

Ninth-Grade ELA Standards

Inquiry-Based Literary Standards (I)	CCS
I-1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	
I-2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.	
I-3.1 Develop a plan of action by using appropriate discipline-specific strategies.	
I-3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	
I-3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	
I-3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.	
I-4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	
I-4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	
I-4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	
I-5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	
I-5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	
I-5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.	
Reading—Literary Text (RL)	
RL-4.1 Read grade-level text with purpose and understanding.	
RL-4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	

RL-4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
RL-5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	RL1
RL-6.1 Determine a theme 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.	RL2
RL-7.1 Trace the development of a common theme in two different artistic mediums.	RL7
RL-7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	RL9
RL-8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	RL3
RL-9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	RL4
RL-10.1 Use context clues to determine meanings of words and phrases.	RL4
RL-11.1 Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	RL6
RL-12.1 Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.	RL5
RL-12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.	RL5
RL-13.1 Engage in whole and small group reading with purpose and understanding.	RL10
RL-13.2 Read independently for sustained periods of time to build stamina.	RL10
RL-13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	RL10
Reading—Informational Text (RI)	
RI-4.1 Read grade-level text with purpose and understanding.	
RI-4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	
RI-4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	

RI-5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	RI1
RI-6.1 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.	RI2
RI-7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.	
RI-8.1 Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.	RI4
RI-8.2 Determine how an author uses text features and structures to shape meaning and tone.	RI4
RI-9.1 Use context clues to determine meanings of words and phrases.	RI4
RI-10.1 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.	RI6
RI-11.1 Explain how the author's ideas or claims are supported through the use of text features and structures.	RI3*
RI-11.2 Analyze 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.	RI5 / RI8
RI-12.1 Engage in whole and small group reading with purpose and understanding.	RI10
RI-12.2 Read independently for a sustained period of time.	RI10
RI-12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	RI10
Writing (W)	
W-1.1 Write arguments that:	
W-1.1 a. introduce a precise claim and differentiate between the claim and counterclaims;	W1a
W-1.1 b. use relevant information from multiple print and multimedia sources;	W8
W-1.1 c. assess the credibility and accuracy of each source;	W8
W-1.1 d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;	W1c
W-1.1 e. develop the claim and counterclaims ethically without bias, providing credible evidence	W1b

and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;	
W-1.1 f. develop and strengthen writing as needed by planning, revising, editing, rewriting;	W5
W-1.1 g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;	
W-1.1 h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;	
W-1.1 i. provide a concluding statement or section that follows from and supports the argument presented; and	W1e
W-1.1 j. include a call to action.	
2.1 Write informative/explanatory texts that:	
W-2.1 a. introduce a topic;	W2a
W-2.1 b. use relevant information from multiple print and multimedia sources;	W2a
W-2.1 c. organize complex ideas, concepts, and information to make connections and distinctions;	W2b
W-2.1 d. assess the credibility and accuracy of each source;	W8
W-2.1 e. include formatting, graphics, and multimedia to aid comprehension as needed;	
W-2.1 f. 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;	W2b
W-2.1 g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;	
W-2.1 h. develop and strengthen writing as needed by planning, revising, editing, rewriting;	W5
W-2.1 i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;	W2c
W-2.1 j. use precise language and domain-specific vocabulary to manage the complexity of the topic;	W2d
W-2.1 k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and	W2e
W-2.1 l. provide a concluding statement or section that follows from and supports the information or explanation presented.	W2f

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:	
W-3.1 a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;	W3
W-3.1 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;	W3a
W-3.1 c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;	W3b
W-3.1 d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;	W3c
W-3.1 e. develop and strengthen writing as needed by planning, revising, editing, rewriting;	W5
W-3.1 f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and	W3d
W-3.1 g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W3e
Language (L)	
W-4.1 When writing:	
W-4.1 a. use parallel structure;	
W-4.1 b. identify and use gerunds, infinitives, and participles;	
W-4.1 c. identify and use active and passive verbs;	
W-4.1 d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; and	
W-4.1 e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.	
W-5.2 Use:	
W-5.2 a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses;	L2a
W-5.2 b. a colon to introduce a list or quotation; and	L2b
W-5.2 c. commas to separate adjacent, parallel structures.	

W-6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	W10
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Communication (C)	
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C-1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.	SL1
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C-1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and audience.	SL1
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