

Curriculum Alignment Tool - Summary Across Units
Puerto Rico Department of Education
English
Grade 9

		Unit 9.1 Genres Overview, Element of Fiction	Unit 9.2 Communicating My Ideas	Unit 9.3 Communicating About Our World Through Informational Texts	Unit 9.4 It's a Matter of Opinion	Unit 9.5 Making Connections	Unit 9.6 Figuratively Speaking
	Listening						
9.L.1	Listen, support discussions, and interact with peers during read-alouds (of fictional and informational text); oral presentation/performances; of class, group, and partner discussions on a variety of grade-appropriate academic and social topics.		X	X	X	X	X
9.L.1a	Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.	X	X	X	X	X	X
9.L.1b	Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.	X	X	X	X	X	X
9.L.1c	Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.	X	X	X			X
9.L.1d	Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.	X	X		X	X	
	Speaking						
9.S.1	Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant, on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.	X	X	X	X	X	X
9.S.2	Respond orally to closed and open-ended questions.		X	X			X
9.S.2a	Listen, discuss, respond to, and evaluate complex instructions and information.	X	X	X	X	X	X
9.S.2b	Explain, restate, and discuss information.	X	X	X	X	X	X
9.S.2c	Think deeply about closed and open-ended questions and answer with increasing sophistication.	X		X			X
9.S.3	Use a variety of grade-appropriate social, academic, and content-specific academic words accurately and appropriately when giving speeches, presentations/performances and to tell, retell, explain, and analyze stories and personal experiences and current/world events.	X	X	X	X	X	X

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9.S.4	Persuade others through debates and discussion using creative or original responses to express and defend opinions or viewpoints.				X		
9.S.5	Demonstrate how to adjust language choices according to the context, purpose, task, and audience.		X	X	X		
9.S.6	Plan and deliver a variety of oral presentations and reports to enhance appropriate topics that present evidence and facts to support ideas with grade levels of formal and informal styles.			X	X	X	X
Reading							
9.R.1	Use in-depth critical reading of a variety of texts, presented in various print and multimedia formats to explain ideas, phenomena, processes, cultural identity, genre, and relationships within and across texts, using increasingly detailed sentences, and an increasing variety of general academic and content-specific words. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.		X	X	X	X	X
9.R.1a	Make inferences and draw conclusions from text to support analysis.	X			X	X	X
9.R.2L	Determine a theme or main idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide a summary of the text.	X				X	X
9.R.2I	Determine a main idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide a summary of the text.			X	X		
9.R.3L	Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the text.	X				X	
9.R.3I	Analyze the connections among the distinctions between individuals, ideas, or events. Connect cause and effect relationships.			X		X	
9.R.4L	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	X				X	X

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9.R.4I	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			X	X		
9.R.5L	Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.	X	X				X
9.R.5I	Analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.			X			
9.R.6L	Analyze how differences in the points of view of the characters create an effect on the reader.	X	X				
9.R.6I	Determine an author's point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.				X		
9.R.7L	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.						X
9.R.7I	Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			X			
9.R.8	Delineate and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.				X		
9.R.9L	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	X				X	X
9.R.9I	Analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.			X			
9.R.10	Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts of appropriate grade level.	X	X	X	X	X	X

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	Writing						
9.W.1	Justify opinions and positions using valid reasoning and relevant and sufficient evidence.		X	X	X	X	X
9.W.1a	Express and clarify viewpoints and opinions, take and defend positions that differ from others.		X		X		X
9.W.2	Write informational texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective technique, organization, and analysis of content.			X			
9.W.3	Write types of paragraphs and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements (like narrative structure, theme, mood, plot, setting, moral) and techniques (alliteration, hyperbole, allegory, and others).		X			X	X
9.W.4	Develop and strengthen writing as needed by planning, drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed.	X	X	X	X	X	X
9.W.5	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	X		X		X	
9.W.6	Conduct short research projects to write reports that answer a thesis question, drawing on several sources and generating additional related, focused questions for further research and investigation.			X			
9.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.			X	X	X	X
9.W.8	Write routinely to develop various types of paragraphs, formal and informal letters, and essays over for a variety of discipline-specific tasks, purposes, and audiences, using technology.		X	X	X	X	X
	Language						
9.LA.1	Demonstrate command of the conventions of English grammar.		X	X	X	X	X
9.LA.1a	Use parallel structure using conjunctions (e.g., "and" and "or") to show that two or more ideas have the same level of importance (e.g., He likes to jog, swim and hike.).	X	X				
9.LA.1b	Use various types of phrases: noun, verb, infinitive, adjectival, adverbial, participial, and prepositional. Use various types of clauses: independent, dependent; noun, relative, adverbial.	X	X			X	

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9.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling.		x		x	x	x
9.LA.2a	Use advanced punctuation marks.	x					x
9.LA.2b	Spell correctly.	x			x	x	x
9.LA.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		x	x	x	x	x
9.LA.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	x			x		
9.LA.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.			x		x	
9.LA.4a	Use context to help determine meaning.			x			
9.LA.4b	Correctly analyze word changes to indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).					x	
9.LA.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its origin.			x			
9.LA.5	Demonstrate understanding of figurative language, word relationships, and differences in word meanings.					x	x
9.LA.5a	Interpret figures of speech (e.g., euphemism) in context and analyze their role in the text.				x		
9.LA.5b	Analyze the meaning of words with similar denotations.					x	
9.LA.6	Accurately use social, academic, and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level.	x	x	x	x	x	x
Number of Indicators per Quarter		51		63		65	
Number of Indicators per Unit		25	26	33	30	33	32