

Billings Public Schools English Language Arts
Grade 9 Core Requirements

READING STANDARDS FOR LITERATURE GRADE 9

SEMESTER 1

Required:

- Read Holt Anthology Collection 1
- Read *The Odyssey* (Holt Anthology Collection 14)
- Read Indian Education for All works which may include *The Winter People*, *When the Legends Die*, or *Carlisle vs. the Army*

Additional Selections:

- Holt Anthology Collections 2, 3, 4, 5, 6, & 12
- Grade level reading list of approved literature suggestions

SEMESTER 2

Required:

- Read *Romeo and Juliet* (Holt Anthology Collection 13)
- Read *To Kill a Mockingbird*

Additional Selections:

- Holt Anthology Collections 8, 9, 10, 11
- Grade level reading list of approved literature suggestions

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Reading Standards for Literature

9th Grade Emphasis	Standards
	Key Ideas and Details
<ul style="list-style-type: none"> • Explicit evidence 	9.RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including works by and about American Indians.
<ul style="list-style-type: none"> • Objective summary • Pattern of theme development 	9.RL.2. Determine a theme or central idea of a text, including those by and about American Indians, 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.
<ul style="list-style-type: none"> • Character development and interaction 	9.RL.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians, interact with other characters, and advance the plot or develop the theme.
	Craft and Structure
<ul style="list-style-type: none"> • Cumulative impact of word choice on meaning 	9.RL.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).
<ul style="list-style-type: none"> • Structure text, order events, manipulate time 	9.RL.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.
<ul style="list-style-type: none"> • Point of view 	9.RL.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.
	Integration of Knowledge and Ideas
<ul style="list-style-type: none"> • Emphasized details 	9.RL.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 <i>Landscape with the Fall of Icarus</i> . Painting: <i>American Progress</i> , by John Gast (circa 1872) with <i>Birthright</i> , " a poem, by M. L. Smoker in <i>Another Attempt at Rescue</i>).
	9.RL.8. (Not applicable to literature)
	9.RL.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 or how American Indian stories and oral histories appear in contemporary works, such as James Welch's <i>Fools Crow</i> , the author retells the Pikuni traditional story, "Star Boy").

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	Range of Reading and Level of Text Complexity
	9.RL.10. 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.

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READING STANDARDS FOR INFORMATIONAL TEXT GRADE 9

SEMESTER 1

Required:

- Selections from Holt Anthology Collections 5 and 6

Additional Selections:

- Other nonfiction including works by and about American Indians
- Grade level reading list of approved nonfiction suggestions

SEMESTER 2

Required:

- Selections from Holt Anthology Collection 7
- Other nonfiction including works by and about American Indians
- Grade level reading list of approved nonfiction suggestions

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Reading Standards for Informational Text

9th Grade Emphasis	Standards
	Key Ideas and Details
<ul style="list-style-type: none"> • Explicit evidence 	<p>9.RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<ul style="list-style-type: none"> • Central idea and main points • Objective summary 	<p>9.RI.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.</p>
<ul style="list-style-type: none"> • Organizational pattern • Paragraph development 	<p>9.RI.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.</p>
	Craft and Structure
<ul style="list-style-type: none"> • Impact of word choice on meaning in non-fiction 	<p>9.RI.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, or how American Indian treaty language differs from everyday speech).</p>
<ul style="list-style-type: none"> • Specifics of claim development 	<p>9.RI.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).</p>
<ul style="list-style-type: none"> • Point of view • Use of rhetoric 	<p>9.RI.6. Determine an author’s point of view or purpose in a text, including texts by and about Montana American Indians, and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
	Integration of Knowledge and Ideas
<ul style="list-style-type: none"> • Details 	<p>9.RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia, paying specific attention to cultural nuances), determining which details are emphasized in each account.</p>
<ul style="list-style-type: none"> • Evidence • False statements 	<p>9.RI.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.</p>
	<p>9.RI.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,” Onondaga Chief Canassatego’s address “On Colonizing Education”), including how they address related themes and concepts.</p>
	Range of Reading and Level of Text Complexity
	<p>9.RI.10. 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.</p>

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- Write routinely over shorter time frames to improve specific writing skills, practice text-based analysis, and/or improve college-career readiness
- Write a multi-paragraph narrative
- Write a multi-paragraph comparison/contrast informative paper incorporating the following skills:
 - Integrating quoted material (without using summary or paraphrase)
 - Citing sources using MLA conventions
- Practice the following research skills:
 - Outlining (Roman numerals, ABC, 123, etc.)
 - Paraphrasing, summarizing and quoting
 - Citing sources using MLA conventions

Honors:

- Complete additional rigorous writing assignments

SEMESTER 2**Required:**

- Write routinely over shorter time frames to improve specific writing skills, practice text-based analysis, and/or improve college-career readiness
- Write a multi-paragraph argumentative paper
- Write a multi-paragraph technical piece (see CD: Billings Core Standards and Resources 2012 for models, examples)
- Write a multi-paragraph paper to answer a question/solve a problem using teacher-provided sources and incorporating the following research skills:
 - Integrate quoted material (without using summary or paraphrase)
 - Citing sources using MLA conventions
 - Outlining (Roman numerals, ABC, 123, etc.)
 - Creating a Works Cited page
- Practice the following research skills:
 - Outlining (Roman numerals, ABC, 123, etc.)
 - Paraphrasing, summarizing and quoting
 - Citing sources using MLA conventions
 - Creating a Works Cited page

Honors:

- Complete additional rigorous writing assignments

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Writing Standards

9th Grade Emphasis	Standards
<ul style="list-style-type: none"> • Claim • Counterclaim • Organization • Conclusion 	<p>Text Types and Purposes</p> <p>9.W.1. Write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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. 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. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.
<ul style="list-style-type: none"> • Topic • Organization • Evidence • Conclusion 	<p>9.W.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.</p> <ol style="list-style-type: none"> 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. 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. 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. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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. 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).
<ul style="list-style-type: none"> • Narrative situation • Coherent whole • Conclusion 	<p>9.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

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	<p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
	Production and Distribution of Writing
<ul style="list-style-type: none"> • Clear, coherent writing 	9.W.4. 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.)
<ul style="list-style-type: none"> • Writing process 	9.W.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. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grades 9-10.)
<ul style="list-style-type: none"> • Technology usage 	9.W.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
<ul style="list-style-type: none"> • See delineated skills on p. 6 	9.W.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.
<ul style="list-style-type: none"> • Relevant sources • Plagiarism • MLA 	9.W.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.
	9.W.9. Draw evidence from literary or informational texts, including American Indian texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. 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

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	<p>[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]” and as in James Welch’s <i>Fools Crow</i>, the author retells the Pikuni traditional story, “Star Boy.”).</p> <p>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.”).</p>
	<p>Range of Writing</p>
	<p>9.W.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.</p>

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SPEAKING AND LISTENING STANDARDS GRADE 9

SEMESTER 1

Required:

- Participate in small and large group discussions
 - Pose and respond to questions clarifying, verifying, and challenging ideas and conclusions
 - Respond thoughtfully to diverse perspectives and actively incorporate others
- Use multiple types of information (e.g. audio-visual, textual, photographic, etc.)
- Evaluate a speech (e.g. TED Talks, “Gettysburg Address,” etc.) for concepts such as tone, audience, point of view, credibility, logical fallacies, evidence distortion, etc.

SEMESTER 2

Required:

- Participate in small and large group discussions
 - Pose and respond to questions clarifying, verifying, and challenging ideas and conclusions
 - Respond thoughtfully to diverse perspectives and actively incorporate others
- Use multiple types of information (e.g. audio-visual, textual, photographic, etc.)
- Evaluate a speech (e.g. TED Talks, “Gettysburg Address,” etc.) for concepts such as tone, audience, point of view, credibility, logical fallacies, evidence distortion, etc.
- Present research using digital media to enhance and add interest (using technical writing skills)

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Speaking and Listening Standards

9th Grade Emphasis	Standards
	Comprehension and Collaboration
<ul style="list-style-type: none"> • Collaborative discussion • Preparation • Rules, goals, roles • Discussion etiquette 	<p>9.SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. 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. 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. c. 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. d. Respond thoughtfully to diverse perspectives, with specific attention to culture, 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.
<ul style="list-style-type: none"> • Multiple sources • Accuracy 	<p>9.SL.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<ul style="list-style-type: none"> • Point of view • Sources (evidence) • Accuracy 	<p>9.SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
	Presentation of Knowledge and Ideas
<ul style="list-style-type: none"> • Clarity 	<p>9.SL.4. 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.</p>
	<p>9.SL.5. 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.</p>
	<p>9.SL.6. 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.)</p>

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LANGUAGE STANDARDS GRADE 9

SEMESTER 1

Required:

- Review figures of speech
- Use parallel structure
- Study vocabulary for context, reference and academic understanding
- Apply standard English grammar and conventions
- Write and edit work to conform to MLA conventions

SEMESTER 2

Required:

- Use semicolons and colons
- Study vocabulary for context and reference
- Study vocabulary for academic understanding
- Apply standard English grammar and conventions
- Write and edit work to conform to the guidelines in a style manual (e.g. MLA)

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Language Standards Grade 9

9th Grade Emphasis	Standards
	Conventions of Standard English
<ul style="list-style-type: none"> • Parallel structure 	<p>9.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. 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.
<ul style="list-style-type: none"> • Command of conventions • Semicolon • Colon 	<p>9.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
	Knowledge of Language
<ul style="list-style-type: none"> • MLA 	<p>9.L.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.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
	Vocabulary Acquisition and Use
<ul style="list-style-type: none"> • Context • Use of reference materials 	<p>9.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language.</p> <ul style="list-style-type: none"> 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. 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>). 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. 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).
<ul style="list-style-type: none"> • Figurative language 	<p>9.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and

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	analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
	9.L.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.