**Grade 9 Competencies**

1. **Continue to read and analyze literature and informational text with the goal of**

**moving from the literal to the abstract**

A. Citing, determining, and analyzing key ideas and details in literature and informational texts

B. Describing characterization (e.g., stereotype, antagonist, protagonist) by citing thoughts, words or actions that reveal characters’ traits, motivations, interactions, or their changes over time

C. Explaining how the author’s message or theme (which may include universal themes) is supported within the text

D. Identifying, describing, or making logical predictions about a character or conflict

1. Protagonist or antagonist

2. Setting

3. Problem/solution

4. Plots/subplots

5. Changes

6. Relationships

7. Rising action

8. Climax

9. Falling action

10. Resolution

E. Determining and analyzing style, structure, and point of view in literature and informational texts.

F. Making inferences about cause/effect, internal or external conflicts

1. Person versus self

2. Person versus person

3. Person versus nature/society/fate

4. Relationship among elements within text

5. Describing the interaction among plot/subplots

G. Organizing information to show understanding or relationships among facts, ideas, and

events

H. Representing main/central ideas or details within text through charting, mapping,

paraphrasing, summarizing, comparing/contrasting, outlining

I. Analyzing and evaluating how knowledge and ideas are integrated in literature and informational texts

J. Reading and comprehending complex literature and informational texts, as appropriate for course level, independently and proficiently

**II. Develop word recognition skills for an increased vocabulary**

A. Using strategies to unlock meaningknowledge of word structure, including

1. Prefixes/suffixes

2. Base words

3. Common roots

4. Word origins

5. Context clues

6. Other resources: dictionaries, glossaries, thesauruses or prior knowledge

B. Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, or word origins, including words from other languages that have been adopted into our language

Example (word origin from other language): de'ja' vu

**III. Continue to use and apply knowledge of literary devices and figurative language in a variety of genres**

A. Identifying literary devices as appropriate to genre

1. Rhyme schemes

2. Alliteration

3. Simile

4. Dialogue

5. Imagery

6. Metaphors

7. Flashback

8. Onomatopoeia

9. Repetition

10. Personification

11. Hyperbole

B. Demonstrating knowledge of author’s style or use of literary elements and devices to analyze literary works

1. Imagery

2. Repetition

3. Flashback

4. Foreshadowing

5. Personification

6. Hyperbole

7. Symbolism

8. Use of punctuation

C. Establishing context, character motivation, problem/conflict/challenge, and resolution,

and maintaining point of view

D. Creating images, using details and sensory language to advance the plot/story line

E. Choosing conventional or alternative text structures to achieve impact

1. Free verse

2. Haiku

3. Concrete poems

**IV. Improve skills in language and grammar**

A. Demonstrating command of the conventions of standard English grammar usage and spelling when writing or speaking.

B. Applying rules of standard English usage to correct grammatical errors

Examples: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns

C. Applying capitalization rules

D. Applying knowledge of language to understand its functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**V.** **Master a variety of writing formats focusing on a well-organized thesis-driven five- paragraph essay using supporting details and accepted conventions of writing**

A. Establishing an interpretive claim/assertion in the form of a thesis (purpose), when

responding to a given prompt

1. Narrative

2. Reflective

3. Expository

4. Persuasive

5. Descriptive

B. Using specific details and references to text or relevant citations to support

1. Thesis

2. Interpretations

3. Conclusions

C. Organizing ideas, using transitional words/phrases, and drawing a conclusion by synthesizing information

1. Demonstrate a connection to the broader world of ideas

2. Develop real or imagined experiences or events using effective techniques

**VI.** **Introduce the research paper process, including information literacy**

A. Using a range of elaboration techniques to establish a focus

1. Questioning

2. Comparing

3. Connecting

4. Interpreting

5. Analyzing

6. Describing

B. Including sufficient details or facts for appropriate depth of information to support intended purpose

1. Naming

2. Describing

3. Explaining

4. Comparing

5. Contrasting

6. Using visual images

C. Organizing information to show understanding or relationships among facts, ideas, and

events

D. Representing main/central ideas or details within text through

1. Charting

2. Mapping

3. Paraphrasing

4. Summarizing

5. Comparing/contrasting

6. Outlining

E. Identifying the characteristics of a variety of types of text

1.Reference: reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals, etc.

2. Practical/functional: procedures/instructions, announcements, invitations, book

orders, recipes, menus, advertisements, pamphlets, schedules)

F. Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts

G. Identifying and evaluating potential sources of information

H. Organizing, analyzing, and interpreting the information

**VII.** **Continue to develop skills in speaking and listening**

A. Using a variety of strategies of address to communicate ideas effectively

1. Eye contact

2. Speaking rate

3. Volume

4. Articulation

5. Enunciation

6. Pronunciation

7. Inflection

8. Voice modulation

9. Intonation

10. Rhythm

11. Gesture

B. Integrating and evaluating information presented in diverse media and formats through collaborative reasoning to evaluate a speaker’s point of view, evidence, and rhetoric

C. Presenting information findings and supporting evidence through strategic use of digital media and visual displays, adapting presentation to appropriate audience

**APPENDIX FOR GRADE 9**

**TEXT INVENTORY**

**Grade 9 Honors**

*The Odyssey Animal Farm Romeo and Juliet*

*A Midsummer Night’s Dream A Curious Incident Speak*

*Fahrenheit 451 Bean Trees Briar Rose*

*Chocolate War The Old Man and the Sea*

**Grade 9 College Prep**

*The Odyssey Animal Farm Romeo and Juliet*

*A Curious Incident Speak Tangerine*

*Fahrenheit 451 Choice: Bean Trees, Briar Rose*

**Grade 9 General English**

*The Odyssey Animal Farm Romeo and Juliet*

*A Curious Incident Speak Tangerine*

*Choice: Monster, Nothing but the Truth*

**Grade 9 Language Arts**

*The Odyssey Romeo and Juliet Monster*

*Speak The Giver*

**RESEARCH PAPER LENGTH REQUIRMENTS**

Honors: 6-8 pages College Prep: 5-6 pages General English: 4-5 pages

Language Arts: 3-4 pages

**ORAL PRESENTATION LENGTH REQUIRMENTS**

Honors: 10 minutes College Prep: 8 minutes General English: 6 minutes

Language Arts: 4-5 minutes