

# 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](#)
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### 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](#)

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## 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](#)
- RI. 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](#)

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## 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](#)

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## 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
- P. 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

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## 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

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## 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](#)

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## Collaborative Communication

### Speaking and Listening Comprehension

- SLC.** Initiate and express ideas in a collaborative setting, using effective discussion strategies. [9.CC.1.SLC](#)
- SLC.** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately. [9.CC.2.SLC](#)
- 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](#)

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## 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
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## 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 voice9.L.2.S
  - S. Use verbals (gerunds, participles, infinitives) correctly. 9.L.3.S
  - S. Use modifiers effectively:
    - Predicate adjectives9.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
    - Adverbial9.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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### Conventions

- 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