

**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:
  - a. use of context clues
  - b. use of knowledge of Greek and Latin roots and affixes
  - c. use of denotative and connotative meanings
  - d. tracing etymology (ELA-1-H1)
2. Identify and explain story elements, including:
  - a. the author's use of direct and indirect characterization
  - b. the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader
  - c. the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2)
3. Identify and explain the significance of literary devices, including:
  - a. mixed metaphors
  - b. imagery
  - c. symbolism
  - d. flashback
  - e. foreshadowing
  - f. sarcasm/irony
  - g. implied metaphors
  - h. oxymoron (ELA-1-H2)
4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:
  - a. nonfiction works
  - b. short stories/novels
  - c. five-act plays
  - d. poetry/epics
  - e. film/visual texts
  - f. consumer/instructional materials
  - g. 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:
  - a. essays by early and modern writers
  - b. epic poetry such as *The Odyssey*
  - c. forms of lyric and narrative poetry such as ballads and sonnets
  - d. drama, including ancient, Renaissance, and modern
  - e. short stories and novels
  - f. 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:
  - a. an essay expresses a point of view

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- b. a legend chronicles the life of a cultural hero
- c. 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:
  - a. summarizing and paraphrasing information and story elements
  - b. comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information
  - c. comparing and contrasting complex literary elements, devices, and ideas within and across texts
  - d. examining the sequence of information and procedures in order to critique the logic or development of ideas in texts
  - e. making inferences and drawing conclusions
  - f. making predictions and generalizations (ELA-7-H1)
12. Solve problems using reasoning skills, including:
  - a. using supporting evidence to verify solutions
  - b. analyzing the relationships between prior knowledge and life experiences and information in texts
  - c. 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:
  - a. identifying cause-effect relationships
  - b. raising questions
  - c. reasoning inductively and deductively
  - d. generating a theory or hypothesis
  - e. distinguishing facts from opinions and probability (ELA-7-H4)

**Writing**

**Standard 2:**

15. Develop organized, coherent paragraphs that include the following:
  - a. topic sentences
  - b. logical sequence
  - c. transitional words and phrases
  - d. appropriate closing sentences
  - e. parallel construction where appropriate (ELA-2-H1)
16. Develop multiparagraph compositions organized with the following:
  - a. a clearly stated central idea or thesis statement
  - b. a clear, overall structure that includes an introduction, a body, and an appropriate conclusion
  - c. 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)
  - d. 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:
  - a. word choices appropriate to the identified audience and/or purpose
  - b. vocabulary selected to clarify meaning, create images, and set a tone
  - c. information/ideas selected to engage the interest of the reader
  - d. clear voice (individual personality) (ELA-2-H2)

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18. Develop complex compositions using writing processes, including:
  - a. selecting topic and form (e.g., determining a purpose and audience)
  - b. prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
  - c. drafting
  - d. conferencing (e.g., peer and teacher)
  - e. revising for content and structure based on feedback
  - f. proofreading/editing to improve conventions of language
  - g. 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:
  - a. literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony
  - b. vocabulary and phrasing that reflect an individual character (voice)
  - c. a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5)
21. Write for various purposes, including:
  - a. formal and business letters, such as letters of complaint and requests for information
  - b. letters to the editor
  - c. job applications
  - d. 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:
  - a. fragments
  - b. run-on sentences
  - c. syntax problems (ELA-3-H2)
23. Apply standard rules of usage, including:
  - a. making subjects and verbs agree
  - b. using verbs in appropriate tenses
  - c. making pronouns agree with antecedents
  - d. using pronouns appropriately in nominative, objective, and possessive cases
  - e. using adjectives in comparative and superlative degrees and adverbs correctly
  - f. avoiding double negatives
  - g. using all parts of speech appropriately (ELA-3-H2)
24. Apply standard rules of mechanics, including:
  - a. using commas to set off appositives or parenthetical phrases
  - b. using quotation marks to set off titles of short works
  - c. using colons preceding a list and after a salutation in a business letter
  - d. 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)
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)

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**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:
  - a. delivering informational/book reports in class
  - b. conducting interviews/surveys of classmates or the general public
  - c. participating in class discussions (ELA-4-H1)
29. Listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including:
  - a. taking accurate notes
  - b. writing summaries or responses
  - c. 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:
  - a. phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response
  - b. language choices selected to suit the content and context
  - c. an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3)
32. Use active listening strategies, including:
  - a. monitoring messages for clarity
  - b. selecting and organizing essential information
  - c. noting cues such as changes in pace
  - d. 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:
  - a. summarizing the coverage of a media event
  - b. comparing messages from different media (ELA-4-H5)
35. Participate in group and panel discussions, including:
  - a. identifying the strengths and talents of other participants
  - b. acting as facilitator, recorder, leader, listener, or mediator
  - c. 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:
  - a. print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references)
  - b. electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)
37. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:
  - a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)

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- b. electronic sources (e.g., Web sites, databases)
  - c. 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:
- a. formulating clear research questions
  - b. gathering evidence from primary and secondary sources
  - c. using graphic organizers (e.g., outlining, charts, timelines, webs)
  - d. 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:
- a. research supporting the main ideas
  - b. facts, details, examples, and explanations from sources
  - c. graphics when appropriate
  - d. 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:
- a. using parenthetical documentation to integrate quotes and citations
  - b. 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)