| 2024 Grade 9 English Standards of Learning |
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| STANDARD | Correlation: Must address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| **9.RV The student will systematically build vocabulary and word knowledge based on grade nine content and texts.** |  |
| 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 B. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases. |  |
| 9.RV.1 C. Use structural analysis of roots, affixes, and etymology to explain the meanings of unfamiliar and complex words. |  |
| 9.RV.1 D. Discriminate between the connotative and denotative meanings and interpret the connotation(s). |  |

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| 9.RV.1 E. Identify and explain idiomatic language in context. |  |
| 9.RV.1 F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts. |  |
| 9.RV.1 G. Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities. |  |
| **9.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 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 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 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 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.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 B. Explain how an author’s specific word choices, syntax, tone, and voice shape the meaning of the text. |  |
| 9.RL.2 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.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 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.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.** |  |
| 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 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 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. 2 A. Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure. |  |
| 9.RI. 2 B. Analyze an author’s word choice and use of rhetorical devices to persuade or convince an audience. |  |
| 9.RI.2 C. Analyze how authors use rhetorical devices to create ethos, logos, and pathos and impact the reader. |  |
| 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 B. Evaluate the clarity and accuracy of information found in informational texts, corroborating or challenging conclusions with other sources of information. |  |

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| **Section II. Additional Criteria: Instructional Planning and Support** | Correlation: Must align and address the standards. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.) |
| 1. The textbook is presented in an organized, logical manner, is free of bias, and is appropriate for the age, grade, and maturity of the students. |  |
| 2. The textbook is organized appropriately within and among units of study. |  |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 4. The writing style, syntax, and vocabularyare appropriate. |  |
| 5. Texts are high quality, rigorous, rich in vocabulary, and meet appropriate complexity for the grade level |  |
| 6. Texts and materials integrate reading, writing, and discussion to build knowledge on a topic |  |
| 7. Instructional strategies provide sufficient opportunities for students to build depth of understanding, and the purpose of teacher and student materials is clear. |  |