

9th Grade Through-line Standards

RL.9- 10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL.9- 10.4 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

RL.9- 10.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

9th Grade Priority Standards

Unit 1:

RL.9-10.3 (Character Development)

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.

RI.9-10.3 (Analyze Idea Development)

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.

RL.9- 10.2 (Theme and Central Idea)

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.

Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

a. Produce writing in which the development and organization are appropriate to task and purpose.

b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.

c. 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.

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

e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

h. 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.

L.9- 10.4 (Language)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9- 10 reading and content, choosing flexibly from an array of strategies.

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.

c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 2:

RL.9- 10.5 (Analyze author's choice)

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

RI.9-10.5 (Analyze Idea Development & Text Structure)

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).

RL.9- 10.6 (Analyze author's perspective)

Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.

RI.9- 10.8 (Evaluate the argument)

Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning

C.9- 10.1 (Argumentative)

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

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

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.

c. 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.

d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.

e. Establish and maintain a task appropriate writing style.

f. Provide a concluding statement or section that follows from and supports the argument presented.

g. 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.

L.9- 10.5 (Figurative Language)

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

a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.

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

Unit 3:**RL.9- 10.7 (Two different mediums)**

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

RL.9- 10.9 (Transform source material)

Analyze how an author draws on and transforms source material in a specific work.

RI.9- 10.7 (Different mediums)

Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

RI.9- 10.9 (Historical and literary significance)

Analyze documents of historical and literary significance, including how they address related themes and concepts.

C.9- 10.2 (Informative)

Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

a. Produce writing in which the development and organization are appropriate to task and purpose.

b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.

c. 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.

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

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h. 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.

Language Standards are embedded in the unit writing tasks (see the single-point rubric attached to each).