

Grade 9

Adopted 2020

Reading

1. Reading Prose and Poetry [ELA.9.R.1](#)

1. Explain how key elements enhance or add layers of meaning and/or style in a literary text. [ELA.9.R.1.1](#)
 2. Analyze universal themes and their development throughout a literary text. [ELA.9.R.1.2](#)
 3. Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. [ELA.9.R.1.3](#)
 4. Analyze the characters, structures, and themes of epic poetry. [ELA.9.R.1.4](#)
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2. Reading Informational Text [ELA.9.R.2](#)

1. Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. [ELA.9.R.2.1](#)
 2. Evaluate the support an author uses to develop the central idea(s) throughout a text. [ELA.9.R.2.2](#)
 3. Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. [ELA.9.R.2.3](#)
 4. Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. [ELA.9.R.2.4](#)
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3. Reading Across Genres [ELA.9.R.3](#)

1. Explain how figurative language creates mood in text(s). [ELA.9.R.3.1](#)
 2. Paraphrase content from grade-level texts. [ELA.9.R.3.2](#)
 3. Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. [ELA.9.R.3.3](#)
 4. Explain an author's use of rhetoric in a text. [ELA.9.R.3.4](#)
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Communication

1. Communicating Through Writing [ELA.9.C.1](#)

2. Write narratives using narrative techniques, varied transitions, and a clearly established point of view. [ELA.9.C.1.2](#)
 3. Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. [ELA.9.C.1.3](#)
 4. Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. [ELA.9.C.1.4](#)
 5. Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. [ELA.9.C.1.5](#)
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2. Communicating Orally [ELA.9.C.2](#)

1. Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. [ELA.9.C.2.1](#)
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3. Following Conventions [ELA.9.C.3](#)

1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. [ELA.9.C.3.1](#)
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4. Researching [ELA.9.C.4](#)

1. Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. [ELA.9.C.4.1](#)
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5. Creating and Collaborating [ELA.9.C.5](#)

1. Create digital presentations with coherent ideas and a clear perspective. [ELA.9.C.5.1](#)
 2. Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience. [ELA.9.C.5.2](#)
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Vocabulary

1. Finding Meaning [ELA.9.V.1](#)

1. Integrate academic vocabulary appropriate to grade level in speaking and writing. [ELA.9.V.1.1](#)
 2. Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. [ELA.9.V.1.2](#)
 3. Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. [ELA.9.V.1.3](#)
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Foundational Reading Intervention Standards

2. Applying Foundational Reading Skills for Secondary [ELA.612.F.2](#)

1. Demonstrate an understanding of spoken words, syllables, and sounds. [ELA.612.F.2.1](#)
 - a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. [ELA.612.F.2.1.A](#)
 - b. Accurately segment single-syllable and multisyllabic words. [ELA.612.F.2.1.B](#)
2. Know and apply phonics and word analysis skills in decoding words. [ELA.612.F.2.2](#)
 - a. Use an array of strategies to decode single-syllable and multisyllabic words. [ELA.612.F.2.2.A](#)
 - b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. [ELA.612.F.2.2.B](#)
3. Know and apply phonics and word analysis skills in encoding words. [ELA.612.F.2.3](#)
 - a. Use an array of strategies to accurately encode single-syllable and multisyllabic words. [ELA.612.F.2.3.A](#)
4. Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. [ELA.612.F.2.4](#)

K-12 ELA Expectations

1. Cite evidence to explain and justify reasoning. [ELA.K12.EE.1.1](#)

1. Read and comprehend grade-level complex texts proficiently. [ELA.K12.EE.2.1](#)

1. Make inferences to support comprehension. [ELA.K12.EE.3.1](#)

1. Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. [ELA.K12.EE.4.1](#)

1. Use the accepted rules governing a specific format to create quality work. [ELA.K12.EE.5.1](#)

1. Use appropriate voice and tone when speaking or writing. [ELA.K12.EE.6.1](#)