Virginia English

Grade 9

Developing Skilled Readers and Building Reading Stamina DSR

1 The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down. 9.DSR.1

- A Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12). 9.DSR.1.A
- B Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12). 9.DSR.1.B
- C When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12). 9.DSR.1.C
- D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12). 9.DSR.1.D
- E Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12). 9.DSR.1.E

Reading and Vocabulary RV

RV. The student will systematically build vocabulary and word knowledge based on grade nine content and texts. 9.RV

1 Vocabulary Development and Word Analysis 9.RV.1

- A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. 9.RV.1.A
- B Use context and sentence structure to clarify the literal and figurative meanings of words and phrases. 9.RV.1.B

C Use structural analysis of roots, affixes, and etymology to explain the meanings of unfamiliar and complex words. 9.RV.1.C

D Discriminate between the connotative and denotative meanings and interpret the connotation(s). 9.RV.1.D

E Identify and explain idiomatic language in context. 9.RV.1.E

F Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts. 9.RV.1.F

G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities. 9.RV.1.G

Reading Literary Text RL

RL. The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama. 9.RL

1 Key Ideas and Plot Details 9.RL.1

A Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. 9.RL.1.A

B Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style. 9.RL.1.B

C Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme. 9.RL.1.C

D Identify and describe how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures. 9.RL.1.D

2 Craft and Style 9.RL.2

A Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader's emotions. 9.RL.2.A

B Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text. 9.RL.2.B

C Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement. 9.RL.2.C

3 Integration of Concepts 9.RL.3

A Describe how the historical or social function of a text depends on its context (e.g., cultural, situational, historical, geographical). 9.RL.3.A

B Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters. 9.RL.3.B

Reading Informational Text RI

RI. The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read. 9.RI

1 Key Ideas and Confirming Details 9.RI.1

- A Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing. 9.RI.1.A
- B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts. 9.RI.1.B
- C Distinguish among, facts, reasoned judgments, and/or speculation in texts to determine where a position/argument is to be confirmed, disproved, or modified. 9.RI.1.C

2 Craft and Style 9.RI.2

- A Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure. 9.RI.2.A
- B Analyze an author's word choice and use of rhetorical devices to persuade or convince an audience. 9.RI.2.B
- C Analyze how authors use rhetorical devices to create ethos, logos, and pathos and impact the reader. 9.RI.2.C

3 Integration of Concepts 9.RI.3

- A Compare the perspectives and viewpoints of two or more authors regarding their treatment of the same or similar topics, including the details they include and emphasize in their respective accounts as well as the impact of each author's qualifications. 9.RI.3.A
- B Evaluate the clarity and accuracy of information found in informational texts, corroborating or challenging conclusions with other sources of information. 9.RI.3.B

Writing W

W. The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing. 9.W

1 Modes and Purposes for Writing 9.W.1

- A Write extended pieces that: 9.W.1.A
  - i Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows. 9.W.1.A.I
  - ii Adopt an organizational structure that clarifies relationships among ideas and concepts. 9.W.1.A.II
  - iii Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge. 9.W.1.A.III

iv Provide a concluding section that follows from the information or explanation presented. 9.W.1.A.IV

B Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position. 9.W.1.B

C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.). 9.W.1.C

2 Organization and Composition 9.W.2

A Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: 9.W.2.A

i Composing a thesis statement that clearly communicates the writer's position or assertion. 9.W.2.A.I

ii Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity. 9.W.2.A.II

iii Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas. 9.W.2.A.III

iv Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary. 9.W.2.A.IV

v Identifying and addressing counterarguments and providing a rebuttal where appropriate. 9.W.2.A.V

3 Usage and Mechanics 9.W.3

A Revise writing for clarity of content, accuracy, and adequate elaboration. 9.W.3.A

B Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved. 9.W.3.B

C Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations). 9.W.3.C

Language Usage LU

LU. The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate. 9.LU

1 Grammar 9.LU.1

A Use parallel structure across sentences and paragraphs to link and compare/contrast ideas in writing and speaking. 9.LU.1.A

B Craft and apply a variety of sentence structures to infuse sentence variety in writing. 9.LU.1.B

C Use and apply the active and passive voice as appropriate when speaking and writing. 9.LU.1.C

D Use appositives and main and subordinate clauses to convey and clarify a message when speaking and writing. 9.LU.1.D

E Maintain consistent verb tense when speaking and writing. 9.LU.1.E

2 Mechanics 9.LU.2

A Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing. 9.LU.2.A

B Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) to apply rules for citing sources. 9.LU.2.B

C Spell correctly, consulting reference materials to check as needed. 9.LU.2.C

Communication and Multimodal Literacies C

C. The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together. 9.C

1 Communication, Listening, and Collaboration 9.C.1

A Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes: 9.C.1.A

i Applying a variety of strategies to listen actively and speak purposefully and respectfully. 9.C.1.A.I

ii Setting guidelines for group presentations and discussions. 9.C.1.A.II

iii Incorporating all group members in the development of new understandings, making decisions, and solving problems. 9.C.1.A.III

iv Setting clear goals and deadlines and defining individual roles as needed. 9.C.1.A.IV

v Responding thoughtfully and tactfully with evidence to diverse perspectives, including challenging, clarifying, or verifying ideas and conclusions. 9.C.1.A.V

vi Summarizing points of agreement and disagreement. 9.C.1.A.VI

vii Using reflection to evaluate one's own role and the process in paired or small-group activities. 9.C.1.A.VII

2 Speaking and Presentation of Ideas 9.C.2

A Report orally on a topic or text or present an opinion. This includes: 9.C.2.A

i Choosing vocabulary, language and tone appropriate to the topic, audience, and purpose. 9.C.2.A.I

ii Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback). 9.C.2.A.II

iii Analyzing the effectiveness of one's presentation, including introduction, central idea, organization, and conclusion. 9.C.2.A.III

B Memorize and accurately recite a short selection from a longer text demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection. 9.C.2.B

3 Integrating Multimodal Literacies 9.C.3

A Make strategic use of multimodal tools. 9.C.3.A

B Monitor, analyze, and use multiple streams of simultaneous information. 9.C.3.B

C Create media messages for diverse audiences and purposes. 9.C.3.C

4 Examining Media Messages 9.C.4

A Determine the purpose of the media message and its effect on the audience. 9.C.4.A

B Analyze the persuasive techniques used in diverse media formats (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotion). 9.C.4.B

C Evaluate the credibility, word choice, viewpoints, and bias in media presentations. 9.C.4.C

D Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. 9.C.4.D

E Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content. 9.C.4.E

F Identify the possible cause and effect relationships between mass media coverage and public opinion trends in media messages. 9.C.4.F

Research R

R. The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest. 9.R

1 Evaluation and Synthesis of Information 9.R.1

A Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary. 9.R.1.A

B Gather and organize information from various sources, including internet resources, electronic databases, and other technology. 9.R.1.B

C Analyze and evaluate the primary and secondary sources gathered for their credibility, reliability, accuracy, and usefulness that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases. 9.R.1.C

D Synthesize multiple streams of information to support claims and introduce counterclaims. 9.R.1.D

E Create research products aligned with the demands of the reading and writing standards. 9.R.1.E

F Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA). 9.R.1.F

G Define plagiarism's meaning and legal consequences and follow ethical and legal guidelines for gathering and using information. 9.R.1.G

H Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop. 9.R.1.H