

Chichester School District

Standards for Reading, Writing, Speaking, and Listening

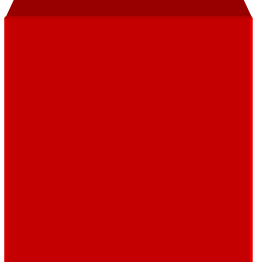
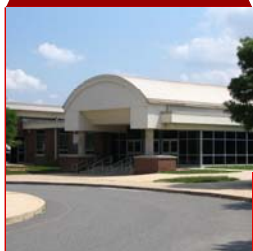
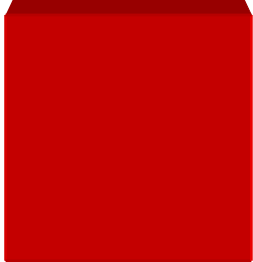
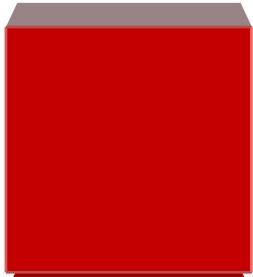
Grade 9

Spring 2007

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smc 08.07.08



READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 1

Unit #1: Nonfiction

Unifying Statement: Nonfiction allows students to connect to others and garner a historical perspective.

Standard:

- 1.1.11.C) Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing. *(R11.A.2.2)*
- 1.1.11.E) Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference. *(R11.A.2.1)*
- 1.1.11.F) Understand the meaning of and apply key vocabulary across the various subject areas. *(R11.A.2.1)(R11.A.2.2)*
- 1.1.11.G) Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- Make, and support with evidence, assertions about texts.
 - Compare and contrast texts using themes, settings, characters and ideas.
 - Make extensions to related ideas, topics or information.
 - Assess the validity of the document based on context.
 - Analyze the positions, arguments and evidence in public documents.
 - Evaluate the author's strategies.
 - Critique public documents to identify strategies common in public discourse.
- (R11.A.2.3)(R11.A.2.6)(R11.B.1.1) (R11.B.1.2)(R11.B.3.1)*
- 1.2.11.A) Read and understand essential content of informational texts and documents in all academic areas.
- Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.
 - Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.
 - Use teacher and student established criteria for making decisions and drawing conclusions.
 - Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.
- (R11.A.2.3)(R11.A.2.6)(R11.B.3.1)*
- 1.3.11.B) Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style. *(R11.B.1.1)(R11.B.1.2)*
- 1.3.11.C) Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- Sound techniques (e.g., rhyme, rhythm, meter, alliteration).
 - Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).
 - Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time). *(R11.B.2.1)*
- 1.3.11.F) Read and respond to nonfiction and fiction including poetry and drama. *(R11.B.1.1)(R11.B.1.2)*
- 1.6.11.A) Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 1/*continued*

Unit #1: Nonfiction

Unifying Statement: Nonfiction allows students to connect to others and garner a historical perspective.

Standard:

1.6.11.B) Listen to selections of literature (fiction and/or nonfiction).

- Relate them to previous knowledge.
- Predict solutions to identified problems.
- Summarize and reflect on what has been heard.
- Identify and define new words and concepts.
- Analyze and synthesize the selections relating them to other selections heard or read.

1.6.11.C) Speak using skills appropriate to formal speech situations.

- Use a variety of sentence structures to add interest to a presentation.
- Pace the presentation according to audience and purpose.
- Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.

1.6.11.D) Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

1.6.11.E) Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select and present an oral reading on an assigned topic.
- Conduct interviews.
- Participate in a formal interview (e.g., for a job, college).
- Organize and participate in informal debate around a specific topic.
- Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).

1.6.11.F) Use media for learning purposes.

- Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.
- Evaluate the role of media in focusing attention and forming opinions.
- **Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.**

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 1/ *continued*

Unit #1: Nonfiction

Unifying Statement: Nonfiction allows students to connect to others and garner a historical perspective.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
A. Recognize and appreciate nonfiction as a literary genre (R11.B.3.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Autobiographical journal entries 	<ul style="list-style-type: none"> • Selections from units 1 and 3 of <u>Prentice Hall Literature</u> text, grade 9
B. Read and analyze a variety of nonfiction (R11.A.2.6)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Autobiographical journal entries 	<ul style="list-style-type: none"> • Selections from units 1 and 3 of <u>Prentice Hall Literature</u> text, grade 9
C. Apply reading skills including making inferences, drawing conclusions and making generalizations based on text (R11.A.2.3)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Autobiographical journal entries 	<ul style="list-style-type: none"> • Selections from units 1 and 3 of <u>Prentice Hall Literature</u> text, grade 9

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 1/ *continued*

Unit #1: Nonfiction

Unifying Statement: Nonfiction allows students to connect to others and garner a historical perspective.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
D. Analyze literary elements (R11.B.2.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Autobiographical journal entries 	<ul style="list-style-type: none"> • Selections from units 1 and 3 of <u>Prentice Hall Literature</u> text, grade 9
E. Build vocabulary by identifying and applying meaning of words from text (R11.A.2.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Autobiographical journal entries 	<ul style="list-style-type: none"> • Selections from units 1 and 3 of <u>Prentice Hall Literature</u> text, grade 9
F. Identify and apply word recognition skills (R11.A.2.2.)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Autobiographical journal entries 	<ul style="list-style-type: none"> • Selections from units 1 and 3 of <u>Prentice Hall Literature</u> text, grade 9

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 1/ *continued*

Unit #1: Nonfiction

Unifying Statement: Nonfiction allows students to connect to others and garner a historical perspective.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
G. Learn elements of grammar, usage and style (R11.B.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Autobiographical journal entries 	<ul style="list-style-type: none"> • Selections from units 1 and 3 of <u>Prentice Hall Literature</u> text, grade 9
H. Read informational materials (R11.A.2.6)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Autobiographical journal entries 	<ul style="list-style-type: none"> • Selections from units 1 and 3 of <u>Prentice Hall Literature</u> text, grade 9
I. Compare literary works (R11.B.1.2)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Autobiographical journal entries 	<ul style="list-style-type: none"> • Selections from units 1 and 3 of <u>Prentice Hall Literature</u> text, grade 9
J. Listen to others and speak using skills appropriate to formal speech situations (1.6.11.A-F)	<ul style="list-style-type: none"> • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning 	<ul style="list-style-type: none"> • Class discussions • Cooperative learning • Formal speaking situations • Project presentations 	<ul style="list-style-type: none"> • Selections from units 1 and 3 of <u>Prentice Hall Literature</u> text, grade 9

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 2

Unit #2: Fiction

Unifying Statement: Fiction stimulates imagination and creative enterprise.

Standard:

- 1.1.11.C) Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing. *(R11.A.1.2)(R11.A.2.2)*
- 1.1.11.E) Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference. *(R11.A.1.1)(R11.A.2.1)*
- 1.1.11.G) Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- Make, and support with evidence, assertions about texts.
 - Compare and contrast texts using themes, settings, characters and ideas.
 - Make extensions to related ideas, topics or information.
 - Assess the validity of the document based on context.
 - Analyze the positions, arguments and evidence in public documents.
 - Evaluate the author's strategies.
 - Critique public documents to identify strategies common in public discourse. *(R11.A.1.3)(R11.A.1.4)(R11.A.1.5)(R11.A.2.3)(R11.A.2.4)(R11.A.2.5)(R11.A.2.6)(R11.B.1.1) (R11.B.1.2)(R11.B.3.1)*
- 1.2.11.A) Read and understand essential content of informational texts and documents in all academic areas.
- Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.
 - Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.
 - Use teacher and student established criteria for making decisions and drawing conclusions.
 - Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning. *(R11.A.1.3)(R11.A.2.3)(R11.A.2.4)(R11.A.2.5)(R11.A.2.6)(R11.B.3.1)(R11.B.3.2) (R11.B.3.3)*
- 1.3.11.B) Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style. *(R11.B.1.1)(R11.B.1.2)*
- 1.3.11.C) Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- Sound techniques (e.g., rhyme, rhythm, meter, alliteration).
 - Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).
 - Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time). *(R11.B.2.1)(R11.B.2.2)*
- 1.3.11.F) Read and respond to nonfiction and fiction including poetry and drama. *(R11.A.1.6)(R11.B.1.1)(R11.B.1.2)*
- 1.6.11.A) Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 2/*continued*

Unit #2: Fiction

Unifying Statement: Fiction stimulates imagination and creative enterprise.

Standard:

1.6.11.B) Listen to selections of literature (fiction and/or nonfiction).

- Relate them to previous knowledge.
- Predict solutions to identified problems.
- Summarize and reflect on what has been heard.
- Identify and define new words and concepts.
- Analyze and synthesize the selections relating them to other selections heard or read.

1.6.11.C) Speak using skills appropriate to formal speech situations.

- Use a variety of sentence structures to add interest to a presentation.
- Pace the presentation according to audience and purpose.
- Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.

1.6.11.D) Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

1.6.11.E) Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select and present an oral reading on an assigned topic.
- Conduct interviews.
- Participate in a formal interview (e.g., for a job, college).
- Organize and participate in informal debate around a specific topic.
- Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).

1.6.11.F) Use media for learning purposes.

- Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.
- Evaluate the role of media in focusing attention and forming opinions.
- **Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.**

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 2/*continued*

Unit #2: Fiction

Unifying Statement: Fiction stimulates imagination and creative enterprise.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
A. Recognize and appreciate fiction as a literary genre (R11.A.1.6)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film • Reciprocal teaching 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test 	<ul style="list-style-type: none"> • Selections from units 1 and 2 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Five People You Meet in Heaven</u>
B. B. Read and analyze a variety of fiction (R11.A.1.6)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film • Reciprocal teaching 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test 	<ul style="list-style-type: none"> • Selections from units 1 and 2 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Five People You Meet in Heaven</u>
C. Apply reading skills including identifying main idea, making inferences, drawing conclusions and making generalizations based on text (R11.A.1.3, R11.A.1.4)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film • Reciprocal teaching 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test 	<ul style="list-style-type: none"> • Selections from units 1 and 2 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Five People You Meet in Heaven</u>

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 2/*continued*

Unit #2: Fiction

Unifying Statement: Fiction stimulates imagination and creative enterprise.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
D. Analyze literary devices (R11.B.2.1, R11.B.2.2)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film • Reciprocal teaching 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test 	<ul style="list-style-type: none"> • Selections from units 1 and 2 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Five People You Meet in Heaven</u>
E. Identify and apply the meaning of vocabulary in text (R11.A.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film • Reciprocal teaching 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test 	<ul style="list-style-type: none"> • Selections from units 1 and 2 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Five People You Meet in Heaven</u>
F. Identify and apply word recognition skills (R11.A.1.2)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film • Reciprocal teaching 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test 	<ul style="list-style-type: none"> • Selections from units 1 and 2 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Five People You Meet in Heaven</u>

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 2/*continued*

Unit #2: Fiction

Unifying Statement: Fiction stimulates imagination and creative enterprise.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
G. Compare literary works (R11.B.1.1, R11.B.1.2)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning • Film • Reciprocal teaching 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test 	<ul style="list-style-type: none"> • Selections from units 1 and 2 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Five People You Meet in Heaven</u>
H. Listen to others and speak using skills appropriate to formal speech situations (1.6.11.A-F)	<ul style="list-style-type: none"> • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning 	<ul style="list-style-type: none"> • Class discussions • Cooperative learning • Formal speaking situations • Project presentations 	<ul style="list-style-type: none"> • Selections from units 1 and 2 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Five People You Meet in Heaven</u>

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 3

Unit #3: Poetry

Unifying Statement: Poetry fosters aesthetic appreciation for literary verse and develops an awareness of the oral tradition.

Standard:

1.1.11.G) Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

- **Make, and support with evidence, assertions about texts.**
- **Compare and contrast texts using themes, settings, characters and ideas.**
- **Make extensions to related ideas, topics or information.**
- **Assess the validity of the document based on context.**
- **Analyze the positions, arguments and evidence in public documents.**
- **Evaluate the author's strategies.**
- **Critique public documents to identify strategies common in public discourse.**

(R11.A.1.3)(R11.A.1.4)(R11.A.1.5)(R11.A.2.3)(R11.A.2.4)(R11.A.2.5)(R11.A.2.6)(R11.B.1.1) (R11.B.1.2)(R11.B.3.1)

1.3.11.B) Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style. *(R11.B.1.1)(R11.B.1.2)*

1.3.11.C) Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.

- **Sound techniques (e.g., rhyme, rhythm, meter, alliteration).**
- **Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).**
- **Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).** *(R11.B.2.1)(R11.B.2.2)*

1.3.11.F) Read and respond to nonfiction and fiction including poetry and drama. *(R11.A.1.6)(R11.B.1.1)(R11.B.1.2)*

1.6.11.A) Listen to others.

- **Ask clarifying questions.**
- **Synthesize information, ideas and opinions to determine relevancy.**
- **Take notes.**

1.6.11.B) Listen to selections of literature (fiction and/or nonfiction).

- **Relate them to previous knowledge.**
- **Predict solutions to identified problems.**
- **Summarize and reflect on what has been heard.**
- **Identify and define new words and concepts.**
- **Analyze and synthesize the selections relating them to other selections heard or read.**

1.6.11.C) Speak using skills appropriate to formal speech situations.

- **Use a variety of sentence structures to add interest to a presentation.**
- **Pace the presentation according to audience and purpose.**
- **Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.**

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 3/*continued*

Unit #3: Poetry

Unifying Statement: Poetry fosters aesthetic appreciation for literary verse and develops an awareness of the oral tradition.

Standard:

1.1.11.G) Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

- **Make, and support with evidence, assertions about texts.**
- **Compare and contrast texts using themes, settings, characters and ideas.**
- **Make extensions to related ideas, topics or information.**
- **Assess the validity of the document based on context.**
- **Analyze the positions, arguments and evidence in public documents.**
- **Evaluate the author's strategies.**
- **Critique public documents to identify strategies common in public discourse.**

(R11.A.1.3)(R11.A.1.4)(R11.A.1.5)(R11.A.2.3)(R11.A.2.4)(R11.A.2.5)(R11.A.2.6)(R11.B.1.1) (R11.B.1.2)(R11.B.3.1)

1.3.11.B) Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style. *(R11.B.1.1)(R11.B.1.2)*

1.3.11.C) Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.

- **Sound techniques (e.g., rhyme, rhythm, meter, alliteration).**
- **Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).**
- **Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).** *(R11.B.2.1)(R11.B.2.2)*

1.3.11.F) Read and respond to nonfiction and fiction including poetry and drama. *(R11.A.1.6)(R11.B.1.1)(R11.B.1.2)*

1.6.11.A) Listen to others.

- **Ask clarifying questions.**
- **Synthesize information, ideas and opinions to determine relevancy.**
- **Take notes.**

1.6.11.B) Listen to selections of literature (fiction and/or nonfiction).

- **Relate them to previous knowledge.**
- **Predict solutions to identified problems.**
- **Summarize and reflect on what has been heard.**
- **Identify and define new words and concepts.**
- **Analyze and synthesize the selections relating them to other selections heard or read.**

1.6.11.C) Speak using skills appropriate to formal speech situations.

- **Use a variety of sentence structures to add interest to a presentation.**
- **Pace the presentation according to audience and purpose.**
- **Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.**

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 3/*continued*

Unit #3: Poetry

Unifying Statement: Poetry fosters aesthetic appreciation for literary verse and develops an awareness of the oral tradition.

Standard:

1.6.11.D) Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

1.6.11.E) Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select and present an oral reading on an assigned topic.
- Conduct interviews.
- Participate in a formal interview (e.g., for a job, college).
- Organize and participate in informal debate around a specific topic.
- Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).

1.6.11.F) Use media for learning purposes.

- Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.
- Evaluate the role of media in focusing attention and forming opinions.
- **Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.**

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 3/continued

Unit #3: Poetry

Unifying Statement: Poetry fosters aesthetic appreciation for literary verse and develops an awareness of the oral tradition.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
A. Recognize and appreciate poetry as a literary genre (R11.B.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Oral poetry recitations • Cooperative learning • Active reading strategies • Film • Informal questioning • Writing to understand structure • Internet research 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test 	<ul style="list-style-type: none"> • Selections from unit 4 of <u>Prentice Hall Literature</u> text, grade 9
B. Read and analyze a variety of poems (R11.B.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Oral poetry recitations • Cooperative learning • Active reading strategies • Film • Informal questioning • Writing to understand structure • Internet research 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test 	<ul style="list-style-type: none"> • Selections from unit 4 of <u>Prentice Hall Literature</u> text, grade 9
C. Analyze literary elements including figurative language, sound devices, and imagery (R11.B.2.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Oral poetry recitations • Cooperative learning • Active reading strategies • Film • Informal questioning • Writing to understand structure • Internet research 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test 	<ul style="list-style-type: none"> • Selections from unit 4 of <u>Prentice Hall Literature</u> text, grade 9

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 3/continued

Unit #3: Poetry

Unifying Statement: Poetry fosters aesthetic appreciation for literary verse and develops an awareness of the oral tradition.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
D. Define and identify epic hero, tragic flaw, characteristics of an epic, and elements of mythology (R11.B.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Oral poetry recitations • Cooperative learning • Active reading strategies • Film • Informal questioning • Writing to understand structure • Internet research 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test 	<ul style="list-style-type: none"> • Selections from units 4 and 6 of Prentice Hall Literature text, grade 9
E. Learn elements of poetic grammar, usage and style (R11.B.1.2)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Oral poetry recitations • Cooperative learning • Active reading strategies • Film • Informal questioning • Writing to understand structure • Internet research 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test 	<ul style="list-style-type: none"> • Selections from unit 4 of <u>Prentice Hall Literature</u> text, grade 9
F. Compose an original poetic verse (W1.4.11)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Oral poetry recitations • Cooperative learning • Active reading strategies • Film • Informal questioning • Writing to understand structure • Internet research 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Poetry anthology 	<ul style="list-style-type: none"> • Selections from unit 4 of <u>Prentice Hall Literature</u> text, grade 9

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 3/*continued*

Unit #3: Poetry

Unifying Statement: Poetry fosters aesthetic appreciation for literary verse and develops an awareness of the oral tradition.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
G. Listen to others and speak using skills appropriate to formal speech situations (1.6.11.A-F)	<ul style="list-style-type: none"> • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning 	<ul style="list-style-type: none"> • Class discussions • Cooperative learning • Formal speaking situations • Project presentations 	<ul style="list-style-type: none"> • Selections from unit 4 of <u>Prentice Hall Literature</u> text, grade 9

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 4

Unit #4: Drama and Film

Unifying Statement: Drama refines oral expression and interpersonal relationships.

Standard:

1.1.11.G) Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

- **Make, and support with evidence, assertions about texts.**
- **Compare and contrast texts using themes, settings, characters and ideas.**
- **Make extensions to related ideas, topics or information.**
- **Assess the validity of the document based on context.**
- **Analyze the positions, arguments and evidence in public documents.**
- **Evaluate the author's strategies.**
- **Critique public documents to identify strategies common in public discourse.**
(R11.A.1.3)(R11.A.1.4)(R11.A.1.5)(R11.A.2.3)(R11.A.2.4)(R11.A.2.5)(R11.A.2.6)(R11.B.1.1) (R11.B.1.2)(R11.B.3.1)

1.3.11.B) Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style. *(R11.B.1.1)(R11.B.1.2)*

1.3.11.C) Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.

- **Sound techniques (e.g., rhyme, rhythm, meter, alliteration).**
- **Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).**
- **Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).** *(R11.B.2.1)(R11.B.2.2)*

1.3.11.F) Read and respond to nonfiction and fiction including poetry and drama. *(R11.A.1.6)(R11.B.1.1)(R11.B.1.2)*

1.6.11.A) Listen to others.

- **Ask clarifying questions.**
- **Synthesize information, ideas and opinions to determine relevancy.**
- **Take notes.**

1.6.11.B) Listen to selections of literature (fiction and/or nonfiction).

- **Relate them to previous knowledge.**
- **Predict solutions to identified problems.**
- **Summarize and reflect on what has been heard.**
- **Identify and define new words and concepts.**
- **Analyze and synthesize the selections relating them to other selections heard or read.**

1.6.11.C) Speak using skills appropriate to formal speech situations.

- **Use a variety of sentence structures to add interest to a presentation.**
- **Pace the presentation according to audience and purpose.**
- **Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.**

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 4/*continued*

Unit #4: Drama and Film

Unifying Statement: Drama refines oral expression and interpersonal relationships.

Standard:

1.6.11.D) Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

1.6.11.E) Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select and present an oral reading on an assigned topic.
- Conduct interviews.
- Participate in a formal interview (e.g., for a job, college).
- Organize and participate in informal debate around a specific topic.
- Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).

1.6.11.F) Use media for learning purposes.

- Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.
- Evaluate the role of media in focusing attention and forming opinions.
- Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 4/continued

Unit #4: Drama and Film

Unifying Statement: Drama refines oral expression and interpersonal relationships.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
A. Recognize and appreciate drama as a literary genre (R11.B.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Student performance and dramatic readings • Cooperative learning • Active reading strategies • Informal questioning • Comparing and contrasting dramatic film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Film study • Dialogue memorization and recitation 	<ul style="list-style-type: none"> • Selections from unit 5 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Tragedy of Romeo and Juliet</u>
B. Apply reading skills to a dramatic selection (R11.B.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Student performance and dramatic readings • Cooperative learning • Active reading strategies • Informal questioning • Comparing and contrasting dramatic film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Film study • Dialogue memorization and recitation 	<ul style="list-style-type: none"> • Selections from unit 5 of <u>Prentice Hall Literature</u> text, grade 9 • The Tragedy of Romeo and Juliet
C. Analyze literary devices including point of view, foreshadowing, irony and figurative language (R11.B.2.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Student performance and dramatic readings • Cooperative learning • Active reading strategies • Informal questioning • Comparing and contrasting dramatic film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Film study • Dialogue memorization and recitation 	<ul style="list-style-type: none"> • Selections from unit 5 of <u>Prentice Hall Literature</u> text, grade 9 • The Tragedy of Romeo and Juliet

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 4/continued

Unit #4: Drama and Film

Unifying Statement: Drama refines oral expression and interpersonal relationships.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
D. Discern differences between round and flat characters (R11.B.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Student performance and dramatic readings • Cooperative learning • Active reading strategies • Informal questioning • Comparing and contrasting dramatic film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Film study • Dialogue memorization and recitation 	<ul style="list-style-type: none"> • Selections from unit 5 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Tragedy of Romeo and Juliet</u>
E. Evaluate character motivation (R11.B.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Student performance and dramatic readings • Cooperative learning • Active reading strategies • Informal questioning • Comparing and contrasting dramatic film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Film study • Dialogue memorization and recitation 	<ul style="list-style-type: none"> • Selections from unit 5 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Tragedy of Romeo and Juliet</u>
F. Identify elements of the dramatic performance including cast of characters, stage directions, dialogue, monologue, soliloquy and aside (R11.B.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Student performance and dramatic readings • Cooperative learning • Active reading strategies • Informal questioning • Comparing and contrasting dramatic film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Film study • Dialogue memorization and recitation 	<ul style="list-style-type: none"> • Selections from unit 5 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Tragedy of Romeo and Juliet</u>

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 4/*continued*

Unit #4: Drama and Film

Unifying Statement: Drama refines oral expression and interpersonal relationships.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
G. Recognize universality and timelessness of thematic content (R11.B.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Student performance and dramatic readings • Cooperative learning • Active reading strategies • Informal questioning • Comparing and contrasting dramatic film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Film study • Dialogue memorization and recitation 	<ul style="list-style-type: none"> • Selections from unit 5 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Tragedy of Romeo and Juliet</u>
H. Compare and contrast dramatic compositions with film adaptation (R11.B.1.2)	<ul style="list-style-type: none"> • Graphic organizers • Class discussions • Student performance and dramatic readings • Cooperative learning • Active reading strategies • Informal questioning • Comparing and contrasting dramatic film 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Film study • Dialogue memorization and recitation 	<ul style="list-style-type: none"> • Selections from unit 5 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Tragedy of Romeo and Juliet</u>
I. Listen to others and speak using skills appropriate to formal speech situations (1.6.11.A-F)	<ul style="list-style-type: none"> • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning 	<ul style="list-style-type: none"> • Class discussions • Cooperative learning • Formal speaking situations • Project presentations 	<ul style="list-style-type: none"> • Selections from unit 5 of <u>Prentice Hall Literature</u> text, grade 9 • <u>The Tragedy of Romeo and Juliet</u>

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 5

Unit #5: Vocabulary (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Vocabulary is essential to develop communication skills and literacy.

Standard:

- 1.1.11.C) Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing. (R11.A.1.2)(R11.A.2.2)**
- 1.1.11.E) Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference. (R11.A.1.1)(R11.A.2.1)**
- 1.5.11.A) Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- 1.5.11.B) Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- 1.5.11.C) Write with controlled and/or subtle organization.
- Sustain a logical order throughout the piece.
 - Include an effective introduction and conclusion.
- 1.5.11.D) Write with a command of the stylistic aspects of composition.
- Use different types and lengths of sentences.
 - Use precise language.
- 1.5.11.E) Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- 1.5.11.F) Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).
- 1.5.11.G) Present and/or defend written work for publication when appropriate.
- 1.6.11.A) Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.
- 1.6.11.B) Listen to selections of literature (fiction and/or nonfiction).
- Relate them to previous knowledge.
 - Predict solutions to identified problems.
 - Summarize and reflect on what has been heard.
 - Identify and define new words and concepts.
 - Analyze and synthesize the selections relating them to other selections heard or read.

Assessed standards are in **Bold**.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 5/*continued*

Unit #5: Vocabulary (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Vocabulary is essential to develop communication skills and literacy.

Standard:

1.6.11.C) Speak using skills appropriate to formal speech situations.

- Use a variety of sentence structures to add interest to a presentation.
- Pace the presentation according to audience and purpose.
- Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.

1.6.11.D) Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

1.6.11.E) Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select and present an oral reading on an assigned topic.
- Conduct interviews.
- Participate in a formal interview (e.g., for a job, college).
- Organize and participate in informal debate around a specific topic.
- Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).

1.6.11.F) Use media for learning purposes.

- Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.
- Evaluate the role of media in focusing attention and forming opinions.
- Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 5/continued

Unit #5: Vocabulary (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Vocabulary is essential to develop communication skills and literacy.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
A. Define new vocabulary words (R11.A.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Workbook exercises • Independent reading • Puzzles • Vocabulary battleship • Lexicon challenge 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Writing samples 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9 • Vocabulary for Achievement by Great Source • <i>Vocabulary Workshop</i>, Level E by Sadlier-Oxford
B. Use context clues to determine meanings of new words (R11.A.1.1)	<ul style="list-style-type: none"> • Graphic organizers • Workbook exercises • Independent reading • Puzzles • Vocabulary battleship • Lexicon challenge 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Writing samples 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9 • Vocabulary for Achievement by Great Source • <i>Vocabulary Workshop</i>, Level E by Sadlier-Oxford
C. Apply word recognition skills, including the use of synonyms, antonyms, roots, prefixes and suffixes (R11.A.1.1 and R11.A.1.2)	<ul style="list-style-type: none"> • Graphic organizers • Workbook exercises • Independent reading • Puzzles • Vocabulary battleship • Lexicon challenge 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Writing samples 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9 • Vocabulary for Achievement by Great Source • <i>Vocabulary Workshop</i>, Level E by Sadlier-Oxford
D. Incorporate new vocabulary into writing (W1.5.11)	<ul style="list-style-type: none"> • Graphic organizers • Workbook exercises • Independent reading • Puzzles • Vocabulary battleship • Lexicon challenge 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Writing samples 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9 • Vocabulary for Achievement by Great Source • <i>Vocabulary Workshop</i>, Level E by Sadlier-Oxford

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 5/*continued*

Unit #5: Vocabulary (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Vocabulary is essential to develop communication skills and literacy.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
E. Listen to others and speak using skills appropriate to formal speech situations (1.6.11.A-F)	<ul style="list-style-type: none"> • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning 	<ul style="list-style-type: none"> • Class discussions • Cooperative learning • Formal speaking situations • Project presentations 	<ul style="list-style-type: none"> • Selections from units 1-6 of Prentice Hall Literature text, grade 9 • Vocabulary for Achievement by Great Source • Vocabulary Workshop, Level E by Sadlier-Oxford

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 6

Unit #6: Grammar (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Grammar is fundamental to convey conventional written and oral expression.

Standard:

1.5.11.A) Write with a sharp, distinct focus.

- Identify topic, task and audience.
- Establish and maintain a single point of view.

1.5.11.B) Write using well-developed content appropriate for the topic.

- Gather, determine validity and reliability of, analyze and organize information.
- Employ the most effective format for purpose and audience.
- Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

1.5.11.C) Write with controlled and/or subtle organization.

- Sustain a logical order throughout the piece.
- Include an effective introduction and conclusion.

1.5.11.D) Write with a command of the stylistic aspects of composition.

- Use different types and lengths of sentences.
- Use precise language.

1.5.11.E) Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.

1.5.11.F) Edit writing using the conventions of language.

- Spell all words correctly.
- Use capital letters correctly.
- Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
- Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.5.11.G) Present and/or defend written work for publication when appropriate.

1.6.11.A) Listen to others.

- Ask clarifying questions.
- Synthesize information, ideas and opinions to determine relevancy.
- Take notes.

1.6.11.B) Listen to selections of literature (fiction and/or nonfiction).

- Relate them to previous knowledge.
- Predict solutions to identified problems.
- Summarize and reflect on what has been heard.
- Identify and define new words and concepts.
- Analyze and synthesize the selections relating them to other selections heard or read.

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 6/continued

Unit #6: Grammar (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Grammar is fundamental to convey conventional written and oral expression.

Standard:

1.6.11.C) Speak using skills appropriate to formal speech situations.

- Use a variety of sentence structures to add interest to a presentation.
- Pace the presentation according to audience and purpose.
- Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.

1.6.11.D) Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

1.6.11.E) Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select and present an oral reading on an assigned topic.
- Conduct interviews.
- Participate in a formal interview (e.g., for a job, college).
- Organize and participate in informal debate around a specific topic.
- Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).

1.6.11.F) Use media for learning purposes.

- Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.
- Evaluate the role of media in focusing attention and forming opinions.
- Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 6/*continued*

Unit #6: Grammar (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Grammar is fundamental to convey conventional written and oral expression.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
A. Define and identify the functions of the eight parts of speech (W1.5.11)	<ul style="list-style-type: none"> • Application exercises • Proofreading exercises • Bellringers • Visual grammar tiles 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Writing samples • Bellringers 	<ul style="list-style-type: none"> • Selections from units 1-6 of Prentice Hall Literature text, grade 9
B. Create written compositions using the eight parts of speech correctly (W1.5.11)	<ul style="list-style-type: none"> • Application exercises • Proofreading exercises • Bellringers • Visual grammar tiles 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Writing samples • Bellringers 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9
C. Use punctuation appropriately (W1.5.11)	<ul style="list-style-type: none"> • Application exercises • Proofreading exercises • Bellringers • Visual grammar tiles 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Writing samples • Bellringers 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9
D. Utilize a variety of sentence structures in writing samples (W1.5.11)	<ul style="list-style-type: none"> • Application exercises • Proofreading exercises • Bellringers • Visual grammar tiles 	<ul style="list-style-type: none"> • GRADE assessment • Mid-term exam • Final exam • Unit test • Writing samples • Bellringers 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9
E. Listen to others and speak using skills appropriate to formal speech situations (1.6.11.A-F)	<ul style="list-style-type: none"> • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning 	<ul style="list-style-type: none"> • Class discussions • Cooperative learning • Formal speaking situations • Project presentations 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit7

Unit #7: Essay Composition (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Essay composition is important to express supported ideas and arguments in an organized, coherent manner.

Standard:

1.5.11.A) Write with a sharp, distinct focus.

- Identify topic, task and audience.
- Establish and maintain a single point of view.

1.5.11.B) Write using well-developed content appropriate for the topic.

- Gather, determine validity and reliability of, analyze and organize information.
- Employ the most effective format for purpose and audience.
- Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

1.5.11.C) Write with controlled and/or subtle organization.

- Sustain a logical order throughout the piece.
- Include an effective introduction and conclusion.

1.5.11.D) Write with a command of the stylistic aspects of composition.

- Use different types and lengths of sentences.
- Use precise language.

1.5.11.E) Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.

1.5.11.F) Edit writing using the conventions of language.

- Spell all words correctly.
- Use capital letters correctly.
- Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
- Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.5.11.G) Present and/or defend written work for publication when appropriate.

1.6.11.A) Listen to others.

- Ask clarifying questions.
- Synthesize information, ideas and opinions to determine relevancy.
- Take notes.

1.6.11.B) Listen to selections of literature (fiction and/or nonfiction).

- Relate them to previous knowledge.
- Predict solutions to identified problems.
- Summarize and reflect on what has been heard.
- Identify and define new words and concepts.
- Analyze and synthesize the selections relating them to other selections heard or read.

1.6.11.C) Speak using skills appropriate to formal speech situations.

- Use a variety of sentence structures to add interest to a presentation.
- Pace the presentation according to audience and purpose.
- Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit7/continued

Unit #7: Essay Composition (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Essay composition is important to express supported ideas and arguments in an organized, coherent manner.

Standard:

1.6.11.D) Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

1.6.11.E) Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select and present an oral reading on an assigned topic.
- Conduct interviews.
- Participate in a formal interview (e.g., for a job, college).
- Organize and participate in informal debate around a specific topic.
- Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).

1.6.11.F) Use media for learning purposes.

- Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.
- Evaluate the role of media in focusing attention and forming opinions.
- Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.

1.8.11.A) Select and refine a topic for research.

1.8.11.B) Locate information using appropriate sources and strategies.

- Determine valid resources for researching the topic, including primary and secondary sources.
- Evaluate the importance and quality of the sources.
- Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
- Use tables of contents, indices, key words, cross-references and appendices.
- Use traditional and electronic search tools.

Assessed standards are in **Bold**.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit7/continued

Unit #7: Essay Composition (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Essay composition is important to express supported ideas and arguments in an organized, coherent manner.

Standard:

1.8.11.C) Organize, summarize and present the main ideas from research.

- Take notes relevant to the research topic.
- Develop a thesis statement based on research.
- Anticipate readers' problems or misunderstandings.
- Give precise, formal credit for others' ideas, images or information using a standard method of documentation.
- Use formatting techniques (e.g., headings, graphics) to aid reader understanding.

Assessed standards are in Bold.

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 7/continued

Unit #7: Essay Composition (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Essay composition is important to express supported ideas and arguments in an organized, coherent manner.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
A. Recognize and compose in the various modes of writing, including the expository and persuasive forms (W1.5.11)	<ul style="list-style-type: none"> • Color coded writing • Graphic organizers • Research notetaking • Paragraph washing • Peer editing • Modeling the writing process • Descriptive forms • Narrative forms 	<ul style="list-style-type: none"> • Mid-term exam • Final exam • Portfolios • Persuasive essays and/or paragraphs • Expository essays and/or paragraphs • Graphic organizers • Peer editing • Color coded writing • Paragraph washing • Notetaking • Works Cited list 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9
B. Identify topic, task and audience (W1.5.11)	<ul style="list-style-type: none"> • Color coded writing • Graphic organizers • Research notetaking • Paragraph washing • Peer editing • Modeling the writing process • Descriptive forms • Narrative forms 	<ul style="list-style-type: none"> • Mid-term exam • Final exam • Portfolios • Persuasive essays and/or paragraphs • Expository essays and/or paragraphs • Graphic organizers • Peer editing • Color coded writing • Paragraph washing • Notetaking • Works Cited list 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 7/continued

Unit #7: Essay Composition (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Essay composition is important to express supported ideas and arguments in an organized, coherent manner.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
C. Formulate a thesis statement, topic sentences and supporting details (W1.5.11)	<ul style="list-style-type: none"> • Color coded writing • Graphic organizers • Research notetaking • Paragraph washing • Peer editing • Modeling the writing process • Descriptive forms • Narrative forms 	<ul style="list-style-type: none"> • Mid-term exam • Final exam • Portfolios • Persuasive essays and/or paragraphs • Expository essays and/or paragraphs • Graphic organizers • Peer editing • Color coded writing • Paragraph washing • Notetaking • Works Cited list 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9
D. Devise methods of organization as applicable to various modes of writing, including introductory, body and concluding paragraphs (W1.5.11) Use the writing process to develop written composition (W1.5.11)	<ul style="list-style-type: none"> • Color coded writing • Graphic organizers • Research notetaking • Paragraph washing • Peer editing • Modeling the writing process • Descriptive forms • Narrative forms 	<ul style="list-style-type: none"> • Mid-term exam • Final exam • Portfolios • Persuasive essays and/or paragraphs • Expository essays and/or paragraphs • Graphic organizers • Peer editing • Color coded writing • Paragraph washing • Notetaking • Works Cited list 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 7/continued

Unit #7: Essay Composition (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Essay composition is important to express supported ideas and arguments in an organized, coherent manner.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
E. Engage in the research process (W1.8.11)	<ul style="list-style-type: none"> • Color coded writing • Graphic organizers • Research notetaking • Paragraph washing • Peer editing • Modeling the writing process • Descriptive forms • Narrative forms 	<ul style="list-style-type: none"> • Mid-term exam • Final exam • Portfolios • Persuasive essays and/or paragraphs • Expository essays and/or paragraphs • Graphic organizers • Peer editing • Color coded writing • Paragraph washing • Notetaking • Works Cited list 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9
F. Cite research sources properly (W1.8.11)	<ul style="list-style-type: none"> • Color coded writing • Graphic organizers • Research notetaking • Paragraph washing • Peer editing • Modeling the writing process • Descriptive forms • Narrative forms 	<ul style="list-style-type: none"> • Mid-term exam • Final exam • Portfolios • Persuasive essays and/or paragraphs • Expository essays and/or paragraphs • Graphic organizers • Peer editing • Color coded writing • Paragraph washing • Notetaking • Works Cited list 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9

READING, WRITING, SPEAKING AND LISTENING/Grade 9/Unit 7/continued

Unit #7: Essay Composition (unit not taught in isolation but integrated throughout each literary unit)

Unifying Statement: Essay composition is important to express supported ideas and arguments in an organized, coherent manner.

Skills	Instructional Strategies/Learning Activities	Assessments	Resources
G. Use the writing process to develop written composition (W1.5.11)	<ul style="list-style-type: none"> • Color coded writing • Graphic organizers • Research notetaking • Paragraph washing • Peer editing • Modeling the writing process • Descriptive forms • Narrative forms 	<ul style="list-style-type: none"> • Mid-term exam • Final exam • Portfolios • Persuasive essays and/or paragraphs • Expository essays and/or paragraphs • Graphic organizers • Peer editing • Color coded writing • Paragraph washing • Notetaking • Works Cited list 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9
H. Listen to others and speak using skills appropriate to formal speech situations (1.6.11.A-F)	<ul style="list-style-type: none"> • Class discussions • Independent and oral reading • Cooperative learning • Active reading strategies • Informal questioning 	<ul style="list-style-type: none"> • Class discussions • Cooperative learning • Formal speaking situations • Project presentations 	<ul style="list-style-type: none"> • Selections from units 1-6 of <u>Prentice Hall Literature</u> text, grade 9