

Grade 9 English Language Arts

Quarterly Guide

Quarters 1/3

These *Alabama Course of Study* objectives will be covered on the objective portion of the end-of-quarter summative assessment (EQT):

Reading Standards for Literature

RL.9.1 (1) – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9.2 (2) – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; (Note: Theme/central idea may include topic, subject, lesson or moral, thesis, and author’s purpose and/or point of view.) provide an objective summary of the text (recognize statements that adequately summarize a passage).

RL.9.3 (3) – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme (consider tone and mood).

RL.9.4 (4) – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings (simile, metaphor, personification, hyperbole, alliteration, symbolism, foreshadowing, flashback, irony); analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9.5 (5) – Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Reading Standards for Informational Text

RI.9.1 (10) – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9.2 (11) – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; (Note: Theme/central idea may include topic, subject, lesson or moral, thesis, and author’s purpose and/or point of view.) provide an objective summary of the text (recognize statements that adequately summarize a passage).

RI.9.3 (12) – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9.4 (13) – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Writing Standards

W.9.1 (20) – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (ACT prompt).

Language Standards

L.9.1 (36) – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (Recognize and correct inappropriate usage e.g., verb usage and/or verb tense).

L.9.2a [AL] (37) – Use commas correctly with non-essential appositives. (Also with Items in a series, direct address, conventional uses [dates/letters/addresses], quotation marks, before coordinating conjunctions in compound sentences consisting of two long independent clauses)

L.9.2b (37) – Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (semicolon in a compound sentence with no conjunction); Also use semicolons correctly to separate elements in a series in which one element in the series is already separated by commas and use a semicolon before a conjunctive adverb

L.9.2c (37) – Use a colon to introduce a list or quotation.

L.9.3 (38) – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening (recognize complete sentences, fragments, and run-ons; correct inappropriate fragments and run-ons).

L.9.4a (39) – Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9.5a (40) – Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Grade 9 English Language Arts

Quarterly Guide

Quarters 2/4

These *Alabama Course of Study* objectives will be covered on the objective portion of the end-of-quarter summative assessment (EQT):

Reading Standards for Literature

RL.9.1 (1) – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9.2 (2) – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; (Note: Theme/central idea may include topic, subject, lesson or moral, thesis, and author’s purpose and/or point of view.) provide an objective summary of the text (recognize statements that adequately summarize a passage).

RL.9.3 (3) – Determine elements of literature and the effects on the text (consider point of view, conflict, and theme).

RL.9.4 (4) – Determine and demonstrate the understanding of figurative language (imagery, oxymoron, paradox, assonance, consonance, blank Verse, rhyme, simile, metaphor, personification, and hyperbole).

RL.9.5 (5) – Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Reading Standards for Informational Text

RI.9.1 (10) – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9.2 (11) – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; (Note: Theme/central idea may include topic, subject, lesson or moral, thesis, and author’s purpose and/or point of view.) provide an objective summary of the text (recognize statements that adequately summarize a passage).

RI.9.4 (13) – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Writing Standards

W.9.1 (20) – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (one page writing prompt).

Language Standards

L.9.1 (36) – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ([L.3.1f] Recognize the correct use of pronoun antecedent agreement. Apply the rules to ensure correct usage: number and gender).

L.9.1a&b [AL] (36) – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (a) Apply rules of subject-verb agreement when the subject has compound parts joined by or with the second element as singular or plural. (b) Apply rules of subject-verb agreement with the subjunctive mood. (Also include rules pertaining to the following: Regular and inverted order; sentences with intervening phrases; indefinite pronouns as subjects; collective nouns).

L.9.1c (36) – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Recognize the correct use of parallel structure. Use correctly in writing.

L.9.1d (36) – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute, gerund, infinitive) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9.4a (39) – Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Determine meaning of words and phrases within the text: synonyms, antonyms, multiple meanings, analogies.

L.9.5a (40) – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.