

English Language Arts (ELA)
Grade-Level Expectations: Ninth Grade

Reading and Responding

Standard 1:

1. Extend basic and technical vocabulary using a variety of strategies, including:
 - use of context clues
 - use of knowledge of Greek and Latin roots and affixes
 - use of denotative and connotative meanings
 - tracing etymology (ELA-1-H1)
2. Identify and explain story elements, including:
 - the author's use of direct and indirect characterization
 - the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader
 - the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2)
3. Identify and explain the significance of literary devices, including:
 - mixed metaphors
 - imagery
 - symbolism
 - flashback
 - foreshadowing
 - sarcasm/irony
 - implied metaphors
 - oxymoron (ELA-1-H2)
4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:
 - nonfiction works
 - short stories/novels
 - five-act plays
 - poetry/epics
 - film/visual texts
 - consumer/instructional materials
 - public documents (ELA-1-H3)
5. Explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts (ELA-1-H4)

Standard 6:

6. Compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)
7. Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2)
8. Identify and explain recurrent themes in world literature (ELA-6-H2)
9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:
 - essays by early and modern writers
 - epic poetry such as *The Odyssey*
 - forms of lyric and narrative poetry such as ballads and sonnets
 - drama, including ancient, Renaissance, and modern
 - short stories and novels
 - biographies and autobiographies (ELA-6-H3)
10. Identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example:

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- an essay expresses a point of view
- a legend chronicles the life of a cultural hero
- a short story or novel provides a vicarious life experience (ELA-6-H4)

Standard 7:

11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - summarizing and paraphrasing information and story elements
 - comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information
 - comparing and contrasting complex literary elements, devices, and ideas within and across texts
 - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts
 - making inferences and drawing conclusions
 - making predictions and generalizations (ELA-7-H1)
12. Solve problems using reasoning skills, including:
 - using supporting evidence to verify solutions
 - analyzing the relationships between prior knowledge and life experiences and information in texts
 - using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)
13. Identify and explain the impact of an author's life on themes and issues of a single text or multiple texts by the same author (ELA-7-H3)
14. Analyze information within and across grade-appropriate texts using various reasoning skills, including:
 - identifying cause-effect relationships
 - raising questions
 - reasoning inductively and deductively
 - generating a theory or hypothesis
 - distinguishing facts from opinions and probability (ELA-7-H4)

Writing

Standard 2:

15. Develop organized, coherent paragraphs that include the following:
 - topic sentences
 - logical sequence
 - transitional words and phrases
 - appropriate closing sentences
 - parallel construction where appropriate (ELA-2-H1)
16. Develop multiparagraph compositions organized with the following:
 - a clearly stated central idea or thesis statement
 - a clear, overall structure that includes an introduction, a body, and an appropriate conclusion
 - supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)
 - transitional words and phrases that unify throughout (ELA-2-H1)
17. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:
 - word choices appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone

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- information/ideas selected to engage the interest of the reader
 - clear voice (individual personality) (ELA-2-H2)
18. Develop complex compositions using writing processes, including:
- selecting topic and form (e.g., determining a purpose and audience)
 - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
 - drafting
 - conferencing (e.g., peer and teacher)
 - revising for content and structure based on feedback
 - proofreading/editing to improve conventions of language
 - publishing using technology (ELA-2-H3)
19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4)
20. Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including:
- literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony
 - vocabulary and phrasing that reflect an individual character (voice)
 - a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5)
21. Write for various purposes, including:
- formal and business letters, such as letters of complaint and requests for information
 - letters to the editor
 - job applications
 - text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)

Writing/Proofreading

Standard 3:

22. Apply standard rules of sentence formation, avoiding common errors, such as:
- fragments
 - run-on sentences
 - syntax problems (ELA-3-H2)
23. Apply standard rules of usage, including:
- making subjects and verbs agree
 - using verbs in appropriate tenses
 - making pronouns agree with antecedents
 - using pronouns appropriately in nominative, objective, and possessive cases
 - using adjectives in comparative and superlative degrees and adverbs correctly
 - avoiding double negatives
 - using all parts of speech appropriately (ELA-3-H2)
24. Apply standard rules of mechanics, including:
- using commas to set off appositives or parenthetical phrases
 - using quotation marks to set off titles of short works
 - using colons preceding a list and after a salutation in a business letter
 - using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2)
25. Use correct spelling conventions when writing and editing (ELA-3-H3)

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26. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)

Speaking and Listening

Standard 4:

27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1)
28. Select language appropriate to specific purposes and audiences when speaking, including:
- delivering informational/book reports in class
 - conducting interviews/surveys of classmates or the general public
 - participating in class discussions (ELA-4-H1)
29. Listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including:
- taking accurate notes
 - writing summaries or responses
 - forming groups (ELA-4-H2)
30. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)
31. Deliver oral presentations that include the following:
- phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response
 - language choices selected to suit the content and context
 - an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3)
32. Use active listening strategies, including:
- monitoring messages for clarity
 - selecting and organizing essential information
 - noting cues such as changes in pace
 - generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)
33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)
34. Analyze media information in oral and written responses, including:
- summarizing the coverage of a media event
 - comparing messages from different media (ELA-4-H5)
35. Participate in group and panel discussions, including:
- identifying the strengths and talents of other participants
 - acting as facilitator, recorder, leader, listener, or mediator
 - evaluating the effectiveness of participant's performance (ELA-4-H6)

Information Resources

Standard 5:

36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including:
- print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references)
 - electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)

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37. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:
 - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)
 - electronic sources (e.g., Web sites, databases)
 - other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)
38. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)
39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:
 - formulating clear research questions
 - gathering evidence from primary and secondary sources
 - using graphic organizers (e.g., outlining, charts, timelines, webs)
 - compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations (ELA-5-H3)
40. Write a variety of research reports, which include the following:
 - research supporting the main ideas
 - facts, details, examples, and explanations from sources
 - graphics when appropriate
 - complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies) (ELA-5-H3)
41. Use word processing and/or other technology (e.g., illustration, page-layout, Web-design programs) to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)
42. Give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including:
 - using parenthetical documentation to integrate quotes and citations
 - preparing bibliographies and/or works cited list (ELA-5-H5)
43. Analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)