

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

**READING LITERATURE**

<b>RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>	
	<ol style="list-style-type: none"><li>1) Demonstrate the behaviors of a strategic reader.</li><li>2) Analyze text clues that affect meaning.</li><li>3) Participate actively and appropriately in discussions about literature.</li><li>4) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li><li>5) Use knowledge of language and its conventions when speaking and writing.</li><li>6) Analyze relevant denotative, connotative, and figurative language.</li><li>7) Analyze and evaluate available evidence for thoroughness, completeness, and relevance.</li></ol>
<b>RL2 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.</b>	
	<ol style="list-style-type: none"><li>1) Analyze ideas, literary techniques, and specific details in a text that develop a theme or central idea.</li><li>2) Participate actively and appropriately in discussions about literature.</li><li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li><li>4) Use knowledge of language and its conventions when speaking and writing.</li><li>5) Objectively summarize a text by including the appropriate key ideas, issues, and specific details.</li></ol>
<b>RL3 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.</b>	
	<ol style="list-style-type: none"><li>1) Participate actively and appropriately in discussions about literature.</li><li>2) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li><li>3) Use knowledge of language and its conventions when speaking and writing.</li><li>4) Analyze and explain how complex characters develop, interact, and change over the course of a text.</li><li>5) Analyze, explain, and evaluate the impact of complex characters on advancing the plot and developing the theme in a text.</li></ol>
<b>RL4 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>	

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about literature.</li> <li>2) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li> <li>3) Use knowledge of language and its conventions when speaking and writing.</li> <li>4) Analyze the meaning, use, and effect of connotations, colloquialisms, idioms, and figurative language.</li> <li>5) Analyze and explain how an author uses techniques to establish and maintain a specific literary style and tone.</li> <li>6) Analyze and explain the cumulative impact of an author's deliberate manipulation of language (word choice, diction, structure) on meaning and tone.</li> </ol>
<b>RL5 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.</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about literature.</li> <li>2) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li> <li>3) Use knowledge of language and its conventions when speaking and writing.</li> <li>4) Identify and explain the structural characteristics of complex narrative texts and use those characteristics when interpreting texts.</li> <li>5) Analyze and explain how an author deliberately manipulates text structures, orders events, and the uses elements of time to create a specific effect and mood.</li> </ol>
<b>RL6 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.</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about literature.</li> <li>2) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li> <li>3) Use knowledge of language and its conventions when speaking and writing.</li> <li>4) Understand, appreciate, and make connections with different cultures and points of view.</li> <li>5) Identify, analyze and explain the influence, effect, or impact of historical and/or cultural experience on narrative text.</li> <li>6) Analyze the significance and effect of the author's point of view and biographical experiences on narrative text.</li> </ol>
<b>RL7 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).</b>	

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

	<ol style="list-style-type: none"> <li>1) Demonstrate the behaviors of a strategic reader, listener, or viewer of a variety of literary forms.</li> <li>2) Analyze and evaluate the effectiveness of organization and structure in order to accomplish a purpose in print and non-print text.</li> <li>3) Participate actively and appropriately in discussions about literature.</li> <li>4) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li> <li>5) Use knowledge of language and its conventions when speaking and writing.</li> <li>6) Compare and contrast significant ideas between two different artistic mediums.</li> <li>7) Analyze and evaluate the author’s choice of details to include and exclude in order to convey meaning in print and non-print text.</li> </ol>
<b>RL8 (not applicable to literature)</b>	
<b>RL9 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>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about literature.</li> <li>2) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li> <li>3) Use knowledge of language and its conventions when speaking and writing.</li> <li>4) Demonstrate understanding of why certain literary themes transcend time.</li> </ol>
<b>RL10 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.</b>	
	<ol style="list-style-type: none"> <li>1) Demonstrate understanding of a wide range of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods.               <ol style="list-style-type: none"> <li>a) Comprehend texts of steadily increasing complexity, with scaffolding as needed.</li> <li>b) As an emerging adult reader, set personal reading goals to self select and explore texts of different genres and increasing complexity.</li> </ol> </li> <li>2) Participate actively and appropriately in discussions about literature.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li> <li>4) Use knowledge of language and its conventions when speaking and writing.</li> </ol>

**READING INFORMATION**

**RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

	<ol style="list-style-type: none"> <li>1) Demonstrate the behaviors of a strategic reader.</li> <li>2) Analyze text clues that affect meaning.</li> <li>3) Participate actively and appropriately in discussions about informational text.</li> <li>4) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>5) Use knowledge of language and its conventions when speaking and writing.</li> <li>6) Analyze relevant denotative, connotative, and figurative language.</li> <li>7) Evaluate available evidence for thoroughness, completeness, <b>and relevance</b></li> </ol>
<b>RI2 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.</b>	
	<ol style="list-style-type: none"> <li>1) Analyze ideas, issues, rhetoric devices, and specific details in a text that develop the central idea and/or claim.</li> <li>2) Participate actively and appropriately in discussions about informational text.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>4) Use knowledge of language and its conventions when speaking and writing.</li> <li>5) Objectively summarize a text by including the appropriate key ideas, issues, and specific details.</li> </ol>
<b>RI3 Analyze how an 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.</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about informational text.</li> <li>2) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>3) Use knowledge of language and its conventions when speaking and writing.</li> <li>4) Analyze and explain the structure of an informational text and how it contributes to meaning and/or purpose.</li> <li>5) Analyze and explain the impact of events and individuals in informational texts.</li> </ol>
<b>RI4 Determine the meaning of words and phrases as they are used in the 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.)</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about informational text.</li> <li>2) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>3) Use knowledge of language and its conventions when speaking and writing.</li> <li>4) Analyze the meaning, use, and effect of word connotations, multiple meanings, and technical vocabulary.</li> <li>5) Analyze the meanings of colloquialisms, idioms, figurative language, and other words and phrases as they are used in context and influence text meaning and tone.</li> <li>6) Analyze and explain the cumulative impact of the author’s manipulation of language (syntax, diction) on meaning and tone</li> <li>7) Compare and contrast the syntax and tone of informational texts written for differing audiences and purposes.</li> </ol>
<b>RI5 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).</b>	

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about informational text.</li> <li>2) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>3) Use knowledge of language and its conventions when speaking and writing.</li> <li>4) Describe the structure of an argument; identify its claims and evidence.</li> <li>5) Analyze the effect of structural characteristics on meaning and/or purpose in an informational text.</li> <li>6) Analyze and explain how an author deliberately manipulates language and text structures to develop and refine ideas or claims.</li> </ol>
<b>RI6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about informational text.</li> <li>2) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>3) Use knowledge of language and its conventions when speaking and writing.</li> <li>4) Identify and explain an author’s point of view or purpose in an informational text.</li> <li>5) Demonstrate understanding of rhetorical appeals.</li> <li>6) Analyze and explain the author’s use of rhetoric and its contribution to meaning, point of view, and/or purpose of the text.</li> </ol>
<b>RI7 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.</b>	
	<ol style="list-style-type: none"> <li>1) Demonstrate the behaviors of a strategic reader, listener, or viewer of print, non-print, and digital text.</li> <li>2) Participate actively and appropriately in discussions about informational text.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>4) Use knowledge of language and its conventions when speaking and writing.</li> <li>5) Analyze print, non-print, and digital text for relevant details that are emphasized in an informational text and that contribute to meaning.</li> <li>6) Compare, contrast, draw conclusions, and connect significant details and ideas between two different mediums.</li> </ol>
<b>RI8 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.</b>	
	<ol style="list-style-type: none"> <li>1) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>2) Use knowledge of language and its conventions when speaking and writing.</li> <li>3) Analyze and evaluate connections among evidence, inferences, and claims in an argument.</li> <li>4) Analyze an author’s implicit and explicit assumptions and beliefs about a subject</li> <li>5) Identify and explain common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma).</li> <li>6) Evaluate the credibility of an author’s argument by analyzing the manipulation of language, as well as the range, sufficiency, quality, relevance, and validity of the claims.</li> </ol>

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

<b>RI9 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>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about informational text.</li> <li>2) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>3) Use knowledge of language and its conventions when speaking and writing.</li> <li>4) Analyze and explain the historical, cultural, and literary significance of specific seminal U. S. documents.</li> <li>5) Identify and explain themes and concepts common to specific time periods in American history.</li> <li>6) Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in seminal U.S. documents.</li> </ol>
<b>RI10 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.</b>	
	<ol style="list-style-type: none"> <li>1) Demonstrate understanding of a wide range of sufficiently complex literary nonfiction.               <ol style="list-style-type: none"> <li>a) Comprehend texts of steadily increasing complexity, with scaffolding as needed.</li> <li>b) As an emerging adult reader, set personal reading goals to self select and explore texts of different disciplines and increasing complexity.</li> </ol> </li> <li>2) Participate actively and appropriately in discussions about informational text.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>4) Use knowledge of language and its conventions when speaking and writing.</li> </ol>

**WRITING**

<b>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>	
<b>W.1a</b> 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.	<ol style="list-style-type: none"> <li>1) Conduct a self-analysis of strengths and weaknesses of a writer or argument and adjust the writing process accordingly.</li> <li>2) Narrow and refine the focus of a grade-appropriate complex topic.               <ol style="list-style-type: none"> <li>a) Analyze the topic to target information gathering.</li> <li>b) Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position.</li> </ol> </li> <li>3) Choose, apply, and maintain an organizational structure appropriate to the writing purpose.</li> <li>4) Gather reliable and valid information from print, non-print, and digital sources.               <ol style="list-style-type: none"> <li>a) Evaluate information to determine sufficiency and relevancy.</li> <li>b) Establish clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>c) Logically sequence claims, counterclaims, reasons, and evidence.</li> </ol> </li> </ol>

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

<p><b>W.1b</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.</p>	<ol style="list-style-type: none"> <li>1) Attend to audience knowledge, interest, and concern.</li> <li>2) Use rhetorical appeals effectively.</li> <li>3) Refute opposing positions and opinions fairly.</li> </ol>
<p><b>W.1c</b> 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.</p>	<ol style="list-style-type: none"> <li>1) Manipulate language and integrate ideas effectively.</li> <li>2) Use a wide range of academic and domain-specific vocabulary.</li> <li>3) Use words, phrases, and clauses appropriately to link the major sections of the text.</li> <li>4) Demonstrate understanding and application of appropriate usage to address audience, task, and purpose.</li> <li>5) Use a consistent style, tone, voice, and mood</li> <li>6) Use parallel structure</li> <li>7) Use a semicolon to link two or more closely related independent clauses</li> <li>8) Use a colon to introduce a list or quotation</li> </ol>
<p><b>W.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ol style="list-style-type: none"> <li>1) Integrate quotations and citations into a written text.</li> <li>2) Manipulate language through varying styles with different levels of formality, tone and purpose</li> <li>3) Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition.</li> <li>4) Integrate quotations, paraphrases, and summarizations of source material appropriately into written text.</li> <li>5) Use a standard format for citations</li> <li>6) Apply the editing phase of the writing process independently.</li> <li>7) Edit for:             <ol style="list-style-type: none"> <li>a) Spelling, capitalization, and punctuation</li> <li>b) Subject-verb and pronoun-antecedent agreement</li> <li>c) Appropriate pronoun usage</li> <li>d) Complete sentences</li> <li>e) Shifts in verb tense</li> </ol> </li> </ol>
<p><b>W.1e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ol style="list-style-type: none"> <li>1) Write relevant, concise, and effective conclusions</li> <li>2) Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats.</li> </ol>
<p><b>W2 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.</b></p>	

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

<p><b>W.2a</b> 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.</p>	<ol style="list-style-type: none"> <li>1) Conduct a self-analysis of strengths and weaknesses as a writer of informational/explanatory text and adjust the writing process accordingly.</li> <li>2) Narrow and refine the focus of a grade-appropriate complex topic.             <ol style="list-style-type: none"> <li>a) Analyze the topic to target information gathering.</li> <li>b) Generate and develop a well-constructed introduction that presents the topic, central idea, or concept.</li> </ol> </li> <li>3) Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information             <ol style="list-style-type: none"> <li>a) Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources.</li> <li>b) Evaluate information to determine sufficiency and relevancy.</li> <li>c) Use appropriate and effective formatting of headings, graphics, and multimedia.</li> </ol> </li> </ol>
<p><b>W.2b</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.</p>	<ol style="list-style-type: none"> <li>1) Attend to audience knowledge, interest, and concern.</li> <li>2) Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence.</li> <li>3) Integrate paraphrases and summarizations of source material appropriately into written text.</li> <li>4) Integrate quotations and citations appropriately into written text.</li> </ol>
<p><b>W.2c</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<ol style="list-style-type: none"> <li>1) Manipulate language, use transitions, and integrate ideas effectively.</li> <li>2) Demonstrate understanding and application of appropriate usage to address audience, task, and purpose.</li> <li>3) Use words, phrases, and clauses appropriately to link the major sections of the text.</li> <li>4) Use a consistent style, tone, voice, and mood.</li> <li>5) Use parallel structure</li> <li>6) Use a semicolon to link two or more closely related independent clauses</li> <li>7) Use a colon to introduce a list or quotation</li> </ol>
<p><b>W.2d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<ol style="list-style-type: none"> <li>1) Use a wide range of academic and domain-specific vocabulary.</li> <li>2) Demonstrate an understanding of word relationships, meaning, and function in different contexts.</li> <li>3) Demonstrate an appropriate use of figurative language and understanding of nuances of meanings of words</li> <li>4) Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition.</li> </ol>
<p><b>W.2e</b> stand maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p>	<ol style="list-style-type: none"> <li>1) Manipulate language through varying styles with different levels of formality, tone and purpose</li> <li>2) Integrate quotations, paraphrases, and summarizations of source material appropriately into written text.</li> <li>3) Use a standard format appropriately for citations.</li> <li>4) Apply the editing phase of the writing process independently</li> <li>5) Edit for:             <ol style="list-style-type: none"> <li>a) Spelling, capitalization, and punctuation</li> <li>b) Subject-verb and pronoun-antecedent agreement</li> <li>c) Appropriate pronoun usage</li> <li>d) Complete sentences</li> </ol> </li> </ol>

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

	e) Shifts in verb tense
<b>W.2f</b> 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).	<ol style="list-style-type: none"> <li>1) Write relevant, concise, and effective conclusions.</li> <li>2) Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats.</li> </ol>
<b>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>	
<b>W.3a</b> 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.	<ol style="list-style-type: none"> <li>1) Conduct a self-analysis of strengths and weaknesses as a writer of narrative text and adjust the writing process accordingly.</li> <li>2) Narrow and refine the focus of a grade-appropriate complex topic.               <ol style="list-style-type: none"> <li>a) Analyze the topic to target information gathering.</li> <li>b) Choose, apply, and maintain an organizational structure that effectively develops the ideas and supports the writing purpose.</li> </ol> </li> <li>3) Develop an engaging introduction that presents the problem/situation, point of view(s) and narrator/characters.</li> <li>4) Choose transitions and details appropriately to create a smooth progression of experiences or events.</li> </ol>
<b>W.3b</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<ol style="list-style-type: none"> <li>1) Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines.</li> <li>2) Apply the methods of characterization to effectively support the purpose of the narrative.</li> <li>3) Develop and sustain an authentic voice that maintains the character or narrator.</li> <li>4) Use and punctuate dialogue and dialect appropriately.</li> </ol>
<b>W.3c</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<ol style="list-style-type: none"> <li>1) Sequence, build, and integrate events effectively and appropriately to meet the needs of the audience.</li> <li>2) Use words, phrases, and clauses appropriately to transition and link plot shifts and changes.</li> <li>3) Demonstrate understanding and application of appropriate usage to address audience, task, and purpose.</li> <li>4) Use an appropriate style, tone, voice, and/or mood to address a specific audience.</li> <li>5) Use parallel structure</li> <li>6) Use a semicolon to link two or more closely related independent clauses</li> <li>7) Use a colon to introduce a list or quotation</li> </ol>

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

<p><b>W.3d</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<ol style="list-style-type: none"> <li>1) Manipulate language, including verbs and sensory description, in order to create precise, realistic and vivid images, plots, settings, and characters.</li> <li>2) Use a wide range of vocabulary and figurative language to create vivid descriptions and sensory images.</li> <li>3) Apply the editing phase of the writing process independently</li> <li>4) Edit for:             <ol style="list-style-type: none"> <li>a) Spelling, capitalization, and punctuation</li> <li>b) Subject-verb and pronoun-antecedent agreement</li> <li>c) Appropriate pronoun usage</li> <li>d) Complete sentences</li> <li>e) Shifts in verb tense</li> </ol> </li> <li>5) Use a wide range of academic and domain-specific vocabulary.</li> <li>6) Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition.</li> </ol>
<p><b>W.3e</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ol style="list-style-type: none"> <li>1) Write a conclusion that maintains, links, follows, reflects and/or resolves the sequence of events, plot lines, and characterization of the narrative.</li> <li>2) Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats.</li> </ol>
<p><b>W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b></p>	
	<ol style="list-style-type: none"> <li>1) See W1, W2, W3, and W7 for specific application.</li> </ol>
<p><b>W5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)</b></p>	
	<ol style="list-style-type: none"> <li>1) See W1, W2, W3, and W7 for specific application.</li> <li>2) See SL1, SL4, and SL5 for specific application.</li> </ol>
<p><b>W6 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.</b></p>	
	<ol style="list-style-type: none"> <li>1) Apply computer literacy and keyboarding skills at the proficient level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.”</li> <li>2) Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences.</li> </ol>
<p><b>W7 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.</b></p>	

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

	<ol style="list-style-type: none"> <li>1) Define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need.</li> <li>2) Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.</li> <li>3) Find, generate, record, and organize information relevant to the information need in an ethical manner.</li> <li>4) Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner.             <ol style="list-style-type: none"> <li>a) Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.</li> </ol> </li> </ol>
<b>W8 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.</b>	
	<ol style="list-style-type: none"> <li>1) Find, generate, record, and organize information relevant to the research purpose in an ethical manner.</li> <li>2) Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner.</li> <li>3) Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.</li> </ol>
<b>W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>	
<b>W.9a</b> Apply <i>grades 9-10 Reading standards</i> 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]”).	<ol style="list-style-type: none"> <li>1) Write in response to grade-level print, non-print, and digital literary text(s).</li> </ol>
<b>W.9b</b> Apply <i>grades 9-10 Reading standards</i> 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”).	<ol style="list-style-type: none"> <li>1) Write in response to grade-level print, non-print, and digital informational text(s).</li> <li>2) Interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner.</li> </ol>

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

**W10 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.**

- 1) With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences.

**LANGUAGE**

**L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

<b>L.1a</b> Use parallel structure	<ol style="list-style-type: none"> <li>1) Identify and apply parallel structure in professional, peer, and personal writing</li> <li>2) Analyze and evaluate the effect of parallel structure in professional, peer, and personal writing</li> <li>3) Strengthen oral and written language by revising and editing for parallel structure when appropriate and effective.</li> </ol>
<b>L.1b</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.	<ol style="list-style-type: none"> <li>1) Identify and apply a variety of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) in professional, peer, and personal writing</li> <li>2) Analyze and evaluate the effect of a variety of phrases and clauses on creating interest and adding meaning in professional, peer, and personal writing.</li> <li>3) Strengthen oral and written language by revising and editing for a variety of phrases and clauses when appropriate and effective.</li> </ol>

**L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

<b>L.2a</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<ol style="list-style-type: none"> <li>1) Analyze relationships between independent clauses to determine when a semi-colon is appropriate.</li> <li>2) Strengthen writing by linking related independent clauses with semicolons when appropriate and effective.</li> <li>3) Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest</li> </ol>
<b>L.2b</b> Use a colon to introduce a list or quotation.	<ol style="list-style-type: none"> <li>1) Demonstrate knowledge of the function and use of a colon.</li> <li>2) Identify and apply the use of a colon appropriately to writing.</li> <li>3) Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest</li> </ol>
<b>L.2c</b> Spell correctly	<ol style="list-style-type: none"> <li>1) Spell correctly grade-appropriate general academic and domain-specific words.</li> <li>2) Use print, digital, and internalized knowledge resources to support correct spelling.</li> </ol>

**L3 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.**

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

<p><b>L.3a</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, Turabian’s <i>Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<ol style="list-style-type: none"> <li>1) Demonstrate understanding of the purpose and importance of style manuals.</li> <li>2) Apply MLA conventions and guidelines throughout the writing process</li> <li>3) Use print and digital MLA style manuals appropriately to improve writing and speaking</li> </ol>
<p><b>L4 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.</b></p>	
<p><b>L.4a</b> 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.</p>	<ol style="list-style-type: none"> <li>1) Analyze a word’s position, form, and/or function to determine meaning.</li> <li>2) Revisit key words used throughout a text to determine effect and meaning.</li> <li>3) Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning.</li> </ol>
<p><b>L.4b</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	<ol style="list-style-type: none"> <li>1) Apply an understanding of the relationship between the form and meaning of a word.</li> <li>2) Recognize patterns of word changes that affect meaning or parts of speech.</li> </ol>
<p><b>L.4c</b> 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.</p>	<ol style="list-style-type: none"> <li>1) Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm and refine word choice.</li> <li>2) Demonstrate understanding of the history, development, and dynamic nature of the English language.</li> <li>3) Demonstrate understanding of the nature and structure of language.</li> </ol>

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

<p><b>L.4d</b> 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).</p>	<ol style="list-style-type: none"> <li>1) Demonstrate the frequent and appropriate use of print and digital reference materials in order to improve comprehension of written and spoken text.</li> <li>2) Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm revisions and/or editorial choices.</li> </ol>
<p><b>L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>	
<p><b>L.5a</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<ol style="list-style-type: none"> <li>1) Recognize and interpret complex examples of figurative language in spoken and written language.</li> <li>2) Analyze and evaluate the effect of figurative language on theme, style, and meaning in grade-level texts.</li> <li>3) Use figurative language appropriately and effectively in speaking and writing (i.e. create extended metaphors).</li> </ol>
<p><b>L.5b</b> Analyze nuances in the meanings of words with similar denotations.</p>	<ol style="list-style-type: none"> <li>1) Appropriately and effectively, manipulate written and spoken language by using words with connotations and nuances of meaning.</li> <li>2) Justify word choices as they connect to the author’s/speaker’s purpose</li> <li>3) Analyze professional, peer, and personal grade-level oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning</li> </ol>
<p><b>L6 Acquire and use accurately a range of 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.</b></p>	
	<ol style="list-style-type: none"> <li>1) Demonstrate the behaviors of a strategic reader, including the perseverance and critical thinking skills necessary to tackle complex print and non-print texts</li> <li>2) Choose and employ vocabulary and diction appropriately for different speaking and writing purposes</li> <li>3) Demonstrate frequent and appropriate use of print and digital reference materials.</li> <li>4) Analyze vocabulary when encountered in grade-level content based text, speech, and across disciplines.</li> </ol>

**SPEAKING & LISTENING**

**SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

<p><b>SL.1a</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<ol style="list-style-type: none"> <li>1) Apply the reading strategies and the research process independently.</li> <li>2) Demonstrate comfort and independence in collaborative groups such as literature circles, fishbowl discussions, and Socratic seminar.</li> <li>3) Brainstorm and make connections to issues in material under study.</li> <li>4) Evaluate usefulness, bias, and validity of material under study.</li> <li>5) Choose, apply, and maintain an organizational structure appropriate to the purpose.</li> </ol>
<p><b>SL.1b</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<ol style="list-style-type: none"> <li>1) Demonstrate independence in decision-making, goal setting, and deadlines.</li> <li>2) Demonstrate comfort and independence in the participation of collegial discussions.</li> </ol>
<p><b>SL.1c</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<ol style="list-style-type: none"> <li>1) Demonstrate comfort and independence with open-ended questions and shared inquiry.</li> <li>2) Monitor discussions for clarity, relevancy, and dissemination of ideas and information.</li> <li>3) Elicit participation and opinions; and appropriately challenge ideas.</li> <li>4) Demonstrate command of the conventions of standard English and usage when speaking.</li> </ol>
<p><b>SL.1d</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<ol style="list-style-type: none"> <li>1) Paraphrase, summarize, justify, and synthesize information and ideas during discussion.</li> <li>2) Connect with different points of view, remain open-minded, and reassess viewpoints.</li> <li>3) Understand and use appropriate professional persuasive techniques and conflict-resolution skills.</li> <li>4) Demonstrate command of the conventions of standard English and usage when speaking.</li> </ol>

**ENGLISH LANGUAGE ARTS  
GRADE 9 ESSENTIAL CURRICULUM**

<b>SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</b>	
	<ol style="list-style-type: none"> <li>1) Demonstrate the behaviors of a strategic reader and listener.</li> <li>2) Choose the appropriate form of media for a given purpose.</li> <li>3) Analyze, synthesize, and evaluate the relevance, bias, and validity of multiple sources of information from print and non-print text.</li> </ol>
<b>SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</b>	
	<ol style="list-style-type: none"> <li>1) Recognize bias and factual evidence.</li> <li>2) Recognize bias, fallacious reasoning, and factual evidence.</li> <li>3) Analyze and evaluate a speaker’s evidence, inferences, assumptions, argument, and rhetoric.</li> </ol>
<b>SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</b>	
	<ol style="list-style-type: none"> <li>1) Organize information, ideas, evidence, and claims clearly, concisely, and logically with attention to the needs of the audience, purpose, and task.</li> <li>2) Apply appropriate non-verbal communication to contribute to meaning and enhance a presentation.</li> <li>3) Refine the behaviors of an effective speaker as appropriate to the task, audience, and purpose.</li> <li>4) Demonstrate command of the conventions of standard English and usage when speaking.</li> </ol>
<b>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</b>	
	<ol style="list-style-type: none"> <li>1) Demonstrate strategic use of a variety of digital media.</li> <li>2) Integrate digital media into presentations appropriately to support the purpose; address the audience; and enhance the presentation.</li> </ol>
<b>SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</b>	
	<ol style="list-style-type: none"> <li>1) Adjust and apply formal and informal English in appropriate situations, contexts, and tasks.</li> </ol>