

9TH GRADE: LANGUAGE

Conventions of Standard English

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1.a Use parallel structure.

- K.3** Identify sentences with parallel structure
- K.4** Use parallel structure

L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- X.2** Identify prepositional phrases
- X.3** Identify appositives and appositive phrases
- X.4** Identify dependent and independent clauses
- X.5** Is the sentence simple, compound, complex, or compound-complex?
- X.6** Combine sentences using relative clauses
- AA.3** Identify participles and what they modify
- AA.4** Identify gerunds and their functions
- AA.5** Identify infinitives and infinitive phrases

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

- K.1** Transitions with conjunctive adverbs
- II.1** Use semicolons and commas to separate clauses

L.9-10.2.b Use a colon to introduce a list or quotation.

II.2 Use semicolons, colons, and commas with lists

L.9-10.2.c Spell correctly.

- M.1** Use the correct frequently confused word
- M.2** Identify and correct errors with frequently confused words
- M.3** Identify and correct errors with frequently confused pronouns and contractions
- M.4** Correct errors with commonly misspelled words
- Q.1** Use the correct homophone
- Q.2** Identify and correct errors with homophones
- Y.1** Form and use plurals: review
- DD.2** Form and use comparative and superlative adjectives
- DD.4** Form and use comparative and superlative adverbs
- KK.1** Identify and correct errors with plural and possessive nouns
- KK.2** Identify and correct errors with compound and joint possession

Knowledge of Language

L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

- N.1** Understand a Works Cited entry (MLA 7th edition)
- N.2** Recognize the parts of a Works Cited entry (MLA 8th edition)
- N.3** Use in-text citations (MLA 8th edition)

Vocabulary Acquisition and Use

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.

L.9-10.4.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.

- C.2** Interpret the meaning of an allusion from its source
- C.4** Interpret figures of speech
- R.2** Use context as a clue to the meanings of foreign expressions
- U.1** Determine the meaning of words using synonyms in context
- U.2** Determine the meaning of words using antonyms in context
- U.3** Use context to identify the meaning of a word

L.9-10.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

- O.1** Word pattern analogies
- O.2** Word pattern sentences

L.9-10.4.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.

- V.1** Use dictionary entries
- V.2** Use dictionary definitions
- V.4** Use thesaurus entries

L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- V.3** Use dictionary entries to determine correct usage

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.5.a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- C.2** Interpret the meaning of an allusion from its source
- C.4** Interpret figures of speech
- E.5** Analyze rhetorical strategies in historical texts: set 1
- E.6** Analyze rhetorical strategies in historical texts: set 2

L.9-10.5.b Analyze nuances in the meaning of words with similar denotations.

- S.1** Choose the word whose connotation and denotation best match the sentence
- S.2** Use words accurately and precisely

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.

- O.3** Words with pre-
- O.4** Words with re-
- O.5** Words with sub-
- O.6** Words with mis-
- O.7** Words with un-, dis-, in-, im-, and non-
- O.8** Words with -ful
- O.9** Words with -less
- O.10** Words with -able and -ible
- P.1** Sort words by shared Greek or Latin roots
- P.2** Use Greek and Latin roots as clues to the meanings of words
- P.3** Use words as clues to the meanings of Greek and Latin roots
- P.4** Determine the meanings of Greek and Latin roots

- P.5** Determine the meanings of words with Greek and Latin roots
- R.1** Use etymologies to determine the meanings of words
- R.2** Use context as a clue to the meanings of foreign expressions
- R.3** Use the correct foreign expression
- S.1** Choose the word whose connotation and denotation best match the sentence
- U.1** Determine the meaning of words using synonyms in context
- U.2** Determine the meaning of words using antonyms in context
- U.3** Use context to identify the meaning of a word

Key Ideas and Details

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.

- E.3 Trace an argument: set 1
- E.4 Trace an argument: set 2
- H.4 Identify supporting evidence in a text

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.

- A.1 Determine the main idea of a passage
- E.1 Analyze the development of informational passages: set 1
- E.2 Analyze the development of informational passages: set 2
- E.3 Trace an argument: set 1
- E.4 Trace an argument: set 2
- G.2 Identify thesis statements

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.

- E.1 Analyze the development of informational passages: set 1
- E.2 Analyze the development of informational passages: set 2
- E.3 Trace an argument: set 1
- E.4 Trace an argument: set 2

Craft and Structure

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).

- R.2** Use context as a clue to the meanings of foreign expressions
- U.1** Determine the meaning of words using synonyms in context
- U.2** Determine the meaning of words using antonyms in context
- U.3** Use context to identify the meaning of a word

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).

- A.1** Determine the main idea of a passage
- E.1** Analyze the development of informational passages: set 1
- E.2** Analyze the development of informational passages: set 2
- E.3** Trace an argument: set 1
- E.4** Trace an argument: set 2
- E.5** Analyze rhetorical strategies in historical texts: set 1
- E.6** Analyze rhetorical strategies in historical texts: set 2
- H.6** Choose the analysis that logically connects the evidence to the claim
- H.7** Transition logically between claims, evidence, analysis, and counterclaims

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.

- B.1** Which text is most formal?
- B.2** Identify audience and purpose
- B.3** Compare passages for subjective and objective tone
- E.3** Trace an argument: set 1
- E.4** Trace an argument: set 2

- E.5 Analyze rhetorical strategies in historical texts: set 1
 - E.6 Analyze rhetorical strategies in historical texts: set 2
 - I.1 Identify appeals to ethos, pathos, and logos in advertisements
 - I.2 Use appeals to ethos, pathos, and logos in persuasive writing
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Integration of Knowledge and Ideas

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.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

- E.3 Trace an argument: set 1
- E.4 Trace an argument: set 2
- H.1 Distinguish facts from opinions
- H.3 Choose the best evidence to support a claim
- H.4 Identify supporting evidence in a text
- H.8 Classify logical fallacies

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.

- B.2 Identify audience and purpose
 - E.5 Analyze rhetorical strategies in historical texts: set 1
 - E.6 Analyze rhetorical strategies in historical texts: set 2
 - I.1 Identify appeals to ethos, pathos, and logos in advertisements
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RI.9-10.10 Range of Reading and Level of Text Complexity

RI.9-10.10a By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- A.1** Determine the main idea of a passage
- E.1** Analyze the development of informational passages: set 1
- E.2** Analyze the development of informational passages: set 2
- E.3** Trace an argument: set 1
- E.4** Trace an argument: set 2
- E.5** Analyze rhetorical strategies in historical texts: set 1
- E.6** Analyze rhetorical strategies in historical texts: set 2

RI.9-10.10b 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.

Key Ideas and Details

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.

- D.1 Match the quotations with their themes
- D.2 Analyze short stories: set 1
- D.3 Analyze short stories: set 2
- H.4 Identify supporting evidence in a text

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- D.1 Match the quotations with their themes
- E.5 Analyze rhetorical strategies in historical texts: set 1
- E.6 Analyze rhetorical strategies in historical texts: set 2

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.

- D.2 Analyze short stories: set 1
- D.3 Analyze short stories: set 2

Craft and Structure

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).

- B.4 Compare passages for tone
- C.2 Interpret the meaning of an allusion from its source
- C.3 Recall the source of an allusion
- C.4 Interpret figures of speech
- C.5 Classify figures of speech: euphemism, hyperbole, oxymoron, paradox
- C.6 Classify figures of speech: review
- E.5 Analyze rhetorical strategies in historical texts: set 1
- E.6 Analyze rhetorical strategies in historical texts: set 2

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.

- D.2 Analyze short stories: set 1
- D.3 Analyze short stories: set 2

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.

- E.5 Analyze rhetorical strategies in historical texts: set 1
- E.6 Analyze rhetorical strategies in historical texts: set 2

Integration of Knowledge and Ideas

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).

- I.1 Compare illustrations of literary and historical subjects

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).

Range of Reading and Level of Text Complexity

RL.9-10.10a By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- D.2** Analyze short stories: set 1
- D.3** Analyze short stories: set 2
- E.5** Analyze rhetorical strategies in historical texts: set 1
- E.6** Analyze rhetorical strategies in historical texts: set 2

RL.9-10.10b 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.

Text Types and Purposes

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.

W.9-10.1.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.

- F.2** Organize information by main idea
- G.2** Identify thesis statements
- H.1** Distinguish facts from opinions
- H.2** Identify stronger and weaker evidence to support a claim
- H.5** Evaluate counterclaims
- H.6** Choose the analysis that logically connects the evidence to the claim

W.9-10.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- H.2** Identify stronger and weaker evidence to support a claim
- H.3** Choose the best evidence to support a claim
- H.4** Identify supporting evidence in a text
- H.5** Evaluate counterclaims
- H.6** Choose the analysis that logically connects the evidence to the claim
- H.8** Classify logical fallacies

W.9-10.1.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.

- H.6** Choose the analysis that logically connects the evidence to the claim

- H.7 Transition logically between claims, evidence, analysis, and counterclaims
- H.8 Classify logical fallacies
- K.1 Transitions with conjunctive adverbs
- EE.1 Use the correct pair of correlative conjunctions

W.9-10.1.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.

- B.1 Which text is most formal?
- B.3 Compare passages for subjective and objective tone

W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.

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.

W.9-10.2.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.

- E.1 Analyze the development of informational passages: set 1
- E.2 Analyze the development of informational passages: set 2
- F.1 Order topics from broadest to narrowest
- F.2 Organize information by main idea
- G.1 Choose the topic sentence that best captures the main idea

W.9-10.2.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.

- H.1 Distinguish facts from opinions
- H.3 Choose the best evidence to support a claim
- H.4 Identify supporting evidence in a text

W.9-10.2.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.

- H.7** Transition logically between claims, evidence, analysis, and counterclaims
- K.1** Transitions with conjunctive adverbs
- EE.1** Use the correct pair of correlative conjunctions

W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- S.1** Choose the word whose connotation and denotation best match the sentence
- S.2** Use words accurately and precisely

W.9-10.2.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.

- B.1** Which text is most formal?
- B.3** Compare passages for subjective and objective tone

W.9-10.2.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).

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.

W.9-10.3.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.

- C.1** Identify the narrative point of view

W.9-10.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- B.4** Compare passages for tone
- S.1** Choose the word whose connotation and denotation best match the sentence
- S.2** Use words accurately and precisely

W.9-10.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- B.2** Identify audience and purpose
- F.1** Order topics from broadest to narrowest
- F.2** Organize information by main idea
- G.1** Choose the topic sentence that best captures the main idea

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- M.7** Suggest appropriate revisions

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.

Research to Build and Present Knowledge

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.

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.

- A.1** Determine the main idea of a passage
- H.3** Choose the best evidence to support a claim
- H.4** Identify supporting evidence in a text
- N.1** Understand a Works Cited entry (MLA 7th edition)
- N.2** Recognize the parts of a Works Cited entry (MLA 8th edition)
- N.3** Use in-text citations (MLA 8th edition)
- N.4** Identify plagiarism

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9.a Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

- B.4** Compare passages for tone
- D.2** Analyze short stories: set 1
- D.3** Analyze short stories: set 2

W.9-10.9.b Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

- A.1** Determine the main idea of a passage
- E.1** Analyze the development of informational passages: set 1
- E.2** Analyze the development of informational passages: set 2

- E.3 Trace an argument: set 1
 - E.4 Trace an argument: set 2
 - E.5 Analyze rhetorical strategies in historical texts: set 1
 - E.6 Analyze rhetorical strategies in historical texts: set 2
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Range of Writing

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.