

## ELA 9<sup>th</sup> Grade Curriculum Map *At a Glance*

First Semester – Focus Standards		Second Semester – Focus Standards	
Quarter	Quarter	Quarter	Quarter
<p><b>Reading Literature:</b> 9-10.RL.2 9-10.RL.3</p> <p><b>Reading Informational:</b> 9-10.RI.2 9-10.RI.3 9-10.RI.9</p> <p><b>Writing:</b> 9-10.W.2 9-10.W.3</p> <p><b>Speaking and Listening:</b> 9-10.SL.2    9-10.SL.4</p> <p><b>Language:</b> 9-10.L.2</p>	<p><b>Reading Literature:</b> 9-10.RL.2 9-10.RL.3</p> <p><b>Reading Informational:</b> 9-10.RI.2 9-10.RI.3 9-10.RI.9</p> <p><b>Writing:</b> 9-10.W.1    9-10.W.8 9-10.W.6    9-10.W.9</p> <p><b>Speaking and Listening:</b> 9-10.SL.2    9-10.SL.4 9-10.SL.3    9-10.SL.5</p> <p><b>Language:</b> 9-10.L.3</p>	<p><b>Reading Literature:</b> 9-10.RL.5 9-10.RL.6 9-10.RL.9</p> <p><b>Reading Informational:</b> 9-10.RI.5    9-10.RI.8 9-10.RI.6    9-10.RI.9</p> <p><b>Writing:</b> 9-10.W.1    9-10.W.8 9-10.W.6    9-10.W.9</p> <p><b>Speaking and Listening:</b> 9-10.SL.2    9-10.SL.4 9-10.SL.3    9-10.SL.5</p> <p><b>Language:</b> 9-10.L.1    9-10.L.3 9-10.L.2    9-10.L.5</p>	<p><b>Reading Literature:</b> 9-10.RL.5 9-10.RL.6 9-10.RL.9</p> <p><b>Reading Informational:</b> 9-10.RI.5    9-10.RI.8 9-10.RI.6    9-10.RI.9</p> <p><b>Writing:</b> 9-10.W.5 9-10.W.6</p> <p><b>Speaking and Listening:</b> 9-10.SL.2    9-10.SL.4 9-10.SL.3    9-10.SL.5</p> <p><b>Language:</b> 9-10.L.1    9-10.L.3 9-10.L.2    9-10.L.5</p>

**Recurring Support Standards (Anchor Standards): All units of study should include instruction and recurring practice of the following standards as they apply to the particular grade level.**

**Reading**

- 1. Read carefully to determine what the text says explicitly and to make logical inferences from it.
- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 7. Integrate and evaluate content presented in diverse media and formats, including visually, quantitatively, as well as in words.
- 10. Read and comprehend complex literary and informational texts independently and proficiently.

**Writing**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Language**

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
- 6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.