Arkansas English Language Arts

Grade 9

Adopted 2023

Reading Comprehension

Reading Fundamentals

RF. Provide an objective summary of a text. 9.RC.1.RF

RF. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea. 9.RC.2.RF

RF. Cite text evidence that most strongly and thoroughly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text. 9.RC.3.RF

RF. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. 9.RC.4.RF

Reading Literature

RL. Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme. 9.RC.5.RL

RL. Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension. 9.RC.6.RL

RL. Describe how a character's point of view (POV) and/or perspective is shaped through experiences. 9.RC.7.RL

RL. Compare and contrast the representation of a subject or key scene in two artistic mediums, including what is emphasized or absent in each treatment. 9.RC.8.RL

RL. Analyze how a contemporary or classical text reimagines and/or adapts the source material from which it was derived. 9.RC.9.RL

RL. Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance. 9.RC.10.RL

Reading Information

RI. Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing. 9.RC.11.RI

RI. Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text. 9.RC.12.RI

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. Describe how an author uses rhetoric to advance the purpose, point of view, or perspective of a text. 9.RC.13.RI

RI. Compare accounts of a subject told in different multimedia, determining which details are emphasized in each account. 9.RC.14.RI

RI. Evaluate the argument and supporting claims in a text, assessing the degree to which the evidence is relevant and sufficient, the reasoning is valid, and false statements are present. 9.RC.15.RI

RI. Compare and contrast two or more texts, noting how they address related themes and concepts. 9.RC.16.RI

RI. Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance. 9.RC.17.RI

Writing

Style

S. Compose an argument about a complex topic:
Develop claims supported by credible sources.
Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
Maintain a cohesive argumentative structure throughout.
Provide commentary to connect claims to the reasons and evidence. 9.W.1.S

S. Write to inform about a complex topic:
Develop a topic with a clear preview of what is to follow.
Organize ideas, concepts, and information, using major sections
Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information. 9.W.2.S

S. Write to express real or imagined experiences and/or events:
Develop the topic, context, narrative elements, and point of view and/or perspective.
Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.
Use narrative techniques effectively. 9.W.3.S

Production

P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. 9.W.4.P

P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. 9.W.5.P

P. Use a variety of sentence types effectively. 9.W.6.P

P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence. 9.W.7.P

P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. 9.W.8.P

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Write with stamina during single sessions and over extended periods of time. 9.W.9.P

P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. 9.W.10.P

P. Include headings, graphics, and various multimedia to support ideas and information. 9.W.11.P

P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing. 9.W.12.P

Research

R. Conduct short and sustained research to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate. 9.W.13.R

R. Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate. 9.W.14.R

R. Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. 9.W.15.R

R. Follow a standard citation format, including both in-text citations and a works cited or bibliography. 9.W.16.R

Vocabulary

1. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. 9.V.1
2. Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed. 9.V.2
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
Use common Greek or Latin affixes and roots (i.e., morphology),
Trace the origins of words (i.e., etymology),
Use context,
Consult reference materials to clarify pronunciation and/or parts of speech, and/or
Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word. 9.V.3
4. Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally. 9.V.4
5. Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience. 9.V.5
6. Analyze the role of figurative language in context, including euphemism and oxymoron. 9.V.6

Collaborative Communication

Speaking and Listening Comprehension

SLC. Initiate and express ideas in a collaborative setting, using effective discussion strategies. 9.CC.1.SLC

_C. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. 9.CC.2.SLC

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SLC. Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed. 9.CC.3.SLC

SLC. Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented. 9.CC.4.SLC

SLC. Integrate non-textual information, evaluating the credibility and accuracy of sources. 9.CC.5.SLC

SLC. Evaluate a speaker's perspective, reasoning, and use of evidence, identifying faulty reasoning. 9.CC.6.SLC

Presentation

P. Present claims and supporting evidence concisely and logically appropriate to purpose, audience, and task. 9.CC.7.P

P. Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details. 9.CC.8.P

P. Include relevant multimedia to enhance understanding of findings, reasoning, and/or evidence. 9.CC.9.P

P. Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing. 9.CC.10.P

P. Demonstrate command of standard English when indicated or appropriate. 9.CC.11.P

P. Recite a passage from a well-known poem, play, or speech. 9.CC.12.P

Language

Structure

S. Ensure pronouns have a clear antecedent and are appropriate in number and person. 9.L.1.S

S. Use verbs effectively:
Conditional and subjunctive mood
Shifts in mood and voice
Active and passive voice 9.L.2.S

S. Use verbals (gerunds, participles, infinitives) correctly. 9.L.3.S

S. Use modifiers effectively:
Predicate adjectives 9.L.4.S

S. Correct misplaced and dangling modifiers. 9.L.5.S

S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. 9.L.6.S

S. Use prepositional phrases effectively:
Adjectival
Adverbial 9.L.7.S

S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations. 9.L.8.S

S. Use parallel structure. 9.L.9.S

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onventions

C. Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes. 9.L.10.C

C. Introduce a list, quotation, or clarification, using a colon. 9.L.11.C

C. Link two or more closely related independent clauses, using a semicolon and conjunctive adverb when applicable. 9.L.12.C

C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly. 9.L.13.C