

District of Columbia Standards (Grade 9)

This chart correlates the District of Columbia Standards to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level**.

Standard	Chapter(s)
9.EL.1 Identify nominalized, adjectival, and adverbial clauses.	Chapter 3 Phrases Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 15 Writing Strong Sentences
9.EL.2 Recognize and use verbals: participles, gerunds, and infinitives.	Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 15 Writing Strong Sentences
9.EL.3 Know the difference between active and passive voice and when to choose between the two in writing.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
9.EL.4 Identify and use hyphens, dashes, brackets, or semicolons between two clauses of a compound sentence not joined by a conjunction.	Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking
9.EL.5.a Correct and consistent verb tense (present, past, and future perfect and perfect progressive; regular and irregular verbs; transitive and intransitive verbs) and subject-verb agreement.	Chapter 5 Using Verbs Chapter 7 Subject/Verb Agreement
9.EL.5.b Appropriate noun-pronoun agreement (nominative, objective, possessive, reflexive, and relative pronouns; pronoun/antecedent agreement; and clear pronoun reference).	Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking
9.EL.6.b Place modifiers properly.	Chapter 1 The Parts of Speech Chapter 8 Using Adjectives and Adverbs Chapter 15 Writing Strong Sentences

Standard	Chapter(s)
9.EL.6.c Avoid run-on sentences, comma splices, and sentence fragments.	Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 15 Writing Strong Sentences
9.EL.6.d Use different types of clauses and phrases, including adverb and adjective clauses.	Chapter 3 Phrases Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 15 Writing Strong Sentences
9.EL.6.e Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.	Chapter 2 The Sentence Base Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences
9.IT-A.8 Argument and Persuasive Text: Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) in a contemporary political speech.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
9.IT-A.9 Argument and Persuasive Text: Identify figurative language and rhetorical structures (parallel structure, quotations, examples, exaggeration, emotional appeal) used to engage the audience.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
9.IT-DP.7 Document and Procedural Text: Describe the objective(s) of document and procedural text (e.g., warranties, product information, manuals, consumer publications) and analyze a document for its 'user friendliness' and graphic design.	Chapter 31 Study Skills and Test-taking
9.IT-E.1 Expository Text: Analyze the main or controlling idea in passages or paragraphs.	Chapter 31 Study Skills and Test-taking
9.IT-E.3 Expository Text: Read a challenging passage and respond to clarifying questions concerning essential textual elements of expository text (e.g., why, who, what, where, when, how, what if).	Chapter 31 Study Skills and Test-taking
9.IT-E.4 Expository Text: Explain how one excerpt relates and contributes to the reading selection (e.g., how a sentence relates to a paragraph, how a paragraph relates to a selection).	Chapter 31 Study Skills and Test-taking
9.IT-E.5 Expository Text: Support conclusions drawn from ideas and concepts in informational and technical passages.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
9.IT-E.6 Expository Text: Evaluate the appropriateness of an author's word choice for an intended audience.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
<p>9.LD-O.6 Oral Presentation: Deliver focused oral presentations that use details, examples, or anecdotes to explain or clarify information or a point of view, employing proper eye contact, speaking rate, volume, enunciation, inflection, and gestures to communicate ideas effectively.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>9.LD-Q.2 Questioning, Listening, and Contributing: Summarize in a coherent and organized way the information and ideas learned from a focused discussion.</p>	<p>Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking</p>
<p>9.LD-Q.3 Questioning, Listening, and Contributing: Identify the controlling idea or specific purpose of a speech and determine the essential elements that elaborate it.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>9.LD-V.8 Vocabulary and Concept Development: Determine the meanings of multiple-meaning words by using context.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>9.LD-V.9 Vocabulary and Concept Development: Determine meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words using dictionaries, thesauri, histories of language, and books of quotations.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>9.LT-C.1 Connections: Relate a literary work to the artistic and musical masterpieces of the period in which it was written.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>9.LT-D.8 Drama: Identify and analyze types of dramatic literature (e.g., elements and techniques authors use to create a comedy or tragedy).</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>9.LT-D.9 Drama: Describe the functions of playwright, director, technical designer, and actor.</p>	<p>Chapter 21 Writing About Literature</p>
<p>9.LT-F.4 Fiction: Determine a character's traits from what he/she says about himself/herself.</p>	<p>Chapter 21 Writing About Literature</p>
<p>9.LT-F.5 Fiction: Contrast points of view (e.g., first vs. third, limited vs. omniscient, subjective vs. objective) in a story or poem.</p>	<p>Chapter 21 Writing About Literature</p>
<p>9.LT-G.2 Genre: Compare (and contrast) works with similar themes in two different literary genres, using their structural features as the basis for the comparison (e.g., Frederick Douglass's eulogy of Lincoln and Walt Whitman's poem 'O Captain, My Captain').</p>	<p>Chapter 21 Writing About Literature</p>

Standard	Chapter(s)
<p>9.LT-P.7 Poetry: Identify, respond to, and analyze the effects of sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance), figurative language (personification, metaphor, simile, hyperbole, symbolism), and dramatic structure.</p>	<p>Chapter 21 Writing About Literature</p>
<p>9.LT-T.3 Theme: Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, freedom and responsibility).</p>	<p>Chapter 21 Writing About Literature</p>
<p>9.LT-TN.13 Traditional, Narrative and Classical Literature: Analyze the characters, structure, and themes of classical Greek drama and epic poetry (e.g., the conflict between Creon and Antigone in Sophocles' Antigone as a manifestation of the eternal struggle between human and divine law).</p>	<p>Chapter 21 Writing About Literature</p>
<p>9.M.1 Compare and contrast how media genres (nightly news, newsmagazines, documentaries, Internet) cover the same event.</p>	<p>Chapter 26 Communication in the Digital Age Chapter 29 Critical Thinking</p>
<p>9.M.2 Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.</p>	<p>Chapter 29 Critical Thinking</p>
<p>9.M.3 Analyze the use of rhetorical devices for their intent and effects (cadence, repetitive patterns, use of onomatopoeia).</p>	<p>Chapter 29 Critical Thinking</p>
<p>9.R.1.a Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, the Internet), as well as from direct observation, interviews, and surveys.</p>	<p>Chapter 26 Communication in the Digital Age</p>
<p>9.R.1.c Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information and by creating charts, conceptual maps, and/or timelines.</p>	<p>Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>9.R.1.e Present research using the standards in the Writing strand, and select a design layout and format for the document (e.g., font, page setup, line spacing, indents).</p>	<p>Chapter 23 Writing the Research Paper</p>
<p>9.R.1.g Use standard bibliographic format to document sources (e.g., MLA, APA, CMS).</p>	<p>Chapter 13 Introduction to the Writing Process</p>

Standard	Chapter(s)
<p>9.W-E.2 Expository Writing: Produce functional texts (e.g., memos, e-mails, correspondence, project plans, proposals, bios) that address audience needs; state purpose and context; and adopt a customary format, including proper salutation, closing, and signature when appropriate.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>9.W-E.4.a Prove a thesis statement using logical organization.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>9.W-E.4.b Include well-constructed paragraphs that build an effective argument with well-articulated supporting evidence.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 20 Persuasive Writing Chapter 23 Writing the Research Paper Chapter 29 Critical Thinking</p>
<p>9.W-E.4.c Use quotations, footnotes or endnotes, and a standard bibliographic format.</p>	<p>Chapter 23 Writing the Research Paper</p>
<p>9.W-E.5.a Include a thesis or purpose of the paper; use a logical organizational pattern.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>9.W-E.5.b Include persuasive evidence or explanation for the validity of the assertions.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>
<p>9.W-E.5.c Use different levels of formality, style, and tone when composing for different audiences.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 29 Critical Thinking</p>

Standard	Chapter(s)
<p>9.W-E.5.d Contain effective introductory and concluding paragraphs that guide and inform the reader's understanding of key ideas and evidence.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>9.W-I.1 Imaginative Writing: Write well-organized stories that include an explicit theme; and sensory details and concrete language to develop plot and character.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>9.W-R.6 Revision: Revise writing to improve the topic/idea development, organization, language/style, word choice, and tone in light of the audience, purpose, and formality of the context.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>