. Logical sequencing helps ensure clarity and coherence.   + Use pertinent descriptions, facts, and details to include relevant and specific information that support the main idea, argument, audience, and/or overall purpose of the presentation. Pertinent descriptions, facts, and details make presentations more meaningful, effective, and engaging.   + Use two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language) means students should thoughtfully consider how to effectively convey meaning in engaging ways utilizing various modes of communication and presentation tactics.     - Students should make these choices while creating media messages and while physically presenting ideas.   + Emphasize different points of view that acknowledge and incorporate multiple perspectives and/or viewpoints when presenting ideas. Emphasizing different points of view promotes critical thinking, deepens understanding, and increases credibility. * When creating media messages, teachers can engage students by:   + Encouraging consideration of communication purpose, audience preferences, and mode impact on engagement and comprehension.   + Fostering an understanding of how different modes complement each other in communication.   + Providing opportunities for students to craft and refine multimodal content using digital tools.   + Modeling how to analyze and evaluate multimodal presentations, focusing on clarity, coherence, engagement, and message effectiveness. |

### 9.C.4 Examining Media Messages

1. Determine the purpose of the media message and its effect on the audience.
2. Analyze the persuasive techniques used in diverse media formats (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotion).
3. Evaluate the credibility, word choice, viewpoints, and bias in media presentations.
4. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
5. Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
6. Identify the possible cause and effect relationships between mass media coverage and public opinion trends in media messages.

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| **9.C.4 Examining Media Messages** |
| * This standard underscores the imperative for students to develop critical thinking skills essential for navigating and analyzing the multitude of information and messages encountered across print and digital media platforms. * Examining media messages focuses on equipping students with the ability to scrutinize various forms of media critically, discerning viewpoints, biases, persuasive techniques, and underlying motives behind media messages, while also assessing their impact on public opinion and society at-large. * In ninth grade, students continue analyzing media messages. With ongoing media exposure to innumerable, diverse, and changing sources of information, teachers should consider the following elements when addressing this strand:   + Cultivate informational literacy by instilling critical thinking, discernment, and skepticism when encountering information.   + Guide students in strategies for managing information overload and maintaining focus amidst distractions. Teach prioritization, filtering, and organizational techniques using digital tools.   + Foster consideration and evaluation of multiple perspectives and viewpoints when analyzing information. Encourage comparison, contrast, and identification of assumptions and biases. Evaluate the specific words used to craft a message and determine their effectiveness in achieving a specific purpose.   + Facilitate synthesis of information from diverse sources to form well-supported conclusions. Encourage critical evaluation of reliability and validity, integrating evidence-based reasoning.   + Help students apply information strategically in decision-making and communication. Teach context, audience, and purpose considerations in selecting and using information to support arguments or proposals. |

## Research

**9.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.**

### 9.R.1 Evaluation and Synthesis of Information

1. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.
2. Gather and organize information from various sources, including internet resources, electronic databases, and other technology.
3. Analyze and evaluate the primary and secondary sources gathered for their credibility, reliability, accuracy, and usefulness that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
4. Synthesize multiple streams of information to support claims and introduce counterclaims.
5. Create research products aligned with the demands of the reading and writing standards.
6. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
7. Define plagiarism's meaning and legal consequences and follow ethical and legal guidelines for gathering and using information.
8. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

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| **9.R.1 Evaluation and Synthesis of Information** |
| * In ninth grade, students are tasked with synthesizing their research around both selected topics and topics of their interest. This involves conducting research and reading conceptually related texts on chosen topics to deepen their understanding of grade-level content. This standard encourages independent inquiry and exploration, fostering ownership of learning. * As students develop and refine research questions, they determine how to explore wider aspects of a topic or to narrow their focus to investigate specific details. Well-crafted research questions are important because they help determine the overall objective of the research and direct students’ research efforts. * In ninth grade, students need to possess the skill to utilize a diverse array of sources, encompassing internet resources, databases, and other technological tools.   + Now, students will demonstrate proficiency in conducting thorough research and evaluating the relevance and reliability of these sources. Effective organization of information requires attention to detail and clarity. Students need to understand the significance of sourcing information from a variety of outlets as it enhances the depth and breadth of their understanding. This ability to navigate and incorporate information from various sources not only strengthens their research capabilities but also equips them with valuable skills for navigating an increasingly complex information landscape. * Students have to critically assess and analyze the credibility, reliability, and biases of sources. To build on skills from reading, they must identify main ideas, perspectives, conflicting information, and potential biases or misconceptions. * In ninth-grade research, students integrate information from diverse sources to construct cohesive arguments and consider counterclaims. Accessing multiple streams of information enriches their understanding, enhances analytical skills, and strengthens the credibility of their arguments. This skill prepares them for real-world challenges where multiple perspectives are crucial. * In ninth grade, students will produce research-based projects that meet established standards for reading and writing with an emphasis on clarity, coherence, and adherence to academic conventions. This integrated literacy approach, as part of an integrated literacies strand (see 9.DSR.1), highlights the natural process of connecting what students are reading for research and applying it in their own writing. This empowers students to create multimodal products while staying within the scope of the research strand. * Students continue to accurately attribute quoted and paraphrased ideas using recognized citation styles such as MLA or APA. Teachers can emphasize the importance of academic integrity and avoiding plagiarism and uphold academic integrity.   + Plagiarism undermines the principles of honesty, fairness, and academic integrity.   + Legal consequences of plagiarism include potential lawsuits, academic penalties, and damage to reputation. Not only is plagiarism unethical, but it is also illegal as it violates copyright laws and intellectual property rights.   + Proper citation and attribution must be present when students are using sources in their writing, employing styles such as MLA or APA.   + Paraphrasing, summary, and synthesis of information while providing citation are appropriate ways to integrate sources, and students should learn how to incorporate direct quotations into original content and cite using a bibliography or works cited page. * To demonstrate ethical use of sources, including the Internet, Artificial Intelligence (AI), and new technologies, students should respect copyright laws and intellectual property rights. This means students demonstrate honesty, integrity, and respect throughout the research process. |