

English 9 (Course required for graduation)

Critical Standards

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.9-10.1]

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.9-10.2]

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. [RL.9-10.6]

8) 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). [RL.9-10.9]

9) 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. [RL.9-10.10]

10) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]

11) 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. [RI.9-10.2]

14) 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). [RI.9-10.5]

15) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]

18) Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance. [RI.9-10.9] (Alabama)

19) 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. [RI.9-10.10]

20) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a]

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. [W.9-10.1b]

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

23) 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 20-22 above.) [W.9-10.4]

27) 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. [W.9-10.8]

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

30) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 9 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]

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. [SL.9-10.1a]

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. [SL.9-10.1c]

33) 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. [SL.9-10.4]

34) 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. [SL.9-10.5]

37) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]

39)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. [L.9-10.4a]

39)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. [L.9-10.4c]

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

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

41) 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. [L.9-10.6]