## 2015.16 English I, ELA, Quarter 4

**Big Ideas/Key Concepts:**
- *What Messages are Timeless?* Theme and Symbol in Fiction, Nonfiction, Poetry and Across Genres
- *Why Do Writers Write?* Author’s Purpose in Nonfiction, Media, Fiction, and Procedural Texts
- *Is it the Journey or the Destination?* Epic Poetry - *The Odyssey*

<table>
<thead>
<tr>
<th>Tennessee State Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tbody>
<tr>
<td><strong>Reading (Literature)</strong></td>
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<tr>
<td>ENGI.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>• I can cite strong and thorough textual evidence to support analysis of the text. • I can make inferences and analyze what the text says explicitly.</td>
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<tr>
<td>ENGI.RL.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.</td>
<td>• I can determine a theme or central idea of a text and analyze its development over the course of the text. • I can determine how the theme or central idea is shaped by details. • I can provide an objective summary of the text. • I can analyze how complex characters develop over the course of the text.</td>
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<tr>
<td>ENGI.RL.3 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.</td>
<td>• I can analyze how complex characters interact with others to develop the plot or theme.</td>
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<tr>
<td>ENGI.WCE.1 Analyze how the author creates and reveals characters (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).</td>
<td>• Identify and analyze how the author creates and reveals character.</td>
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<tr>
<td>ENGI.WCE.2 Compare and contrast characters from two or more pieces of text (including media) and explain how their development impacts plot and/or theme.</td>
<td>• I can compare and contrast characters from two or more pieces of text. • I can explain how their development impacts plot and/or theme. • I can determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.</td>
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<tr>
<td>ENGI.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze</td>
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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).

**ENGI.WCE.3** Compare mood and/or tone in two or more poems and write an analytical essay explaining how they affect development of similar or dissimilar theme(s) in the poems.

**ENGI.RL.5** 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.

**ENGI.WCE.4** Determine the impact of setting on literary element (i.e. plot, character, theme, tone.)

**ENGI.WCE.5** Analyze how elements of plot affect the reader’s understanding and appreciation of text.

**ENGI.RL.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.

**ENGI.RL.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading (Informational Text)**

**ENGI.RI.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.

**ENGI.WCE.7** Analyze two or more pieces of informational text, including media, for similar or contrasting central ideas and explain how the author supports those central ideas.

- I can analyze the impact of word choices on meaning and tone.
- I can determine how words evoke a sense of time and place.
- I can analyze how words set a formal or informal tone.
- I can compare mood and/or tone in two or more poems.
- I can explain how they affect development of similar theme(s) in the poems.
- I can analyze how the author’s choices about structure of a text, order of events, and time, create such effects as mystery, tension, or surprise.
- I can determine the impact of setting on literary elements.
- I can identify and analyze how elements of plot affect the reader’s understanding and appreciation of text.
- I can analyze a particular point of view or cultural experience in a text outside the United States.
- I can independently and proficiently read and comprehend a variety of genres of literature.

- I can determine a central idea of a text and analyze its development over the course of the text.
- I can determine the relationship of the central idea to the supporting ideas in the text.
- I can provide an object summary of the text.
- I can analyze two or more pieces of informational text, including media, for similar or contrasting central ideas.
ENGI.RI.3 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.

ENGI.RI.4 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).

ENGI.RI.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).

ENGI.WCE.8 Analyze deductive and inductive arguments, and differentiate one from the other.

ENGI.WCE.9 Explain how various organizational structures (i.e., problem-solution, cause-effect) support development of a claim and impact the strength of the argument.

ENGI.RI.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.

Writing

ENGI.W.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.

ENGI.W.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include

- I can explain how the author supports those central ideas.
- I can analyze how the author unfolds an analysis a series of ideas or events.

- I can determine the sequence of the author’s points, how they are introduced and developed, and how connections are made.
- I can determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical.
- I can analyze the impact of word choices on meaning and tone.

- I can analyze a detail how an author’s claims are developed.
- I can analyze how particular sentences, paragraphs, or portions of a text develop an author’s claims.

- I can analyze deductive and inductive arguments, and differentiate on from the other.
- I can explain how various organizational structures support development of a claim and impact the strength of an argument.

- I can determine an author’s point of view or purpose in a text.
- I can analyze how the author uses rhetorical devices to advance point of view.

Writing

- I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- I can write informative/explanatory texts using effective selection, organization, and analysis.
- I can introduce a topic; organize complex ideas, concepts, and information to make connections and distinctions.
formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**ENGI.W.2b** 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.

**ENGI.W.2c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**ENGI.W.2d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**ENGI.W.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**ENGI.W.2f** 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).

**ENGI.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**ENGI.W.3a** 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.

**ENGI.W.3b** Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters.

- I can include formatting, graphics, and multimedia when it is useful.

- I can develop the topic with relevant facts, definitions, details, quotations, and examples.

- I can use appropriate and varied transitions to link major sections of the text.

- I can use transitions to create cohesion and clarify relationships among complex ideas.

- I can use precise language and domain-specific vocabulary to manage the topic.

- I can establish and maintain a formal style and objective tone while using the conventions of standard English.

- I can provide a concluding statement that follows from and supports the information presented.

- I can write narratives to develop real or imagined experiences or events.

- I can write narratives using well-chosen details and well-structured event sequences.

- I can create a problem, situation, or observation and establish multiple point(s) of view.

- I can introduce a narrator and characters creating a smooth progression of experiences or events.

- I can use narrative techniques in order to develop experiences, events, and characters.
<table>
<thead>
<tr>
<th>ENGI.W.3c</th>
<th>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</th>
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<tbody>
<tr>
<td>ENGI.W.3e</td>
<td>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
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<tr>
<td>ENGI.W.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<tr>
<td>ENGI.W.5</td>
<td>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.</td>
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<tr>
<td>ENGI.W.6</td>
<td>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.</td>
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<td>ENGI.W.7</td>
<td>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.</td>
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<tr>
<td>ENGI.W.8</td>
<td>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.</td>
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<tr>
<td>ENGI.WCE.14</td>
<td>Summarize, paraphrase, and report research information supporting or refuting the thesis, as appropriate.</td>
</tr>
<tr>
<td>ENGI.W.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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</table>

- I can use a variety of techniques to develop a sequence events and create a coherent whole.
- I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved in the narrative.
- I can produce clear, coherent, organized writing.
- I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- I can use technology to produce, publish, and update writing.
- I can link to and display information flexibly and dynamically.
- I can conduct both short and sustained research projects to answer a question, or solve a problem.
- I can conduct both short and sustained research projects to narrow or broaden the research.
- I can synthesize multiple sources on a subject and demonstrate an understanding of the subject being researched.
- I can gather relevant information from print and digital sources.
- I can assess the usefulness of each source.
- I can integrate information into the text to maintain the flow of ideas.
- I can avoid plagiarism and follow a standard format for citation.
- I can summarize, paraphrase, and report research which appropriately supports or refutes the thesis.
- I can draw evidence from literary or informational texts to support analysis, reflection, and research.
| ENGI.WCE.13 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | I can make sense of information from a variety of sources. 
I can determine misconceptions, main ideas, conflicting information, and point of view or bias. 
I can summarize, paraphrase, and report research which appropriately supports or refutes the thesis. 
I can analyze how an author draws on and transforms source material in a specific work (e.g., how authors draw on themes, patterns of events, or character types from myths, or religious works and transform them).
| ENGI.WCE.14 Summarize, paraphrase, and report research information supporting or refuting the thesis, as appropriate. | I can summarize, paraphrase, and report research which appropriately supports or refutes the thesis. 
I can describe and evaluate the argument and claims in a text. 
I can assess whether the valid and evidence is relevant and sufficient.
I can determine false and fallacious reasoning. 
| ENGI.W.9a Apply grades 9–10 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]”). | I can write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences. 
I can effectively initiate and participate in collaborative discussions with diverse partners. 
I can build on others’ ideas and express ideas clearly. 
I can come to discussions prepared, refer to evidence on the topic, and demonstrate a thoughtful exchange of ideas. 
|
| ENGI.W.9b Apply grades 9–10 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”). | |
| ENGI.W.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 tasks, purposes, and audiences. | |

[Speaking and Listening Standards will not be assessed on the TNReady Assessments.]

**Speaking and Listening**

**ENGI.SL.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.

**ENGI.SL.1a** 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.
**ENGI.SL.1b** 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.

**ENGI.SL.1c** 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.

**ENGI.SL.1d** 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.

**ENGI.SL.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.

**ENGI.SL.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**ENGI.SL.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.

**ENGL.WCE.11** Determine the most effective methods of engaging an audience during an oral presentation (e.g. making eye contact, adjusting speaking rate, etc.) as well as how to include relevant descriptions, facts, or details with purpose and task in mind.

| • I can work with peers to set rules for discussions and decision-making, track goals and deadlines, and define individual roles as needed. |
| • I can pose questions and respond to others with relevant observations that focus on the discussion. |
| • I can actively incorporate others into the discussion. |
| • I can clarify, verify, or challenge ideas and conclusions. |
| • I can respond to diverse perspectives and summarize points of agreement and disagreement. |
| • I can make new connections from the evidence presented. |
| • I can integrate multiple sources of information presented in diverse media and formats. |
| • I can evaluate the credibility and accuracy of each source. |
| • I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |
| • I can identify fallacious reasoning or exaggerated evidence. |
| • I can clearly present information, findings, and evidence which are appropriate to the purpose, audience, and task. |
| • I can use effective methods of presentations including relevant facts or details for the task. |
| **ENGI.SL.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. | • I can make strategic use of digital media in presentations to enhance understanding and add interest. |
| **ENGI.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | • I can adapt a speech to a variety of contexts, and tasks while demonstrating a command of formal English. |

**Language**

| **ENGI.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | • I can demonstrate a command of the conventions of standard English grammar and usage when writing or speaking. |
| **ENGI.L.1b** 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. | • I can use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations. |
| **ENGI.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | • I can demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **ENG.WCE.12** Use sentence-combining techniques while avoiding problematic comma splices, run-on sentences, and sentence fragments. | • I can use sentence-combining techniques. |
| **ENGI.L.2c** Spell correctly. | • I can spell correctly. |
| **ENGI.L.3** Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | • I can use knowledge of language (e.g., parts of speech, punctuation, grammar and syntax, tricky spellings, and common confusions) to make effective choices for meaning or style. |
| **ENGI.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. | • I can use a variety of strategies to determine and clarify the meaning of unknown and multiple-meaning words and phrases. |
| **ENGI.L.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). | • I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech. |
**ENGI.L.4c** 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.

**ENGI.L.5b** Analyze nuances in the meaning of words with similar denotations.

**ENGI.L.6** 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.

### Honors Addendum

**Note:** The Honors Addendum is REQUIRED for all students enrolled in Honors English I. The selection of text for independent reading and development of the assignment should take place throughout the quarter, including checkpoints for peer and teacher feedback as the student’s work is in progress.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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| **ENGI.RI.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. | • I can determine a central idea of a text and analyze its development over the course of the text.  
• I can determine the relationship of the central idea to the supporting ideas in the text.  
• I can 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. |
| **ENGI.RI.3** 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. | • I can determine the sequence of the author’s points, how they are introduced and developed, and how connections are made |
**ENGI.RI.4** 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).

**ENGI.RI.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).

**9.RI.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.

**ENGI.RI.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.

**ENGI.W.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.

- I can determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.
- I can analyze the impact of word choices on meaning and tone.
- I can determine how words evoke a sense of time and place.
- I can analyze how words set a formal or informal tone.
- I can analyze a detail how an author’s claims are developed.
- I can analyze how particular sentences, paragraphs, or portions of a text develop an author’s claims.
- I can determine an author’s point of view or purpose in a text.
- I can analyze how the author uses rhetorical devices to advance point of view.
- I can describe and evaluate the argument and claims in a text.
- I can assess whether the claims are valid and the evidence is relevant and sufficient.
- I can identify false statements and fallacious reasoning.
- I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- I can write informative/
ENGI.W.2b 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.

ENGI.W.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

ENGI.W.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

ENGI.W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ENGI.W.2f 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).

ENGI.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ENGI.W.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.

ENGI.W.6 Use technology, including the Internet, to produce, publish, and update explanatory texts using effective selection, organization, and analysis.

- I can develop the topic with relevant facts, definitions, details, quotations, and examples.
- I can use appropriate and varied transitions to link major sections of the text.
- I can use transitions to create cohesion and clarify relationships among complex ideas.
- I can use precise language and domain-specific vocabulary to manage the topic.
- I can establish and maintain a formal style and objective tone while using the conventions of Standard English.
- I can provide a concluding statement that follows from and supports the information presented.
- I can produce clear, coherent, organized writing.
- I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- I can use technology to produce, publish, and update writing.
individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**ENGI.W.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 tasks, purposes, and audiences.

**ENGI.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**9.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Honors Components Options 1 and 6**
- Extended reading assignments that connect with specified curriculum
- Integration of appropriate technology into the course of study
- I can link to and display information flexibly and dynamically.
- I can apply Reading standards to literary nonfiction.
- I can demonstrate a command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.