



The Diocese of Knoxville

Living our Roman Catholic faith in East Tennessee

English I

The Diocese of Knoxville has adapted the following Literature/English standards to establish for teachers, students and parents the knowledge, understanding and skills students need to acquire in order to satisfy the English requirements for Grade 9.

Description:

Grade Nine (9)

English I Standards provide the foundational basis for the comprehensive scope of curriculum and instruction in the ninth grade English courses for the high schools in the Diocese of Knoxville. These standards provide the basis for a strong and viable college preparatory foundation in reading study skills, literary analysis and writing skills through the study of six genres: drama, short story, poetry, novel, essay and biography. Students learn to analyze the various genres on the figurative level through their knowledge of literary devices. Regular vocabulary exercises are integrated into the process approach to writing. English I standards include to seminar style discussions based on long range assignments. Students read and write at a faster pace and will be asked to make presentations.

Literature-Strategic Thinking

Student Outcomes:

1. Read a variety of literary works from different periods, genres, and writers for knowledge and personal enjoyment.
2. Identify writer's main idea and purpose.
3. Identify the structure and style of various genres of literature.
4. Demonstrate an understanding of new vocabulary words and be able to discern their meaning in and out of context as well as incorporate into writing.
5. Demonstrate an understanding of the societal, cultural, and religious influences on a literary period, style or work.
6. Make connections between works of literature and between literature and life experiences, the student' life, the cultures of the United States and the world.
7. Identify characteristics of a specific literary movement, style or work.
8. Discuss literature and ideas articulately by utilizing critical thinking skills and proper skills of debate, including listening and responding appropriately.
9. Create visual representations of symbols, themes, and characters from literary works.
10. Demonstrate knowledge of literary terms and techniques and their application to class readings as well as personal writing.
11. Identify character, symbolic, and situational archetypes.
12. Investigate connections/comparisons between history, art, music, film and literature.

13. Collect, verify, and synthesize information from libraries/media centers, databases, educational web sites, blogs, wikis and on-line videos.

STANDARD-READING

GRADE Nine (9)

READING: LITERATURE

I. KEY IDEAS AND DETAILS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.9.1	Cite textual evidence to support analysis of what the text says explicitly and identify 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; provide an objective summary of the text.
RL.9.3	Analyze how complex characters develop over the course of a text and advance the plot or develop the theme.

II. CRAFT AND STRUCTURE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.9.4	Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone
RL.9.5	Analyze how an author's choices concerning text structure, event formatting, order, and manipulation of time create atmosphere.
RL.9.6	Analyze a particular point of view or cultural experience reflected in a work of literature
RL.9.6A	Identify situational, character and symbolic archetypes.

III. INTEGRATION OF KNOWLEDGE AND IDEAS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.9.7	Analyze the representation of a subject or a key scene in different mediums.
RL.9.8	N/A in Literature

RL.9.9	Analyze how an author appropriates 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).
RL.9.9A	Relate a work of fiction, poetry or drama to the seminal ideas of its time.
RL.9.9B	Make connections between works of literature and life experiences.
RL.9.9C	Identify characteristics of a specific literary period, style or work.
RL.9.9D	Investigate connections between a literary works, history, art, music, film and other literary works.
RL.9.9C	Demonstrate an awareness of Catholic values and teachings in the evaluation of literary works.

IV. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.9.10	Read, comprehend, and respond to a wide range of literature in the grades 9-10 text complexity band proficiently with scaffolding as needed at the high end of the range.
RL.9.10A	Self-select appropriate text for research and personal reading.
RL.9.10B	Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

READING: INFORMATIONAL TEXT

I. KEY IDEAS AND DETAILS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RI.9.1	Cite textual evidence to support analysis of what the text says explicitly and draw inferences from the text.

- RI.9.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RI.9.3 Analyze and explain how specific individuals, ideas, or events interact and develop over the course of a text.
- RI.9.3A Analyze how recurring images or events contribute to the development of a theme or central idea in a text.

II. CRAFT AND STRUCTURE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RI.9.4	Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
RI.9.5	Analyze how the author's ideas or claims are developed and refined.
RI.9.6	Determine a writer's point of view or purpose in a text analyzing how style and content contribute to the power and persuasiveness.

III. INTEGRATION OF KNOWLEDGE AND IDEAS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RI.9.7	Analyze various accounts of a subject told in different mediums.
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.
RI.9.9	Analyze foundational documents of historical and literary significance, themes, concepts and purposes.

IV. RANGE OF READING LEVEL OF TEXT COMPLEXITY

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
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.

GRADE NINE ENGLISH LANGUAGE

The Diocese of Knoxville has adapted the following English Language Standards to establish for teachers, students and parents the knowledge, understanding and skills students need to acquire in order to satisfy the English requirements for ninth grade.

ENGLISH LANGUAGE ARTS (ELA) APPLICATION

As the Diocese of Knoxville students progress through school the essential rules of standard English, both written and spoken, are crafted, and informed choices are perfected. General academic and grade level specific words and phrases increase with the development of vocabulary, written and spoken English including the conventions and mechanics of the English language.

English Standards are benchmarked to assist in the development of student proficiency in speaking, reading and writing. These standards are:

- I. **Conventions of Standard English**
- II. **Knowledge of Language**
- III. **Vocabulary Acquisition and Use**

GRADE NINE (9)

The Diocese of Knoxville stipulates the following student outcomes in English for Ninth Grade students:

1. Recognize run-on sentences, incomplete sentences, comma splices, incorrectly used words, and misspelled words and apply to writing.
2. Recognize and apply eight parts of speech according to form and use.
3. Recognize, understand, and reproduce Standard English punctuation, mechanics, grammar, and usage in writing and speaking.
4. Integrate new vocabulary into standard usage in written text.
5. Use classical roots, affixes, synonyms, antonyms and cognates to identify the meaning of unfamiliar words.
6. Identify syllable breaks, stress marks and correct pronunciation in vocabulary study.
7. Demonstrate correct use and understanding of synonyms, homophones, analogies, contractions and antonyms.
8. Recognize and comprehend the logic of analogies.
9. Identify the meaning of common idioms.
10. Analyze how an author's specific diction and syntax create tone and style.

I. CONVENTIONS OF STANDARD ENGLISH

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
L.9.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.9.1.1	Write varied sentences; avoid run-ons, comma splices and fragments.
L.9.1.2	Recognize, understand and apply eight parts of speech and parts of a sentence according to form and use.
L.9. 2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L.9.2.1	Use end marks, commas, semi-colon, colons properly.
L.9.2.2	Use correct punctuation for MLA formatting and in text citations.
L.9.2.3	Spell correctly.

II. KNOWLEDGE OF LANGUAGE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
L.9.3	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.9.3.1	Write and edit work according to the MLA guidelines.

III. VOCABULARY ACQUISITION AND USE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
L.9.4	Determine or clarify the meaning of unknown words or phrases.
L.9.4A	Use context as a clue to the meaning of a word or phrase.
L.9.4B	Identify word changes to indicate different meanings or parts of speech.
L.9.4C	Consult general and specialized reference materials to find the pronunciation of a word or clarify its precise meaning, part of speech, or etymology.
L.9.5	Demonstrate understanding of literary terms, word relationships, root words and word meanings.
L.9.5A	Interpret words in context and analyze their role in the text.
L.9.5B	Identify the denotation and connotation of words.
L.9.6	Identify, acquire, and accurately use general academic and discipline-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

GRADE NINE WRITING

The Diocese of Knoxville has adapted the following writing standards to establish clearly to teachers, students and parents the knowledge, understanding and skills students need to acquire in order to satisfy the writing requirements for Grade Nine. The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

WRITING APPLICATION

Each year students' writing should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content, and sources.

Writing standards are benchmarked to assist in developing writers that are able to select text forms to suit the purpose and audience. These standards are:

- I. Text Types and Purpose**
- II. Production and Distribution of Writing**
- III. Research to Build and Present Knowledge**
- IV. Range of Writing**

GRADE NINE (9)

Student Outcomes

1. Write effective and varied sentences, paragraphs, and thesis statements.
2. Apply correct sentence structure and grammar to all writing.
3. Identify and create different modes of writing: narration, description, exposition, persuasion, analytical, and creative.
4. Compose a variety of creative writing pieces modeled on short stories, poetry, plays, and novels.
5. Create and develop thesis statements.
6. Identify active and passive voice.
7. Integrate quotes into paragraph and essay writing using MLA citation standards.
8. Evaluate, paraphrase, and summarize source information to be cited in writing.
9. Write research papers with a defined thesis or claim.
10. Write effective paragraphs using the C (claims); D (details); C (commentary); C (conclusion) method of organization.
11. Demonstrate an understanding for the meaning and consequences of plagiarism in any give work including visual presentations.
12. Utilize technology in preparation of reports and presentations.

I. TEXT TYPES AND PURPOSES

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
W.9.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9.1.1	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9.1.2	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims
W.9.1.3	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.
W.9.1.4	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9.1.5	Provide a concluding statement or section that follows from and supports the argument presented.
W.9.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9.2.1	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- W.9.2.2 Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
- W.9.2.3 Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- W.9.2.4 Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9.2.5 Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9.2.6 Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.9.3.1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.9.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection and multiple plot lines, to develop experiences, events, and/or characters.
- W.9.3.3 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9.3.4 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9.3.5 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9.3.5A Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view (e.g., the hero, anti-hero, a minor character).

II. PRODUCTION AND DISTRIBUTION OF WRITING

STANDARD(S)

STANDARD DESCRIPTION

W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types defined in Standards 1-3).

W.9.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10).

W.9.6 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.

III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

STANDARD(S)

STANDARD DESCRIPTION

W.9.7 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.9.8 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.
- W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.9.9.1 Apply *Grade 9 Reading Standards* to literature (e.g., “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)”).
- W.9.9.2 Apply *Grade 9 Reading Standards* to literary nonfiction (e.g., “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).

IV. RANGE OF WRITING

- W.9.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplines, specific tasks, purposes and audiences.

GRADE NINE SPEAKING AND LISTENING

The Diocese of Knoxville has adapted the following Speaking and Listening Standards to define for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Speaking and Listening requirements for Grade Nine (9).

SPEAKING AND LISTENING APPLICATION

Students must have ample opportunity to take part in a variety of rich, structured conversations-as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrast; and analyze and synthesize a multitude of ideas in various domains.

Technology has broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- I. Comprehension and Collaboration**
- II. Presentation and Knowledge and Ideas**

SPEAKING AND LISTENING

GRADE NINE (9)

Student Outcomes

1. Be able to discuss literature, informational topics, and other related Grade 9 topics with peers and others in a knowledgeable, respectful manner.
2. Be able to persuade, make an argument and present facts in a knowledgeable fashion.
3. Deliver oral presentations using grammatically correct language and vocabulary appropriate to topic, audience and purpose.
4. Argue a position using relevant details to support main ideas.
5. Participate politely in discussions and debates respecting each person's point of view and experience.
6. Read orally with fluency and with expression.
7. Cooperate and communicate in groups in order to analyze and present information to the class.
8. Perform scenes from plays and novels interpreting the author's purpose through pacing, emphasis and expression.
9. Conduct an interview using who, what, when, where and why questions.
10. Summarize and evaluate information presented orally.
11. Critique writing of peers.
12. Articulate writing choices during oral peer editing.

13. Refine observation skills by viewing and listening for specific information.

STANDARDS-SPEAKING AND LISTENING GRADE NINE

I. COMPREHENSION AND COLLABORATION

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
SL.9.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9.1.1	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9.1.2	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views). Clear goals and deadlines, and individual roles as needed.
SL.9.1.3	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions.
SL.9.1.4	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning or exaggerated or distorted evidence.

II. PRESENTATION OF KNOWLEDGE AND IDEAS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTIONS</u>
SL.9.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.9.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9 Language standards 1 and3).
SL.9.6A	Demonstrate respect for views of others judging new ideas in light of Catholic doctrine.
SL.9.6B	Use appropriate manners and speech when addressing individuals or groups.
SL.9.6C	Read orally with fluency and expression.
SL.9.6D	Perform scenes from plays and novels interpreting the author’s purpose through pacing, emphasis and expression.
SL.9.6E	Conduct oral interviews using who, what, when, where and why questions.