

The Alabama Library Media Crosswalk



Alabama's College and Career Ready Standards English Language Arts Grade 9

Prepared By: (School Librarian)
For: (School Name)

When putting this packet together to take to your school leader, place a letter that highlights some of the activities in your library that support students, teachers and instruction.

Reading Standards for Literature, Grade 9			
<i>By the end of ninth grade, students will ...</i>	*Staffing Responsibility	Quality Core Crosswalk	AASL Crosswalk Standards for the 21 st Century Learner
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.9-10.1]		<p>A.2.c. – Demonstrate comprehension of increasingly challenging texts by asking and answering literal interpretive, and evaluative questions</p> <p>A.2.d. – Use close reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts</p> <p>A.6.c. – Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources</p> <p>A.7.a. – Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term epiphany or symbolism appropriately in a discussion of Toni Morrison’s <i>The Bluest Eye</i>)</p> <p>A.7.b. – Generate interpretations of increasingly challenging texts; support judgments by citing evidence from the text</p> <p>E.a. – Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts where permitted.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.3.1 Connect <i>understanding</i> to the real world.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>
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; provide an objective summary of the text. [RL.9-10.2]		<p>A.3.a. – Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays) from various cultures and of nonliterary forms (e.g., workplace and technical documents)</p> <p>A.5.c. – Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy,</p>

		<p>A.5.e. – Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts</p> <p>A.5.f. – Analyze an author’s implicit and explicit argument, perspective, or viewpoint in a text (e.g., the role of social position in John Steinbeck’s novel <i>Of Mice and Men</i>)</p> <p>A.5.h. – Identify the author’s stated or implied purpose in increasingly challenging texts</p> <p>A.6.c. – Locate important details and facts that support ideas, arguments, or interferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources</p> <p>A.7.a. – Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term epiphany or symbolism appropriately in a discussion of Toni Morrison’s <i>The Bluest Eye</i>)</p>	<p>validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>
<p>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. [RL.9-10.3]</p>		<p>A.4.b. – Describe archetypal images used in literature and film (e.g., the portrayal of Curley’s wife in John Steinbeck’s novel <i>Of Mice and Men</i> as the biblical Eve)</p> <p>A.5.b. – Distinguish between author and narrator/speaker/persona in increasingly challenging texts Students should understand the author’s purpose, voice, and how the author uses characters to affect the plot or theme of a text.</p> <p>A.5.c. – Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts</p> <p>A.5.d. – Identify, analyze, and evaluate the author’s use of parallel plots and subplots in increasingly challenging texts</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>4.) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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.9-10.4]</p>		<p>A.3.c. – Read dramatic literature (e.g., <i>Our Town</i>, <i>Romeo and Juliet</i>) and analyze its conventions to identify how they express a writer’s meaning</p> <p>A.5.a. – Use organization or structure of text and writer’s techniques to aid comprehension of increasingly challenging texts</p> <p>A.3.d. – Identify and interpret words in various poetic forms and explain how meaning is conveyed through features of poetry, including sound, structure, graphic elements, and poetic devices</p> <p>A.5.g. – Describe what makes an author’s style distinct from the style of others</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>

		<p>A.8.a. – Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)</p> <p>A.8.b. – Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts</p> <p>A.8.d. – Use context clues (e.g., author’s restatement, example) to understand unfamiliar words in increasingly challenging texts</p> <p>A.8.e. – Comprehend foreign words and phrases in texts that are commonly used in English</p> <p>A.8.f. – Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., Achilles’ heel) in increasingly challenging texts</p> <p>A.8.h. – Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts</p>	
<p>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. [RL.9-10.5]</p>		<p>A.5.a. – Use organization or structure of text and writer’s techniques to aid comprehension of increasingly challenging texts</p> <p>A.5.b. – Distinguish between author and narrator/speaker/persona in increasingly challenging texts</p> <p>A.5.c. – Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts</p> <p>A.5.d. – Identify, analyze, and evaluate the author’s use of parallel plots and subplots in increasingly challenging texts</p> <p>A.5.e. – Identify, analyze, and evaluate the ways in which the devices the author chooses achieve specific effects and shape meaning</p> <p>A.5.h. – Identify the author’s stated or implied purpose in increasingly challenging texts</p> <p>A.7.a. – Learn appropriate literary terms and apply them to increasingly challenging texts</p>	<p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>6.) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]</p>		<p>A.3.a. – Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays) from various cultures and of nonliterary forms (e.g., workplace and technical documents)</p> <p>A.4.a. – Relate a literary work to the important ideas of the time and place in which it is set or in which it is written</p> <p>A.5.b. – Distinguish between author and</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p>

		<p>narrator/speaker/persona in increasingly challenging texts</p> <p>A.5.c. – Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts</p> <p>A.5.f. – Analyze an author’s implicit and explicit argument, perspective, or viewpoint in a text</p> <p>A.7.a. – Learn appropriate literary terms and apply them to increasingly challenging texts</p>	<p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>7.) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). [RL.9-10.7]</p>		<p>A.2.e. – Compare texts to previously read texts, past and present events, and/or content learned in other coursework</p> <p>A.3.a. – Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays) from various cultures and of nonliterary forms (e.g., workplace and technical documents)</p> <p>A.3.b. – Compare works with similar themes or topics presented in different media or literary forms (e.g., the life of Helen Keller as presented in her autobiography <i>The Story of My Life</i> and in the play and movie <i>The Miracle Worker</i>)</p> <p>A.4.a. – Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Depression as represented in John Steinbeck’s novel <i>Of Mice and Men</i> and Dorothea Lange’s photographs)</p> <p>D.1.c. – Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts</p>	<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>8.) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]</p>			<p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>9.) By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text</p>		<p>A.1.a. – Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)</p>	<p>4.1.1 Read, view, and listen for pleasure and personal growth.</p>

<p>complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]</p>		<p>A.1.b. – Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)</p> <p>A.1.c. – Reading increasingly challenging whole texts in a variety of literary and nonliterary forms</p> <p>A.2.a. – Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts</p>	<p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p>
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Reading Standards for Informational Text (RI), Grade 9			
<i>By the end of ninth grade, students will ...</i>	*Staffing Responsibility	Quality Core Crosswalk	AASL Crosswalk
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.9-10.1]		<p>A.1.c. – Read increasingly challenging whole texts on a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms</p> <p>A.2.b. – Use metacognitive skills (i.e., monitor, regulate, and orchestrate one’s understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)</p> <p>A.2.c. – Demonstrate comprehension of increasingly challenging texts by asking and answering literal interpretive, and evaluative questions</p> <p>A.2.d. – Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts</p> <p>A.6.c. – Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources</p> <p>A.7.b. – Generate interpretations of increasingly challenging texts; support judgments by citing evidence from the text</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>
11.) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]		<p>A.3.a. – Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays) from various cultures and of nonliterary forms (e.g., workplace and technical documents)</p> <p>A.5.a. – Use organization or structure of text and writer’s techniques to aid comprehension of increasingly challenging texts</p> <p>A.6.b. – Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, logical gaps, and omissions</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>

			<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>
<p>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.9-10.3]</p>		<p>A.5.a. – Use organization or structure of text and writer’s techniques to aid comprehension of increasingly challenging texts</p> <p>A.5.e. – Identify, analyze, and evaluate the ways in which the devices the author chooses achieve specific effects and shape meaning</p> <p>A.5.f. – Analyze an author’s implicit and explicit argument, perspective, or viewpoint in a text</p> <p>A.5.h. – Identify the author’s stated or implied purpose in increasingly challenging texts</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>
<p>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). [RI.9-10.4]</p>		<p>A.5.a. – Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer’s techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts</p> <p>A.5.g. – Describe what makes an author’s style distinct from the style of others</p> <p>A.8.a. – Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)</p> <p>A.8.b. – Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts</p> <p>A.8.d. – Use context clues (e.g., author’s restatement, example) to understand unfamiliar words in increasingly challenging texts</p> <p>A.8.e. – Comprehend foreign words and</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>

		<p>phrases in texts that are commonly used in English</p> <p>A.8.h. – Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts</p>	
<p>14.) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]</p>		<p>A.5.a. – Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts</p> <p>A.5.g. – Describe what makes an author's style distinct from the style of others</p> <p>A.5.h. – Identify the author's stated or implied purpose in increasingly challenging texts</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>15.) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]</p>		<p>A.5.a. – Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts</p> <p>A.5.b. – Distinguish between author and narrator/speaker/persona in increasingly challenging texts</p> <p>A.5.g. – Describe what makes an author's style distinct from the style of others</p> <p>A.5.h. – Identify the author's stated or implied purpose in increasingly challenging texts</p> <p>A.6.a. – Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches</p> <p>A.6.c. – Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be widely separated sections of the</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>

		text or in other sources A.6.d. – Distinguish between fact and opinion, basing judgments on evidence and reasoning	
16.) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]		A.3.a. – Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays) from various cultures and of nonliterary forms (e.g., workplace and technical documents) A.3.b. – Compare works with similar themes or topics presented in different media or literary forms (e.g., the life of Helen Keller as presented in her autobiography <i>The Story of My Life</i> and in the play and movie <i>The Miracle Worker</i>) A.6.a. – Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority, stereotyping) and the presence of bias in literature, film, advertising and/or speeches A.6.c. – Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be widely separated sections of the text or in other sources	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.2.3 Demonstrate creativity by using multiple resources and formats. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
17.) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]		A.6.a. – Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority, stereotyping) and the presence of bias in literature, film, advertising and/or speeches A.6.b. – Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, logical gaps, and omissions A.6.c. – Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be widely separated sections of the text or in other sources A.6.d. – Distinguish between fact and opinion, basing judgments on evidence and reasoning A.7.b. – Generate interpretations of increasingly challenging text: support judgments by citing evidence from the text	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
18.) Analyze seminal European documents of historical significance (e.g., <i>Magna Carta</i> ;		A.3.a. – Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays) from	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular

<p>English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance. [RI.9-10.9] (Alabama)</p>		<p>various cultures and of nonliterary forms (e.g., workplace and technical documents) A.3.b. – Compare works with similar themes or topics presented in different media or literary forms</p>	<p>areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>3.3.6 Use information and knowledge in the service of democratic values</p>
<p>19.) By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.9-10.10]</p>		<p>A.1.a. – Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms) A.1.b. – Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task A.1.c. – Reading increasingly challenging whole texts in a variety of literary and nonliterary forms A.2.a. – Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts</p>	<p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>

Writing Standards (W), Grade 9			
By the end of ninth grade, students will ...	*Staffing Responsibility	Quality Core Crosswalk	AASL Crosswalk
20.) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]		<p>A.6.a. – Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority, stereotyping) and the presence of bias in literature, film, advertising and/or speeches</p> <p>B.1.a. – Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information</p> <p>B.1.b. – Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a friend about a party versus writing a letter to your grandmother about the same party)</p> <p>B.1.c. – Revise, refine, edit, and proofread own and others’ writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement</p> <p>B.1.d. – Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product</p> <p>B.2.c. – Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources</p> <p>B.2.d. – Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to original text</p> <p>B.2.e. – Craft first and final drafts of workplace and other real-life writing (e.g., job application, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively</p>

		<p>information, and use a format appropriate to the task</p> <p>B.3.b. – Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity and paragraphs arranged in a logical sequence</p> <p>B3c – Add important information and delete irrelevant information to more clearly establish a central idea</p> <p>B.3.d. – Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice</p> <p>B.3.e. – Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing</p>	
<p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a]</p>			<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>
<p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. [W.9-10.1b]</p>			<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>

<p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.9-10.1c]</p>			<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively</p>
<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.1d]</p>			<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>
<p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]</p>			<p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>
<p>21.) Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]</p>		<p>B.1.a. – Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information</p> <p>B.1.b. – Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a friend about a party versus writing a letter to your grandmother about the same party)</p> <p>B.1.c. – Revise, refine, edit, and proofread own and others’ writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement</p> <p>B.1.d. – Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>

		<p>B.2.b. – Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples</p> <p>B.2.d. – Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to original text</p> <p>B.2.e. – Craft first and final drafts of workplace and other real-life writing (e.g., job application, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task</p> <p>B.3.e. – Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing</p>	
<p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]</p>			<p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>
<p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.9-10.2b]</p>			<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>

<p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]</p>			<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>
<p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]</p>			<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>
<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]</p>			<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]</p>			<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>
<p>22.) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]</p>		<p>B.1.a. – Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information</p> <p>B.1.b. – Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a friend about a party versus writing a letter to your grandmother about the same party)</p> <p>B.1.c. – Revise, refine, edit, and proofread own and others’ writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement</p> <p>B.1.d. – Prepare writing for publication by</p>	<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>

		<p>choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product</p> <p>B.2.a. – Craft first and final drafts of expressive, reflective or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect</p> <p>B.2.d. – Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to original text</p> <p>B.2.f. – Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters</p> <p>B.3.a. – Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing</p> <p>B.3.e. – Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing</p> <p>B.4.f. – Use strong action verbs, sensory details, vivid imagery, and precise words</p>	
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]			
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]			

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]			
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]			
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]			
23.) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.9-10.4]		<p>B.1.a. – Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate focus, and organize ideas as well as to gather information</p> <p>B.1.b. – Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a friend about a party versus writing a letter to your grandmother about the same party)</p> <p>B.1.c. – Revise, refine, edit, and proofread own and others’ writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement</p> <p>B.1.d. – Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product</p> <p>B.3.a. – Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing</p> <p>B.3.b. – Organize writing to create a coherent whole with effective, fully developed</p>	3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

		<p>paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence</p> <p>B.3.c. – Add important information and delete irrelevant information to more clearly establish a central idea</p> <p>B.3.d. – Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice</p> <p>E.d. – Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy</p>	
<p>24.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]</p>		<p>B.1.b. – Analyze writing assignments in terms of purpose and audience to determine which strategies to use</p> <p>B.1.c. – Revise, refine, edit and proofread own and others’ writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement</p> <p>B.3.a. – Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing</p> <p>B.3.b. – Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence</p> <p>B.3.c. – Add important information and delete irrelevant information to more clearly establish a central idea</p> <p>B.3.d. – Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice</p> <p>B.3.e. – Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing</p> <p>B.4.e. – Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose</p> <p>E.c. – Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)</p>	<p>2.1.2 Organize knowledge so that it is useful.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p>

<p>25.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. [W.9-10.6]</p>		<p>B.1.d. – Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product</p>	<p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>1.3.5 Use information technology responsibly.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>
<p>26.) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]</p>		<p>C.a. – Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources</p> <p>C.b. – Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation</p> <p>C.c. – Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective</p> <p>C.f. – Compose a short research report, oral or written, that includes a clear thesis statement, title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p>

			<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>1.3.2 Seek divergent perspectives during information gathering and assessment.</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.3 Monitor gathered information and assess for gaps or weaknesses.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.5 Connect learning to community issues.</p>
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<p>27.) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]</p>		<p>C.a. – Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources C.d. – Compile and organize the important information to support central ideas, concepts, and themes C.e. – Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others’ intellectual property (i.e., plagiarism)</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.2 Seek divergent perspectives during information gathering and assessment.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>1.3.5 Use information technology responsibly.</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.3 Monitor gathered information and assess for gaps or weaknesses.</p>
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<p>28.) Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]</p>		<p>B.2.d. – Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text</p> <p>C.a. – Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources</p> <p>C.c. – Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance,</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p>

		<p>reliability, and perspective</p> <p>C.d. – Compile and organize the important information to support central ideas, concepts, and themes</p> <p>C.e. – Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others’ intellectual property (i.e., plagiarism)</p> <p>D.1.b. – Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>a. Apply <i>Grade 9 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). [W.9-10.9a]</p>			<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres</p>
<p>b. Apply <i>Grade 9 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). [W.9-10.9b]</p>			<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p>
<p>29.) Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes,</p>		<p>B.1.a. – Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate focus, and organize ideas as well as to gather information</p> <p>B.1.b. – Analyze writing assignments in terms of purpose and audience to determine which</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p>

<p>and audiences. [W.9-10.1</p>	<p>strategies to use</p> <p>B.1.c. – Revise, refine, edit, and proofread own and others’ writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement</p> <p>B.1.d. – Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product</p> <p>B.2.a. – Craft first and final drafts of expressive, reflective or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect</p> <p>B.2.b. – Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples</p> <p>B.2.c. – Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources</p> <p>B.2.d. – Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to original text</p> <p>B.2.e. – Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes), that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task</p> <p>B.2.f. – Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters.</p> <p>B.3.a. – Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing</p>	<p>3.3.4 Create products that apply to authentic, real-world contexts.</p>
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		<p>B.3.b. – Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence</p> <p>B.3.c. – Add important information and delete irrelevant information to more clearly establish a central idea</p> <p>B.3.d. – Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice</p> <p>B.3.e. – Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing</p> <p>E.c. – Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question prompt</p>	
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Speaking and Listening Standards (SL)			
By the end of ninth grade, students will ...	*Staffing Responsibility	Quality Core Crosswalk	AASL Crosswalk
30.) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 9 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]		<p>A.7.b. – Generate interpretations of increasingly challenging text: support judgments by citing evidence from the text</p> <p>D.1.a. – Recognize the main ideas in a variety of oral presentations and draw valid conclusions</p> <p>D.1.b. – Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements</p> <p>D.1.c. – Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts</p> <p>D.1.d. – Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event</p> <p>D.2.a. – Use elements of speech forms – introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources</p> <p>D.2.b. – Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)</p> <p>D.2.c. – Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes</p> <p>D.2.d. – Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources</p> <p>D.2.e. – Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources</p> <p>D.2.f. – Apply analytic and active listening</p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>

		<p>strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings</p> <p>D.2.g. – Actively participate in small-group and large-group discussions, assuming various roles</p>	
<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]</p>			<p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p>
<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]</p>			<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p>
<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]</p>			<p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>

<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]</p>			<p>1.4.3 Monitor gathered information and assess for gaps or weaknesses.</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community</p>
<p>31.) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]</p>		<p>D.1.d. – Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event E.a. – Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.3.2 Seek divergent perspectives during information gathering and assessment.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>
<p>32.) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]</p>		<p>C.c. – Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective D.1.b. – Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements D.1.c. – Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts D.2.f. – Apply analytic and active listening</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>

		strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings	
33.) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]		<p>D.1.a. – Recognize the main ideas in a variety of oral presentations and draw valid conclusions</p> <p>D.1.b. – Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements</p> <p>D.2.a. – Use elements of speech forms – introduction, transitions, body, and conclusion – including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources</p> <p>D.2.b. – Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)</p> <p>D.2.c. – Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes)</p> <p>D.2.d. – Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources</p> <p>D.2.e. – Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources</p>	<p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>4.1.6 Organize personal knowledge in a way that can be called upon easily.</p>
34.) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]		<p>B.1.d. – Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product</p> <p>E.a. – Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home</p>	<p>1.3.5 Use information technology responsibly.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>4.1.7 Use social networks and information tools to gather and share information.</p>

		<p>reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted</p> <p>E.b. – Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork</p>	
<p>35.) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 9 Language standards 36 and 38 for specific expectations.) [SL.9-10.6]</p>		<p>D.2.a. – Use elements of speech forms – introduction, transitions, body, and conclusion – including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources</p> <p>D.2.b. – Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)</p> <p>D.2.c. – Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes)</p> <p>D.2.d. – Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources</p> <p>D.2.e. – Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources</p>	<p>3.3.4 Create products that apply to authentic, real-world contexts.</p> <p>4.1.8 Use creative and artistic formats to express personal learning.</p>

Language			
By the end of ninth grade, students will ...	*Staffing Responsibility	Quality Core Crosswalk	AASL Crosswalk
36.) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]		B.4.a. – Correct run-ons, fragments, and dangling and/or misplaced modifiers to improve clarity B.4.b. – Use a variety of sentence structures to vary pace and support meaning B.4.c. – Use parallel structure to present items in a series and items juxtaposed for emphasis B.5.b. – Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity B.5.c. – Make subject and verb agree in number, even when there is some text between the subject and verb B.5.d. – Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference) B.5.e. – Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified B.5.f. – Correctly use parts of speech	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively
a. Apply rules of subject-verb agreement when the subject has compound parts joined by <i>or</i> with the second element as singular or plural. (Alabama)			
b. Apply rules of subject-verb agreement with the subjunctive mood. (Alabama)			
c. Use parallel structure.* [L.9-10.1a]			
d. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and			

<p>clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]</p>			
<p>37.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]</p> <p>a. Use commas correctly with non-essential appositives. (Alabama)</p> <p>b. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]</p> <p>c. Use a colon to introduce a list or quotation. [L.9-10.2b]</p> <p>d. Spell correctly. [L.9-10.2c]</p>		<p>B.5.a. – Correctly spell commonly misspelled/confused words</p> <p>B.6.a. – Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways</p> <p>B.6.b. – Use punctuation correctly within sentences and words</p> <p>B.6.c. – Demonstrate correct use of capitalization</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively</p>
<p>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. [L.9-10.3]</p>		<p>B.1.d. – Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product</p> <p>B.2.a. – Craft first and final drafts of expressive, reflective or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect</p> <p>B.2.b. – Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples</p> <p>B.2.c. – Craft first and final drafts of persuasive papers that support arguments with detailed</p>	

	<p>evidence, exclude irrelevant information, and correctly cite sources</p> <p>B.2.d. – Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to original text</p> <p>B.2.e. – Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes), that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task</p> <p>B.2.f. – Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters.</p> <p>B.3.a. – Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing</p> <p>B.3.b. – Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence</p> <p>B.3.c. – Add important information and delete irrelevant information to more clearly establish a central idea</p> <p>B.3.d. – Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice</p> <p>B.3.e. – Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing</p> <p>B.4.a. – Correct run-ons, fragments, and dangling and/or misplaced modifiers to improve clarity</p> <p>B.4.b. – Use a variety of sentence structures to vary pace and support meaning</p> <p>B.4.c. – Use parallel structure to present items in a series and items juxtaposed for emphasis</p> <p>B.4.d. – Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary</p>	
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		<p>that maintains consistent style, tone, and voice</p> <p>B.4.e. – Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose</p> <p>B.4.f. – Use strong action verbs, sensory details, vivid imagery, and precise words</p> <p>B.6.a. – Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)</p> <p>C.f. – Compose a short research report, oral or written, that includes a clear thesis statement, title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines</p>	
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's <i>MLA Handbook</i> , Turabian's <i>A Manual for Writers</i>) appropriate for the discipline and writing type. [L.9-10.3a]			<p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p>
39.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]		<p>A.8.a. – Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)</p> <p>A.8.b. – Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts</p> <p>A.8.c. – Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words</p> <p>A.8.d. – Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts</p> <p>A.8.e. - Comprehend foreign words and phrases in texts that are commonly used in English</p> <p>B.1.c. – Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing</p>	4.4.4 Interpret new information based on cultural and social context.

		conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement B.3.d. – Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice B.4.b. – Use a variety of sentence structures to vary pace and support meaning B.5.a. – Correctly spell commonly misspelled/confused words	
a. 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.9-10.4a]			
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). [L.9-10.4b]			
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]			1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.4.4 Seek appropriate help when needed.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]			1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.4.4 Seek appropriate help when needed.
40.) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]		A.7.a. – Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term epiphany or symbolism appropriately in a discussion of Toni Morrison's <i>The Bluest Eye</i>)	4.4.4 Interpret new information based on cultural and social context.

		<p>A.8.a. – Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)</p> <p>A.8.b. – Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts</p> <p>A.8.d. – Use context clues (e.g., author’s restatement, example) to understand unfamiliar words in increasingly challenging texts</p> <p>A.8.e. – Comprehend foreign words and phrases in texts that are commonly used in English</p> <p>A.8.f. - Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., Achilles’ heel) in increasingly challenging texts</p> <p>A.8.h. – Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts</p>	
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]			
b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]			
41.) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.9-10.6]		<p>A.7.a. – Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term epiphany or symbolism appropriately in a discussion of Toni Morrison’s <i>The Bluest Eye</i>)</p> <p>A.8.a. – Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)</p>	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information

		<p>A.8.b. – Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts</p> <p>A.8.d. – Use context clues (e.g., author’s restatement, example) to understand unfamiliar words in increasingly challenging texts</p> <p>A.8.e. – Comprehend foreign words and phrases in texts that are commonly used in English</p> <p>A.8.f. - Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., Achilles’ heel) in increasingly challenging texts</p> <p>A.8.h. – Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts</p>	
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The Alabama Course of Study can be found at http://alex.state.al.us/staticfiles/2010_Alabama_English_Language_Arts_Course_of_Study.pdf.

The Quality Core crosswalk to the Alabama 2010 ELA COS is located at: <http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/QC%20to%2010%20revised.pdf>

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