

Module 1 - Reading		Test: 10/3/2013
Reading Passage: Stories		
Reading for Literature		
Key Ideas and Details		
RL.9.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.9.2	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.9.3	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.	
Craft and Structure		
RL.9.4	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.9.5	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.9.6	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.	
Integration of Knowledge and Ideas		
RL.9.7	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 Landscape with the Fall of Icarus).	
RL.9.9	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).	
Range of Reading and Level of Text Complexity		
RL.9.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	
7 testable standards		End of Module 1 - Reading

Module 1 - Writing		Test: 10/2/2013
Writing Prompt: None		
Language		
Conventions of Standard English		
L.9.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	a. Use parallel structure.*	
	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
L.9.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	b. Use a colon to introduce a list or quotation.	
Vocabulary Acquisition and Use		
L.9.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	
Progressive Skills		
LP.9.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	
LP.9.4.1g	Correctly use frequently confused words (e.g., to/too/two; there/their).	
LP.9.5.1d	Recognize and correct inappropriate shifts in verb tense.	
LP.9.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	
8 testable standards		End of Module 1 - Writing

Module 2 - Reading		Test: 12/5/2013
Reading Passage: Informational		
Reading for Informational Text		
Key Ideas and Details		
RI.9.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.9.2	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.9.3	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.	
Craft and Structure		
RI.9.4	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.9.5	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.9.6	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.	
Integration of Knowledge and Ideas		
RI.9.7	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.9.8	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.9.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	
Range of Reading and Level of Text Complexity		
RI.9.10	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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	
8 testable standards		End of Module 2 - Reading

Module 2 - Writing		Test: 12/3/2013
Writing Prompt: None		
Language		
Conventions of Standard English		
L.9.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
Vocabulary Acquisition and Use		
L.9.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	
Progressive Skills		
LP.9.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.	
LP.9.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	
LP.9.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	
LP.9.6.3b	Maintain consistency in style and tone.	
LP.9.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	
LP.9.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
8 testable standards		End of Module 2 - Writing

Module 3 - Reading		Test: 2/20/2014
Reading Passage: Technical		
Reading for Informational Text		
Key Ideas and Details		
RI.9.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.9.2	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.9.3	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.	
Craft and Structure		
RI.9.4	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.9.5	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.9.6	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.	
Integration of Knowledge and Ideas		
RI.9.7	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.9.8	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.9.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	
Range of Reading and Level of Text Complexity		
RI.9.10	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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	
8 testable standards		End of Module 3 - Reading

Module 3 - Writing		Test: 2/18/2014
Writing Prompt: None		
Language		
Progressive Skills		
LP.9.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
LP.9.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	
LP.9.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	
LP.9.6.3b	Maintain consistency in style and tone.	
LP.9.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	
LP.9.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	
LP.9.8.1b	Form and use verbs in the active and passive voice.	
LP.9.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.	
8 testable standards		End of Module 3 - Writing