



HENRY COUNTY SCHOOLS

Better Together.



9TH GRADE

| ENGLISH LANGUAGE ARTS |

**HENRY**
Teaching & Learning Standards



Teaching & Learning Standards

English Language Arts

9th Grade

HCS Graduate Learner Outcome *As a Henry County graduate, I will read closely to analyze and evaluate all forms of text (both informational and literature).*

GA Standard Code

- ELAGSE9-10RL1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELAGSE9-10RL2** Determine a theme and/or central idea of 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.
- ELAGSE9-10RL3** Analyze how complex characters(e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ELAGSE9-10RL4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.).
- ELAGSE9-10RL5** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ELAGSE9-10RL6** 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.
- ELAGSE9-10RL7** Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment.
- ELAGSE9-10RL9** Analyze how an author draws on and transformssource 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).
- ELAGSE9-10RL10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELAGSE9-10RI1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELAGSE9-10RI2** 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.
- ELAGSE9-10RI3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper.).
- ELAGSE9-10RI5** 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).
- ELAGSE9-10RI6** 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.
- ELAGSE9-10RI7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.
- ELAGSE9-10RI8** 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.
- ELAGSE9-10RI9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Nelson Mandela's Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.
- ELAGSE9-10RI10** 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.

HCS Graduate Learner
Outcome
GA Standard Code

As a Henry County graduate, I will construct task-appropriate writing for diverse purposes and audiences.

- ELAGSE9-10W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELAGSE9-10W1a** 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.
- ELAGSE9-10W1b** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- ELAGSE9-10W1c** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

ELAGSE9-10W1d Establish and maintain an appropriate style and objective tone.

ELAGSE9-10W1e Provide a concluding statement or section that follows from and supports the argument presented.

ELAGSE9-10W2 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.

ELAGSE9-10W2a 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.

ELAGSE9-10W2b 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.

ELAGSE9-10W2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

ELAGSE9-10W2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

ELAGSE9-10W2e Establish and maintain an appropriate style and objective tone.

ELAGSE9-10W2f 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).

ELAGSE9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELAGSE9-10W3a 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.

ELAGSE9-10W3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

ELAGSE9-10W3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

ELAGSE9-10W3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

ELAGSE9-10W3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

ELAGSE9-10W4 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 are defined in standards above.)

ELAGSE9-10W5 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.)

ELAGSE9-10W6 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.

HCS Graduate Learner
Outcome

As a Henry County graduate, I will design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.

GA Standard Code

ELAGSE9-10W7 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.

ELAGSE9-10W8 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.

ELAGSE9-10W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE9-10W9a Apply grades 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].

ELAGSE9-10W9b Apply grades 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”).

ELAGSE9-10W10 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 tasks, purposes, and audiences.

HCS Graduate Learner Outcome

As a Henry County graduate, I will collaborate and communicate effectively to participate in diverse discussions, share information and reasoning, or provide supporting evidence to convey and/or respond to clear and distinct perspectives.

GA Standard Code

ELAGSE9-10SL1

Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- ELAGSE9-10SL1a 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.
- ELAGSE9-10SL1b 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.
- ELAGSE9-10SL1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- ELAGSE9-10SL1d 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.

ELAGSE9-10SL2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELAGSE9-10SL3

Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

ELAGSE9-10SL4

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.

ELAGSE9-10SL5

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.

ELAGSE9-10SL6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9 Language standards 1 and 3 for specific expectations.)

HCS Graduate Learner Outcome *As a Henry County graduate, I will employ the conventions of language, including word choice, effectively in written or spoken word.*

GA Standard Code

- ELAGSE9-10L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- ELAGSE9-10L1a Use parallel structure.*
 - ELAGSE9-10L1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- ELAGSE9-10L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- ELAGSE9-10L2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - ELAGSE9-10L2b Use a colon to introduce a list or quotation.
 - ELAGSE9-10L2c Spell correctly.
 - ELAGSE9-10L2d Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- ELAGSE9-10L3 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, and to write and to edit so that it conforms to the guidelines.**
- ELAGSE9-10L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 reading and content, choosing flexibly from a range of strategies.**
- ELAGSE9-10L4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - ELAGSE9-10L4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - ELAGSE9-10L4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - ELAGSE9-10L4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELAGSE9-10L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELAGSE9-10L5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

ELAGSE9-10L5b Analyze nuances in the meaning of words with similar denotations.

ELAGSE9-10L6 Acquire and use accurately 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.