| 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.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 A. Write extended pieces that:   1. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows. 2. Adopt an organizational structure that clarifies relationships among ideas and concepts. 3. 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. 4. Provide a concluding section that follows from the information or explanation presented. |  |
| 9.W.1 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 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.2 A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:   1. Composing a thesis statement that clearly communicates the writer’s position or assertion. 2. Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity. 3. Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas. 4. Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary. 5. Identifying and addressing counterarguments and providing a rebuttal where appropriate. |  |

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| 9.W.3 A. Revise writing for clarity of content, accuracy, and adequate elaboration. |  |
| 9.W.3 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 C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations). |  |
| **9.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 A. Use parallel structure across sentences and paragraphs to link and compare/contrast ideas in writing and speaking. |  |
| 9.LU.1 B. Craft and apply a variety of sentence structures to infuse sentence variety in writing. |  |
| 9.LU.1 C. Use and apply the active and passive voice as appropriate when speaking and writing. |  |
| 9.LU.1 D. Use appositives and main and subordinate clauses to convey and clarify a message when speaking and writing. |  |
| 9.LU.1 E. Maintain consistent verb tense when speaking and writing. |  |
| 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 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 C. Spell correctly, consulting reference materials to check as needed. |  |

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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. |  |