

9th Grade ELA HS District Priority Standards

Bundle/Unit 1: Reading Strategies

RL.9.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9.2 – 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.

RL.9.3- 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.

RL.9.5 – 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.

W.9.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.9.4 (a-d)– 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.9.4a – 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.

L.9.4b – Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9.4c – 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.

L.9.4d – 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).

Bundle/Unit 2: Rhetoric and Persuasion

RL.9.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9.9 – 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

W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

W.9.1a – 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.

W.9.1b – 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.

W.9.1c – 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.

W.9.1d – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

W.9.1e – Provide a concluding statement or section that follows from and supports the argument presented

W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9.9a – 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]”)

W.9.9b – 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”).

L.9.6 – 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.

Bundle 3/Unit 3 Literary Analysis

RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RI.9.2 – 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.

W.9.2(a-f) – 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.9.2a- 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.

W.9.2b 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

W.9.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9.2.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).

L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9.1a- parallel structure

L.9.1b- Use various types of phrases (noun, verb, adjectival, adverbial, participle, Prepositional, absolute) and clauses, independent; dependent, noun, relative, Adverbial, to convey specific meanings and add variety and interest to writing or presentations).

L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9.2 a- Use semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9.2 b- Use a colon to introduce a list or quotation.

L.9.c- Spell correctly.

Bundle/Unit 4 Transferable Skills

RL.9.3: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.

RL.9.4: 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)

RL.9.7: Analyze a 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 “Musee des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

RI.9.7: 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.

L.9.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9.5.b. Analyze nuances in the meaning of words with similar denotations.

W.9.5: 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.

