OKLAHOMA ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS

9th Grade, English I

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 9th Grade, English I

1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Reading–Students will develop and apply effective communication skills through speaking and active listening.	
9.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
9.1.R.2	Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
9.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
Writing–Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
9.1.W.1	Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
9.1.W.2	Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.
2: Reading and Writing Process – Students will use a variety of recursive reading and writing processes.	
Reading–Students will read and comprehend increasingly complex literary and informational texts.	
9.2.R.1	Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
9.2.R.2	Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.
9.2.R.3	Students will synthesize main ideas with supporting details in texts.
Writing–Students will develop and strengthen writing by engaging in a recursive process that includes planning, prewriting, drafting, revising, editing, and publishing.	
9.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
9.2.W.2	Students will plan (e.g., outline) and prewrite a first draft as necessary.
9.2.W.3	Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.
9.2.W.4	Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent tone and point of view.
9.2.W.5	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).
3: Critical Reading and Writing – Students will apply critical thinking skills to reading and writing.	
Reading-Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres (e.g., fiction, nonfiction, informational text, poetry, & drama) from a variety of historical, cultural, ethnic, and global perspectives.	
9.3.R.1	Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.
9.3.R.2	Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.

9.3.R.3	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: • setting • plot • characters (i.e., protagonist, antagonist) • character development • theme • conflict (i.e., internal and external) • archetypes
9.3.R.4	Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • tone • symbolism • irony
9.3.R.5	Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.
9.3.R.6	Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.
9.3.R.7	Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.
Writing–Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
9.3.W.1	**NARRATIVE - Grade Level Focus** Students will write nonfiction narratives (e.g., memoirs, personal essays).
9.3.W.2	**INFORMATIVE - Grade Level Focus** Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.
9.3.W.3	**INFORMATIVE - Grade Level Focus** Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).
9.3.W.4	**ARGUMENT** Students will introduce claims, recognize and distinguish from alternate or opposing claims, and organize reasons and evidences, using credible sources.

9.3.W.5	**ARGUMENT** Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument.
9.3.W.6	**ARGUMENT** Students will blend multiple modes of writing to produce effective argumentative essays.
Standard 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading–Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
9.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
9.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.
9.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
9.4.R.4	Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.
9.4.R.5	Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.
Writing–Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
9.4.W.1	Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.
9.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
5: Language – Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading–Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
9.5.R.1	Students will examine the function of parallel structures, various types of phrases, and clauses to convey specific meanings.
9.5.R.2	Students will recognize the use of active and passive voice.
9.5.R.3	Students will recognize and correct inappropriate shifts in verb tense.
9.5.R.4	Students will recognize the subject and verb agreement, and correct as necessary.
Writing–Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
9.5.W.1	Students will write using correct mechanics with a focus on punctuation marks as needed.
9.5.W.2	Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.
9.5.W.3	Students will use parallel structure.
9.5.W.4	Students will use various types of phrases (e.g., appositive, adjectival, adverbial, participial, prepositional) and clauses (e.g., independent, dependent, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading–Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
9.6.R.1	Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.
9.6.R.2	Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).
9.6.R.3	Students will evaluate the relevance, reliability, and validity of the information gathered.
Writing–Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	

9.6.W.1	Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).
9.6.W.2	Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.
9.6.W.3	Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.
9.6.W.4	Students will summarize and present information in a report.
7: Multimodal Literacies – Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading–Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
9.7.R.1	Students will analyze and evaluate the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument to generate and answer literal, interpretive, and applied questions to create new understandings.
9.7.R.2	Students will analyze the impact of selected media and formats on meaning.
Writing–Students will create multimodal texts to communicate knowledge and develop arguments.	
9.7.W.1	Students will create a variety of multimodal content to engage specific audiences.
9.7.W.2	Students will create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.
8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading–Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
9.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
Writing–Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
9.8.W	Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and draw appropriate conclusions.