

A Guide to the Colorado Academic Standards



Reading, Writing,
and Communicating

Ninth Grade

Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for ninth grade reading, writing, and communicating and offers some possible learning experiences students may engage in during this school year.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are ultimately successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas, emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Reading, Writing, and Communicating for High Schools (9-12)

The reading, writing, and communicating standards at middle and high school grades ask students to be critical readers of complex literary and informational texts. The standards require that students develop the writing skills necessary to convey their experience in the world, to produce thoughtful analyses of academic and real-world topics, and to develop well-reasoned arguments on relevant topics in their lives. The standards foster opportunities for students to work collaboratively with others as they develop the literacy skills to be academically successful and prepared for life after high school.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Vince Puzick, Reading, Writing, and Communicating Content Specialist at 303-319-9519, Puzick_v@cde.state.co.us



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At the end of Ninth Grade, students can...



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Reading, Writing, and Communicating Learning Expectations for Ninth Grade

Oral Expression and Listening

Speak and make strategic use of multimedia to strengthen claims and add interest while delivering information, findings, and supporting evidence clearly, concisely, and logically; evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any deceptive reasoning or exaggerated evidence; evaluate the credibility of sources; collaborative in discussions by using credible resources, asking questions, and giving feedback to group members.

Reading for All Purposes

Read a variety of literary, informational, and argument texts; analyze themes, complex characters, plots, and central ideas, people, and events; analyze the meaning and impact of words on an author's tone or message; examine how an author's choice in sequencing a narrative creates suspense or tension; analyze how a text is structured to convey meaning; understand how a particular point of view is reflected in works of world literature; examine how different versions of an event or topic may be represented in different forms (drama, screen versions, visual arts).

Writing and Composition

Use technology to produce, publish, and update grammatically correct and organized writing that makes an argument or explains complex ideas supported by well-chosen facts and quotations; address counterarguments or opposing views; write narratives of real or imagined experiences by depicting a problem or observation,

establishing one or multiple points of view, and using narrative techniques like multiple plot lines, flashbacks, and effective figurative language.

Research and Reasoning

Conduct short research projects to answer a question and generate additional focus questions; gather information from several sources; use search terms effectively; assess the credibility of sources; follow a standard format for citation; evaluate the soundness of reasoning and the relevance/sufficiency of evidence.

Throughout the Ninth Grade, you may find students...

- Engaging in inquiry around a question such as “What contributes to the effectiveness of a piece of writing and what gets in the way of effectiveness?”; reading relevant works of literature along with nonfiction writing to explore a complex issue; using collaborative groups (literature circles) to increase comprehension of complex texts; writing a literary analysis as part of a class “literary magazine” devoted to a theme or topic.
- Using close reading strategies (questioning, summarizing, making connections) to deepen understanding of challenging works of world literature; participating in discussions (Socratic Seminar) that rely on inquiry and the use of textual evidence to foster thoughtful analysis.
- Studying a Shakespearean play and writing an analysis comparing themes, tone, or the language of the original against a contemporary interpretation.