

The Common Core in Illinois

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Skills available for Illinois ninth-grade language arts standards

Standards are in black and IXL language arts skills are in dark green. Hold your mouse over the name of a skill to view a sample question. Click on the name of a skill to practice that skill.

Show alignments for:

Illinois Common Core State Standards: Language

Illinois Common Core State Standards: Reading: Informational Text

Illinois Common Core State Standards: Reading: Literature

Illinois Common Core State Standards: Writing

Actions

RI.9-10 Reading: Informational Text

Key Ideas and Details

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Trace an argument: set 1 (9-K.1)

Trace an argument: set 2 (9-K.2)

Analyze passages from *Night*: Part 1 (9-N.1)

Analyze passages from *Night*: Part 2 (9-N.2)

Identify supporting evidence in a text (9-S.4)

RI.9-10.2 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.

Determine the central idea of a passage (9)

Analyze the development of informational passages: set 1 (9-J.3)

Analyze the development of informational passages: set 2 (9-J.4)

Trace an argument: set 1 (9-K.1)

Trace an argument: set 2 (9-K.2)

Identify supporting evidence in a text (9-S.4)

Craft and Structure

RI.9-10.5 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).

Analyze craft and structure in informational passages (9-G.2)

Analyze the development of informational passages: set 1 (9-J.3)

Analyze the development of informational passages: set 2 (9-J.4)

Trace an argument: set 1 (9-K.1)

Trace an argument: set 2 (9-K.2)

Analyze passages from *Night*: Part 1 (9-N.1)

Analyze passages from *Night*: Part 2 (9-N.2)

RI.9-10.6 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.

Identify audience and purpose (9-C.1)

Which text is most formal? (9-D.1)

Compare passages for subjective and objective tone (9-D.2)
Analyze the impact of word choice on meaning and tone (9-G.1)
Analyze craft and structure in informational passages (9-G.2)
Analyze rhetorical strategies in historical texts: set 1 (9-J.1)
Analyze rhetorical strategies in historical texts: set 2 (9-J.2)
Trace an argument: set 1 (9-K.1)
Trace an argument: set 2 (9-K.2)
Read workplace emails and memos (9-O.1)
Read business letters and notices (9-O.2)
Identify appeals to ethos, pathos, and logos in advertisements (9-T.1)
Use appeals to ethos, pathos, and logos in persuasive writing (9-T.2)

Integration of Knowledge and Ideas

RI.9-10.8 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.

Trace an argument: set 1 (9-K.1)
Trace an argument: set 2 (9-K.2)
Distinguish facts from opinions (9-S.1)
Choose the best evidence to support a claim (9-S.3)
Identify supporting evidence in a text (9-S.4)
Classify logical fallacies (9-S.8)

RL.9-10 Reading: Literature

Key Ideas and Details

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Match the quotations with their themes (9-B.1)
Analyze short stories: set 1 (9-H.1)
Analyze short stories: set 2 (9-H.2)
Analyze passages from *To Kill a Mockingbird*: Part 1 (9-L.1)
Analyze passages from *To Kill a Mockingbird*: Part 2 (9-L.2)
Identify supporting evidence in a text (9-S.4)

RL.9-10.2 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.

Match the quotations with their themes (9-B.1)
Analyze the development of themes (9-B.2)

Craft and Structure

RL.9-10.6 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.

Analyze passages from *Night*: Part 1 (9-N.1)
Analyze passages from *Night*: Part 2 (9-N.2)

W.9-10 Writing

Production and Distribution of Writing

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Identify audience and purpose (9-C.1)
Order topics from broadest to narrowest (9-Q.1)
Organize information by topic (9-Q.2)
Choose the topic sentence that best captures the central idea (9)
Identify thesis statements (9-R.2)
Distinguish facts from opinions (9-S.1)

Identify stronger and weaker evidence to support a claim (9-S.2)
Choose the best evidence to support a claim (9-S.3)
Identify supporting evidence in a text (9-S.4)
Choose the analysis that logically connects the evidence to the claim (9-S.6)
Transition logically between claims, evidence, analysis, and counterclaims (9-S.7)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Order topics from broadest to narrowest (9-Q.1)
Organize information by topic (9-Q.2)
Identify thesis statements (9-R.2)
Avoid double, illogical, and unclear comparisons (9-V.2)
Identify sentences with parallel structure (9-V.3)
Use parallel structure (9-V.4)
Remove redundant words or phrases (9-V.5)
Suggest appropriate revisions (9-X.7)
Identify run-on sentences (9-II.3)
Choose punctuation to avoid fragments and run-ons (9-II.4)
Identify vague pronoun references (9-LL.7)
Correct inappropriate shifts in pronoun number and person (9-LL.9)
Identify and correct errors with subject-verb agreement (9-NN.1)
Identify and correct errors with indefinite pronoun-verb agreement (9-NN.2)
Identify and correct verb agreement with compound subjects (9-NN.3)
Commas with direct addresses, introductory words, interjections, interrupters, and antithetical phrases (9-TT.1)
Commas with compound and complex sentences (9-TT.3)
Commas with coordinate adjectives (9-TT.4)
Use semicolons and commas to separate clauses (9-UU.1)
Use semicolons, colons, and commas with lists (9-UU.2)
Use dashes (9-VV.1)
Decide whether ellipses are used appropriately (9-VV.3)
Correct capitalization errors (9-XX.1)
Formatting quotations and dialogue (9-YY.1)

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Determine the central idea of a passage (9)
Choose the best evidence to support a claim (9-S.3)
Identify supporting evidence in a text (9-S.4)
Understand a Works Cited entry (MLA 8th–9th editions) (9-Y.1)
Recognize the parts of a Works Cited entry (MLA 8th–9th editions) (9-Y.2)
Use in-text citations (MLA 8th–9th editions) (9-Y.3)
Identify plagiarism (9-Y.4)

L.9-10 Language

Knowledge of Language

L.9-10.3 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.

L.9-10.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Understand a Works Cited entry (MLA 8th–9th editions) (9-Y.1)

Recognize the parts of a Works Cited entry (MLA 8th–9th editions) (9-Y.2)

Use in-text citations (MLA 8th–9th editions) (9-Y.3)

Vocabulary Acquisition and Use

L.9-10.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Words with pre- (9-Z.3)

Words with re- (9-Z.4)

Words with sub- (9-Z.5)

Words with mis- (9-Z.6)

Words with un-, dis-, in-, im-, and non- (9-Z.7)

Words with -ful (9-Z.8)

Words with -less (9-Z.9)

Words with -able and -ible (9-Z.10)

Sort words by shared Greek or Latin roots (9-AA.1)

Use Greek and Latin roots as clues to the meanings of words (9-AA.2)

Use words as clues to the meanings of Greek and Latin roots (9-AA.3)

Determine the meanings of Greek and Latin roots (9-AA.4)

Determine the meanings of words with Greek and Latin roots (9-AA.5)

Use etymologies to determine the meanings of words (9-CC.1)

Use context as a clue to the meanings of foreign expressions (9-CC.2)

Use the correct foreign expression (9-CC.3)

Choose the word whose connotation and denotation best match the sentence (9-DD.1)

Use words accurately and precisely (9-DD.2)

Determine the meaning of words using synonyms in context (9-FF.1)

Determine the meaning of words using antonyms in context (9-FF.2)

Use context to identify the meaning of a word (9-FF.3)