

NINTH-GRADE LITERATURE AND COMPOSITION

READING AND LITERATURE

Focusing on a study of literary genres, the student develops initial understanding of both the structure and the meaning of a work of literature. The student develops initial understanding of the way the form of a work of literature affects the meaning of the work and of the process of interpretation of a text. The student reads thoughtfully and purposefully, constantly checking for understanding of the author's intent and meaning in order to determine a sound interpretation.

ELA9RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

The student identifies, analyzes, and applies knowledge of the structures and elements of fiction and provides evidence from the text to support understanding; the student:

- a. Locates and analyzes such elements in fiction as language (i.e., diction, imagery, symbolism, figurative language), character development, setting and mood, point of view, foreshadowing, and irony.
- b. Identifies and analyzes patterns of imagery or symbolism.
- c. Relates identified elements in fiction to theme or underlying meaning.

The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:

- a. Analyzes and applies knowledge of the characteristics of memoir, biography, and/or autobiography.
- b. Analyzes and explains the purpose, structure, and elements of nonfiction works, including memoir, biography, and autobiography.
- c. Analyzes and evaluates the effects of language (i.e., diction, imagery, symbolism, figurative language), structure, point of view, and selection of details in memoir, biography, and/or autobiography.

The student identifies and responds to differences in style and subject matter in poems by a variety of contemporary and canonical poets; the student:

- a. Identifies and responds to the aesthetic effects of subject matter (i.e. topic, theme), sound devices (i.e., alliteration, onomatopoeia, rhyme scheme), figurative language (i.e., personification, metaphor, simile, hyperbole), and structure (i.e., fixed and free forms, rhymed and unrhymed, narrative and lyric) in a variety of poems.
- b. Sorts and classifies poems by specified criteria (i.e., fixed and free forms, rhymed and unrhymed, narrative and lyric, and/or universal themes and topics).

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The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic literature and provides evidence from the text to support understanding; the student:

- a. Identifies and analyzes types of dramatic literature (i.e., Shakespearean tragedy and comedy).
- b. Analyzes the characters, structures, and themes of dramatic literature.
- c. Identifies and analyzes dramatic elements, (i.e., exposition, rising action, climax, denouement, dialogue, monologue, soliloquy, aside, dramatic irony).
- d. Identifies and analyzes how dramatic elements support and enhance interpretation of dramatic literature.

➤ **Sample Task for ELA9RL1**

The student independently reads a novel (e.g., *Fahrenheit 451*, *Lord of the Flies*, *Dr. Jekyll and Mr. Hyde*, or a work of comparable merit and difficulty), and working with a group of two to three other students, prepares a written study guide for that novel that includes:

- a. a synopsis of each chapter or section of the work;
- b. a delineation of two or more plausible themes found in the work;
- c. an analysis of the diction, imagery, point of view, figurative language, symbolism, and structure of the work;
- d. an explanation of the relationships between each of the literary elements (i.e., diction, imagery, point of view, figurative language, symbolism, and structure) and the identified themes;
- e. an evaluation of the work and a recommendation for a particular audience or audiences.

ELA9RL2 The student identifies, analyzes, and applies knowledge of theme in literary works from various genres and provides evidence from the works to support understanding. The student

- a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.
- b. Evaluates how an author's choice of words advances the theme or purpose of a work.
- c. Applies knowledge of the concept that a text can contain more than one theme.
- d. Compares and contrasts the presentation of a theme or topic across genres and explains how the selection of genre affects the delivery of universal ideas about life and society.

➤ **Sample Task for ELA9RL2**

The student close reads a fictional text (short story or novel) that has not been studied in class and, in the classroom within a specific period of time (e.g., 30 to 45 minutes), responds in writing to that text, identifying the evidence in the text and applying that evidence to support a specific theme, underlying meaning, or interpretation.

ELA9RL3 The student deepens understanding of literary works by relating them to contemporary context or historical background. The student

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- a. Relates a literary work to non-literary documents and/or other texts from its literary period.
- b. Relates a literary work to non-literary documents and/or other texts relevant to its historical setting.

➤ **Sample Task for ELA9RL3 (see also ELARL5)**

The student researches the life of a particular person as it is represented in a variety of texts (e.g., diaries, newspaper or periodical articles written during the person’s lifetime, history books, memoirs, autobiographies, and biographies), and

- a. constructs a chart or table comparing and contrasting the representation of single events or experiences in different sources;
- b. identifies the purpose of the different texts (i.e., diary to record personal memories and impressions of events; biography to revere and honor accomplishments OR to expose shortcomings or vilify accomplishments, etc.) and analyzes and evaluates
 - i. the ways language is used to accomplish these purposes;
 - ii. the way the order of events or structure of the text is used to accomplish these purposes;
 - iii. the inclusion or exclusion of particular events from a text and the way this affects the purpose of the text.

ELA9RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student

- a. Demonstrates understanding of significant themes in specific literary works.
- b. Supports important ideas and viewpoints through accurate and detailed references or allusions to the text.
- c. Includes a formal works cited or bibliography when applicable.

➤ **Sample Task for ELA9RL4**

The student composes an original piece of literature that follows the structure discerned in a literary work such as a ballad, a short story, or a narrative poem.

ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student

- a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.
- b. Uses knowledge of Greek and Latin prefixes, suffixes, and roots to understand the meanings of new words.
- c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.

➤ **Sample Task for ELA9RL5 (see also ELA9RL3)**

The student researches the life of a particular person as it is represented in a variety of texts (e.g., diaries, newspaper or periodical articles written during the person’s lifetime, history books, memoirs, autobiographies, and biographies), and

- a. constructs a chart or table comparing and contrasting the representation of single events or experiences in different sources;

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- b. identifies the purpose of the different texts (e.g., diary to record personal memories and impressions of events; biography to revere and honor accomplishments OR to expose shortcomings or vilify accomplishments, etc.) and analyzes and evaluates
 - i. the ways language is used to accomplish these purposes;
 - ii. the way the order of events or structure of the text is used to accomplish these purposes;
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READING ACROSS THE CURRICULUM

After the elementary and middle grades years, the student seriously engages in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. The student encounters a variety of informational and fictional texts and reads texts in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), the student must learn, through reading, the communities of discourse of those disciplines. Each subject has its own specific vocabulary, and for a student to excel in all subjects, he or she must learn the specific vocabulary of all subject areas *in context*.

Reading across the curriculum develops the student's academic and personal interests in different subjects, as well as his or her understanding and expertise across subject areas. As the student reads, he or she develops both content and contextual vocabulary and builds good habits for reading, researching, and learning. The Reading Across the Curriculum standards focus on the academic and personal skills a student acquires as the student reads in all areas of learning.

ELA9RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

➤ **Sample Task for ELA9RC1**

Several students independently read the same novel, one at the level of difficulty represented on the sample 9th grade reading list. The students work in small groups to discuss and analyze the novel. Next, the students create a product (e.g., a poem, a painting, a mobile, a song, an interpretive dance, etc.) that reflects the tone and underlying meaning(s) of the work. Finally, the students present and explain this product to an audience of their peers.

ELA9RC2 The student participates in discussions related to curricular learning in all subject areas. The student

- a. Identifies messages and themes from books in all subject areas.
- b. Responds to a variety of texts in multiple modes of discourse.
- c. Relates messages and themes from one subject area to those in another area.
- d. Evaluates the merits of texts in every subject discipline.
- e. Examines the author's purpose in writing.
- f. Recognizes the features of disciplinary texts.

➤ **Sample Task for ELA9RC2 (see also ELA9RC4)**

After reading a work of fiction that includes a theme or underlying meaning related to an issue relevant to today's world, students engage in a discussion format such as a roundtable or a Socratic seminar. (E.g., students read *Fahrenheit 451* and the teacher initiates a Socratic seminar with the question: "Do we need books in today's world of computers, palm pilots, and the Internet?")

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ELA9RC3 The student acquires new vocabulary in each content area and uses it correctly.

The student

- a. Demonstrates an understanding of contextual vocabulary in various subjects.
- b. Uses content vocabulary in writing and speaking.
- c. Explores understanding of new words found in subject area texts.

➤ **Sample Task for ELA9RC3**

The student composes an essay that defines and explains a new word that has entered the lexicon in the past twenty years.

ELA9RC4 The student establishes a context for information acquired by reading across subject areas. The student

- a. Explores life experiences related to subject area content.
- b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.
- c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

➤ **Sample Task for ELA9RC4 (see also ELA9RC2)**

After reading a work of fiction that includes a theme or underlying meaning related to an issue relevant to today's world, students engage in a discussion format such as a roundtable or a Socratic seminar. (E.g., students read *Fahrenheit 451* and teacher initiates Socratic seminar with the question: "Do we need books in today's world of computers, palm pilots, and the Internet?")

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WRITING

All modes or genres are practiced at each grade level; however, in order to achieve mastery, each grade level has a particular writing focus. Technical writing is the focus for 9th grade; by the end of 9th grade, the student will demonstrate competency in technical writing. The student writes coherent and focused texts that convey a well-defined perspective or tightly-reasoned argument. The writing exhibits the student's awareness of audience and purpose. When appropriate, the texts contain introductions, supporting evidence, and conclusions. The student regularly progresses through the stages of the writing process (i.e., prewriting, drafting, revising, and editing successive versions).

ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student

- a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
- d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
- e. Writes texts of a length appropriate to address the topic or tell the story.
- f. Uses traditional structures for conveying information (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

➤ **Sample Task for ELA9W1**

The student writes a new ending to a literary work, one that remains consistent with the motives and actions of a character or characters in the original work.

ELA9W2 The student demonstrates competence in a variety of genres.

The student produces narrative writing and applies polished narrative strategies acquired in grades 6-8 to other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.

The student produces expository (informational) writing to convey information and ideas from primary and secondary sources accurately and coherently; the student:

- a. Engages the interest of the reader.
- b. Formulates a coherent thesis or controlling idea.
- c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from at least one secondary source.
- d. Follows an organizational pattern appropriate to the type of composition.
- e. Attains closure (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or

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employing a significant quotation that brings the argument in the composition together).

The student produces persuasive writing and applies persuasive strategies acquired in previous grades to other genres of writing such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.

The student produces technical writing that reports technical information and/or conveys ideas clearly, logically, and purposefully to a particular audience; the student:

- a. Engages the interest of the reader.
- b. Provides clear and purposeful information logically and correctly in order to address an intended audience appropriately.
- c. Uses appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- d. Uses varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- e. Provides detailed and accurate information or specifications to anticipate readers' problems, mistakes, and misunderstandings.
- f. Follows style conventions for specific types of documents (i.e., surveys or questionnaires, technical reports, research studies, proposals) and uses page formats, fonts, spacing, highlighting, and images that contribute to the readability and impact of the document.
- g. Combines text, images, and sound as well as other information from many sources (i.e., television broadcasts, videos, films, books, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- h. Polishes and refines documents using such aids as advanced publishing software and graphic programs.
- i. Provides closure.

➤ **Sample Task for ELA9W2 (see also ELA9W3)**

The students conduct and present the findings of original, primary research [*Please note, this is a large group task to be accomplished by the class as a whole with specific jobs/tasks assigned to smaller groups and/or specific students*]:

- a. Prepare an overview of information and/or research currently available on a given topic.
- b. Design research questions for the topic.
- c. Construct and administer a survey to collect data.
- d. Tabulate collected data and represent data in a variety of formats (e.g., tables, charts, etc).
- e. Evaluate the tabulated data and formulate conclusions in the form of answers to the research questions.
- f. Compose a formal presentation of the research and results to a specific audience (e.g., other students, school board members, Chamber of Commerce, local law enforcement, etc.)

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ELA9W3 The student uses research and technology to support writing. The student

- a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.
- b. Uses supporting evidence from multiple sources to develop the main ideas within the body of an essay, composition, or technical document.
- c. Synthesizes information from multiple sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, or technical documents).
- d. Integrates quotations and citations into a written text while maintaining the flow of ideas.
- e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to an appropriate style manual such as the *Modern Language Association Handbook*, *The Chicago Manual of Style*, Turabian, *American Psychological Association*, etc.
- f. Designs and publishes documents, using aids such as advanced publishing software and graphic programs.

➤ **Sample Task for ELA9W3 (see also ELA9W2)**

The students conduct and present the findings of original, primary research [*Please note, this is a large group task to be accomplished by the class as a whole with specific jobs/tasks assigned to smaller groups and/or specific students*]:

- a. Prepare an overview of information and/or research currently available on a given topic.
- b. Design research questions for the topic.
- c. Construct and administer a survey to collect data.
- d. Tabulate collected data and represent data in a variety of formats (e.g., tables, charts, etc).
- e. Evaluate the tabulated data and formulate conclusions in the form of answers to the research questions.
- f. Compose a formal presentation of the research and results to a specific audience (e.g., other students, school board members, Chamber of Commerce, local law enforcement, etc.)

ELA9W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student

- a. Plans and drafts independently and resourcefully.
- b. Revises writing to improve the logic and coherence of the organization and controlling perspective.
- c. Revises writing for specific audiences, purposes, and formality of the contexts.
- d. Revises writing to sharpen the precision of word choice and achieve desired tone.

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e. Edits writing to improve word choice, grammar, punctuation, etc.

➤ **Sample Task for ELA9W4**

The student composes an essay that compares and contrasts different entities or ideas (e.g., characters or themes in two different literary works).

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CONVENTIONS

Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the student's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.

ELA9C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

- a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.
- b. Correctly uses clauses (i.e., main and subordinate) and mechanics of punctuation (i.e., end marks, commas, semicolons, and quotation marks).
- c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers) and proper English usage (i.e., consistency of verb tenses).

➤ **Sample Tasks for Conventions**

Because conventions are assessed within the context of the other strands, the sample tasks designed for those other strands also serve as sample tasks for conventions.

ELA9C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student

- a. Produces writing that conforms to appropriate manuscript requirements.
- b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer's own words, etc.).
- d. Includes formal works cited or bibliography when applicable.

➤ **Sample Tasks for Conventions**

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LISTENING, SPEAKING, AND VIEWING

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- a. Initiates new topics and responds to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Actively solicits another person's comments or opinions.
- e. Offers own opinion forcefully without domineering.
- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- g. Gives reasons in support of opinions expressed.
- h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.
- i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
- j. Divides labor to achieve the overall group goal efficiently.

➤ Sample Task for ELA9LSV1

The student engages in a Socratic seminar or other discussion format such as a roundtable or a panel discussion to determine viable interpretation(s) of a particular work of literature and to

- a. achieve consensus regarding a character's motivation;
- b. compare and contrast two or more works of literature;
- c. compare and contrast a work of literature and a film adaptation;
- d. connect a work of literature to its literary and historical period.

ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

When responding to written and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:

- a. Assesses the ways language and delivery affect the mood and tone of the oral communication and impact the audience.
- b. Analyzes the types of arguments used by the speaker, including argument by authority, emotion, and logic.
- c. Formulates judgments about ideas under discussion and supports those judgments with convincing evidence.

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- d. Compares and contrasts the ways in which media genres (i.e., televised news, news magazines, documentaries, online information) cover the same event.
- e. Creates an appropriate scoring guide to prepare, improve, and assess presentations.
- f. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.
- g. Identifies the aesthetic effects of a media presentation (i.e., layout, lighting, color, camera angles, background, etc.).
- h. Identifies differences between the voice, tone, and diction used in media presentations (i.e., documentary films, news broadcasts, taped interviews) and informal speech.

When delivering and responding to presentations, the student:

- a. Delivers narrative, expository, or persuasive presentations that incorporate the same elements found in that mode or genre of writing.
- b. Applies appropriate interviewing techniques (i.e., prepares and asks relevant questions; makes notes of responses; uses language that conveys maturity, sensitivity and respect; responds correctly and effectively to questions).
- c. Delivers oral responses to literature that incorporate the same elements found in written literary analysis.
- d. Uses props, visual aids, graphs, or electronic media to enhance the appeal and accuracy of presentations.

➤ **Sample Task for ELA9LSV2**

The student compares and contrasts multiple versions of a text (e.g., the printed text and two film versions of *Romeo and Juliet*) in order to

- a. explain and evaluate the different directors' interpretations;
- b. evaluate the aesthetic effects of different scenes;
- c. evaluate the different themes that are foregrounded by different productions

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