

Academy Charter High School

Communications

Curriculum Guide
2016 Edition

APPROVED ON: _____

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Philosophy

In Academy Charter High School, we recognize that each student is unique and that the purpose of education is to enable

every student to acquire the learning skills necessary to compete in the global community. It is essential that we provide a rigorous, high-quality Language Arts curriculum that allows each student's talents and abilities to be developed to their full potential. The Academy Charter High School Board of Education believes that language is fundamental for all other learning. The Language Arts Curriculum allows children to explore the many facets that construct the richness of language and the many genres through which authors express ideas about the world with the ultimate goal of preparing students to read, write, speak and think critically.

Purpose and Vision

The purpose of the Academy Charter High School English-Language Arts (ELA) Curriculum Guide is to provide a blueprint for organizing instructional strategies, methodologies and activities that provide an opportunity for every child to meet and exceed the New Jersey Language Arts Literacy Core Curriculum Content Standards NJCCCS and/or the Common Core State Standards. It will guide the implementation of the standards by specifying the design of instructional materials, curriculum and instructional strategies. The standards designate what to teach at specific grade levels, and this guide provides procedures and selected research-based approaches for implementing instruction to meet the diverse needs of the student population, including those with special learning needs and whose native language is other than English.

Educators will use the guide and the content standards as a road map for curriculum and instruction. The ultimate goal is cultivate global, independent thinkers by shifting classroom priorities from teaching to learning, with a focus on student outcomes. This paradigm shift in instructional trends from a teacher-directed model is designed to allow a student-centered learning environment to thrive. The guide will also:

- Provide a vertical and horizontal framework for content and skills in alignment with the standards and district benchmarks
- Provide student outcomes that are developmentally appropriate and measurable
- Provide a flexible framework within which teachers can design instructional strategies and models that address various learning styles for a more individualized student learning environment
- Present the *Key Elements* of content and skills for the purpose of creating an environment of *Enduring Understanding* through *Essential Questions* and student-centered learning scenarios
- Provide resources of *Best Practices* from which teachers can glean examples of instructional strategies upon which they can model their classes

Intentional cross curricular content connections will guide students through the learning process by the use of active learning techniques which include:

- Exploration & Discovery
- Project-based Learning (PBL)
- Essential Questioning
- Collaborative learning groups
- Learning stations

The English Language Arts Literacy Curriculum Guide provides a balanced and comprehensive approach that focuses on:

- Explicit teaching of skills as a means of supporting mastery of standards English conventions, comprehension strategies and communication skills to cultivate competent learners
- Acquisition of literacy skills to support efficient readers, writers, speakers, listeners and viewers
- Engagement of students in activities that provide opportunities for students to participate in problem-solving using inquiry skills
- A variety of literary genres to create well rounded readers
- Differentiated instructional strategies to address diverse learning styles and needs
- Project-based, authentic learning activities

- Instructional practices delivered in meaningful contexts in order to enable students to preserve the learning for future use or transfer to other learning activities
 - The use of technology as a tool for learning to develop 21st century learners
 - Intentional, explicit and systematic instruction in fluency, comprehension, and vocabulary development
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WRITING TOPICS & STRANDS

TEXT TYPES AND PURPOSES

W.CCR.1 - Argument/Persuasive Writing	• Advertisement • Advice • Apology • Argument • Bumper Sticker • Business Letter • Campaign Speech • Caption • Commercial • Complaint • Confession • Conversation • Editorial • Essay • Film Review • Flyer • Inaugural Speech • Interview • Letter • Letter to the Editor • Opinion Paper • Pamphlet • Petition Proposal • Pet Peeve Essay • Protest • Recommendation • Request • Research Paper • Review • Speech • Survey	W.CCR.2 - Informational Writing (Expository)	• Announcement • Application • Article • Biography • Book Jacket • Brochure • Business Letter • Caption • Classified Ad • College Application • Contest Entry • Conversation • Definition • Essay • Essay of Comparison • Feature Story • Film • Flyer • Handbook • How-to essay • Inquiry • Interview • Job Description • Lab report • Legal Brief • Magazine Article • Memo • News Feature • Notes • Minutes to meeting • Obituary • Outline • Pamphlet • Petition • Public Notice • Questionnaire • Report • Research Paper • Resignation • Resume • Speech • Summary • Technical Report • Test Questions • Will • Yearbook Entry	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.CCR.3 - Narrative Writing	• Autobiography • Biography • Character sketch • Children's story • Dialogue • Diary entry • Essays ▪ Cause & Effect ▪ Classification ▪ Comparison ▪ Critical ▪ Deductive ▪ Definition ▪ Exploratory ▪ Expository ▪ Informal ▪ Process analysis • Eulogy • Film • Eyewitness Account • Film • Graduation speech • Historical Narrative • Journal • Memoir • Personal Narrative • Play • Profile • Screenplay • Sympathy Note	- Responding to Literature	• Book Jacket • Book Summary • Cartoon • Children's Poem • Epitaph • Farewell • Graffiti • Greeting Card • Illustrations • Invitation • Joke • Letter to the Editor • Literary Analysis • Marriage Proposal • Metaphor • Poetry • Prophecy • Review • Riddle • Satire • Skit • Slogan • Sonnet
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PRODUCTION AND DISTRIBUTION OF WRITING

W4

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

Analyzing text dependent prompts

Source Summary

W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Peer Review

W6

Use Technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

E-Portfolio

RESEARCH TO BUILD & PRESENT KNOWLEDGE

W7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Analyzing & Organizing information.

W8

Gather relevant information from multiple print and digital resources, assess the credibility and accuracy of each source, and integrate the information while

Evaluating Sources

Cause and Effect

Synthesize Sources

Compare & Contrast

Problem & Solution

Integrate sources

Analyze Text Dependent Prompts

Track ideas & processes

Argument

Debate

W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Timelines

RANGE OF WRITING

W10

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.

Portfolio

Writing Process



Prewriting

Invention

Before any writer's task is begun, ideas of purpose, audience, topic, organization and research are among the needs addressed. Ideas for content are generated through concept maps, diagrams, journaling, free writing, discussion, and even note taking.

Depending upon learning styles and preferences, writers may find that one type of invention activity is preferred among others, so it is important to try all types of invention. Invention is not limited to the creation of a topic. When writing to communicate on idea, information or view, it is important that the writer identifies the purpose of communicating and the audience for whom the communication is intended. Otherwise, the drafting stage of writing can become needlessly confused, vague and unfocused.

Outlining.

Outlines create a skeletal frame for writers to reply upon for drafting. The outline can be a general sketch of a paper's structure or a formal outline following a specific format, such as the sample outline.

Research

Experienced writers learn that beginning research in the prewriting stage saves time and assures that what is written is in accordance with the

information presented by experts on the topic.

Drafting

Drafting is a conversion process in which all of the preparation work of the prewriting stage is expressed in the form of genre. Different genres are drafted in different ways. In a narrative, one may focus upon detail, while the synthesis centers upon the juxtaposition of two or more sources. The genre selected for a writing project is determined primarily by the purpose of the writing.

Revision

Revision is a point in the writing process that may take several turns along with drafting. After receiving a reader's feedback, a writer will need to make changes to another draft of the project before having someone else read it and offer further feedback and suggestions. Thus, drafting and revision could theoretically be completed and repeated indefinitely

Editing

Once revisions are made and changes to major traits of a writing project are complete, editing must take place as a diamond is polished after being shaped. Whereas revisions are easily guided by any peer reviewer, editing changes may require the assistance of someone who is knowledgeable about grammar. Of greatest importance during editing is to eliminate errors that hinder readability of a writing project. Fragments, run-ons, sentences, and other sentence errors can confuse and mislead future readers. A writer should strive to adhere to the rules of Standard Written English and make changes to a writing project accordingly. It is also important that the overall appearance of a writing project holds to required formatting conventions.

Publication

Publication takes place when a product of the writing process is shared with its intended audience. Publication can occur in a variety of forums as well as numerous times for a single product.

Traits of Writing

Key qualities that define strong writing. These are:

- [Ideas](#), the main message;
- [Organization](#), the internal structure of the piece;
- [Voice](#), the personal tone and flavor of the author's message;
- [Word Choice](#), the vocabulary a writer chooses to convey meaning;
- [Sentence Fluency](#), the rhythm and flow of the language;
- [Conventions](#), the mechanical correctness;
- and [Presentation](#), how the writing actually looks on the page.

Ideas

The Ideas are the main message, the content of the piece, the main theme, together with all the supporting details that enrich and develop that theme.

Organization

Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern and sequence, so long as it fits the central idea. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to a satisfying closure, answering important questions.

Voice

Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath.

Word Choice

Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In descriptive writing, strong word choice resulting in imagery, especially sensory, show-me writing, clarifies and expands ideas. In persuasive writing, purposeful word choice moves the reader to a new vision of ideas. In all modes of writing figurative language such as metaphors, similes and analogies articulate, enhance, and enrich the content.

Sentence Fluency

Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye.. Sentences vary in length, beginnings, structure, and style, and are so well crafted that the writer moves through the piece with ease.

Conventions

The Conventions Trait is the mechanical correctness of the piece and includes five elements: spelling, punctuation, capitalization, grammar/usage, and paragraphing.

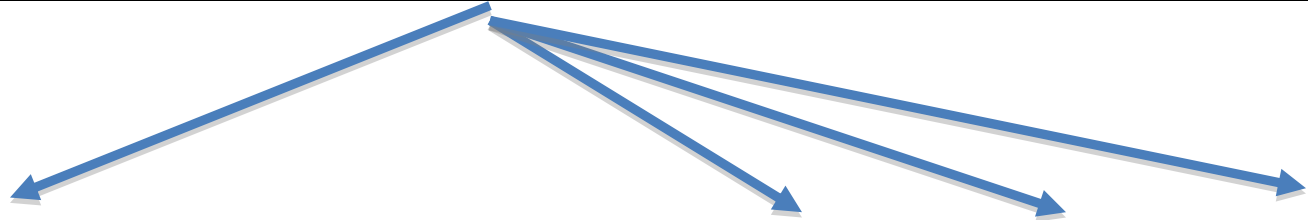
Presentation

Presentation combines both visual and textual elements. It is the way we exhibit or present our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well constructed, the writing will not be inviting to read unless the guidelines of presentation are present

COMMON CORE

Anchor Statements 9-12

Anchor statements are different for reading, writing, speaking & listening, and language and are the end goals for each strand.



Strands	Reading		Writing	Speaking & Listening	Language
	Literature	Informational			
	10 Standard Statements	10 Standard Statements	10 Standard Statements	6 Standard Statements	6 Standard Statements

Topics	Key Ideas and Details	Key Ideas and Details	Text Types & Purposes	Comprehension & Collaboration	Conventions of Standard English
	Craft and Structure	Craft and Structure	Production & Distribution of Writing	Presentation of Knowledge & Ideas	Knowledge of Language
	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Research to Build & Present Knowledge		Vocabulary Acquisition & Use
	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Writing		

Common Core State Standards - English Language Arts

Reading: Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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 details; provide an objective summary of the text.
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.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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.
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.

Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
8. (Not applicable to literature)
9. 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).

Range of Reading and Level of Text Complexity

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

Reading: Informational Text

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.

Craft and Structure

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).
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).
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.

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
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.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Ideas	Skills	Student Objectives																											
The Reading Process Learning to Read Independently A. Locate appropriate texts (literature, information, documents) for an assigned purpose before reading. B. Identify and use common organizational structures and graphic features to comprehend information. C. Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers. D. Read a variety of materials and texts with fluency and comprehension. E. Identify prior knowledge and reading skills necessary to approach a short story, poem or essay. F. Make comparisons between various texts. G. Identify various character traits in poems, short stories and essays. H. Develop insights into interpretations by connecting to personal experiences and referring to textual information. I. Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion). J. Demonstrate after reading understanding and interpretation of both fiction and	Students demonstrate competence in the skills and strategies of the reading process. - Read and comprehend a wide variety of self-selected and teacher-recommended material at or above grade level. - Use techniques such as rereading, questioning, predicting, picturing and summarizing to interpret text. - Strengthen the use of pre-reading strategies. - Apply reading strategies, including the use of graphic organizers, to text material to: a) Distinguish between fact and opinion b) Distinguish between cause and effect c) Perceive relationships such as comparison/contrast d) Use prior knowledge strategies e) Draw conclusions and make inferences f) Analyze information g) Synthesize ideas h) Make judgments and evaluations Read narrative text and dramatic passages fluently and accurately with appropriate pacing, intonation and expression. Know how to monitor own reading strategies and make appropriate modifications. Read familiar stories, poems and passages, with fluency, expression and intonation. Know how to model fluent oral reading.	By the end of grade 9 students will be able to: ✓ Read a piece of teacher-selected text material and answer teacher-generate questions, evaluating and reflecting upon mastery of appropriate pre-reading and reading strategies. ✓ Monitor comprehension by: a) Connecting text with past experiences b) Picturing what is happening in the text c) Asking questions and make predictions d) Challenging the text f) Reflecting on the meaning of the text ✓ Monitor reading strategies by: a) Completing a survey b) Underlining c) Anecdotal note taking <table border="1"> <thead> <tr> <th>Predict</th><th>Connect</th><th>Apply Prior knowledge/background knowledge</th></tr> </thead> <tbody> <tr> <td>Summary</td><td>Skim</td><td>Scan</td></tr> <tr> <td>Complete a Graphic organizer</td><td>Preview</td><td>Plan</td></tr> <tr> <td>Monitor</td><td>Comprehend</td><td>Read On the lines/between the lines/beyond the lines</td></tr> <tr> <td>Decode</td><td>Visual</td><td>Detect Purpose</td></tr> <tr> <td>Question</td><td>Browse</td><td>Interpret</td></tr> <tr> <td>Analyze</td><td>Evaluate</td><td></td></tr> <tr> <td>Deconstruct Passage</td><td></td><td>Develop Strategy</td></tr> <tr> <td>Reread</td><td>Apply Metacognitive Skills</td><td></td></tr> </tbody> </table> ✓ Monitor note taking strategies by: a) The students will use Cornell Note Taking strategies to take notes. b) Use anecdotal note taking for reading comprehension. Gr 9 Students are proficient when they use multiple strategies to read a variety of grade level selections and demonstrate comprehension, at an 90% mastery level, in a variety of texts (e.g., nonfiction, poetry, and fiction) by: • sequencing events • demonstrating literal comprehension • identifying main ideas • determining significant details to draw conclusions from short passages	Predict	Connect	Apply Prior knowledge/background knowledge	Summary	Skim	Scan	Complete a Graphic organizer	Preview	Plan	Monitor	Comprehend	Read On the lines/between the lines/beyond the lines	Decode	Visual	Detect Purpose	Question	Browse	Interpret	Analyze	Evaluate		Deconstruct Passage		Develop Strategy	Reread	Apply Metacognitive Skills	
Predict	Connect	Apply Prior knowledge/background knowledge																											
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Complete a Graphic organizer	Preview	Plan																											
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Decode	Visual	Detect Purpose																											
Question	Browse	Interpret																											
Analyze	Evaluate																												
Deconstruct Passage		Develop Strategy																											
Reread	Apply Metacognitive Skills																												

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. • Describe the context of a document. • Analyze the positions, arguments and evidence in public documents K. Demonstrate fluency and comprehension in reading. • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension		• identifying pertinent details • comparing information from two texts • summarizing short texts • identifying descriptive language Range of Text Types for Grades 6-12: Apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods. <table><tr><th colspan="3">Literature</th><th>Informational Text</th></tr><tr><th>Stories</th><th>Dramas</th><th>Poetry</th><th>Literary Nonfiction and Historical, Scientific, and Technical Texts</th></tr><tr><td>Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels</td><td>Includes one-act and multi-act plays, both in written form and on film</td><td>Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics</td><td>Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience</td></tr></table>	Literature			Informational Text	Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts	Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience
Literature			Informational Text											
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts											
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience											
Reading, Analyzing and Interpreting Literature A. Read and understand works of literature by accessing prior knowledge, determine importance, make connections, make inferences, monitor comprehension, annotate, clarify, critique and reflect. B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style. C. Analyze the effect of various literary devices. • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion). D. Identify poetic forms (e.g., ballad, sonnet,	Students effectively apply reading skills and strategies to understand, interpret and appreciate a wide variety of literary texts, including poetry, drama, classics and contemporary literature Read, listen to, discuss, share, analyze and evaluate a wide variety of both self- and teacher selected genres to gain a better understanding of self and others. Understand how class, religion, language, gender and culture influence the actions and thoughts of characters. Respond to a variety of written works for a variety of purposes in different ways, such as writing, discussion, art, music, and drama or multimedia productions. Understand author’s techniques to attract the reader’s attention. Use meaning clues and language structure to expand vocabulary.	By the end of grade 9 students will be able to: • Read self-selected or teacher-suggested pieces of multicultural literature having a similar theme or main idea and design and present a multimedia production illustrating how the theme/main idea applies to self, others and/or the world community. • Identify one of the major themes in the novel; write a five-paragraph theme describing the theme as citing passages or incidents which support your conclusion. • Analyze a major character and write an essay detailing methods the author used to delineate the character. Cite examples from the novel. • Understand the relationship between historical documents and the society. • Use graphic organizers to compare video clips to short stories. By the end of 9th grade students will be able to: Identify point of view, setting, foreshadowing, dramatic and situational irony, tone, satire, internal/external conflict, narration, time sequence, figurative language, symbolism,												

couplet) E. Analyze drama to determine the reasons for a character's actions taking into account the situation and basic motivation of the character. F. Recognize levels of symbolism. G. Read and respond to nonfiction and fiction including poetry and drama. H. Identify and use the following literary elements: plot, rising action, internal and external conflict, climax, falling action, resolution, setting, theme, character development, mood, tone, style, author's purpose. I. Analyze racial and gender equality J. Make connections to current perspectives on issues of inequality, racism and prejudgement.	Analyze poetry for descriptive language. Understand characteristics of essays, and literary nonfiction. Interpret photo essays. Explain comparisons and contrasts, facts and opinions, inferences, mental models, metaphorical thinking, paraphrasing, predictions and character dialogue. Understand characteristics of epic narrative poetry. Identify and understand the function of novel elements, such as characterization, plot, setting point of view, and theme to: a) Examine characterization by noting a character's words, thoughts, and actions b) Identify events that advance the plot (conflict, climax, resolution) c) Assess the effect of setting on a piece of literature d) Identify theme as a universal thought and apply it to his/her life experiences. Demonstrate an understanding of literary forms, such as dramas, myths, short stories, novels, biographies/autobiographies, true adventure, with emphasis on Greek mythology and autobiographies.	flashback, alliteration, and motif. Grade 9 students are proficient when they respond to a specific text, (e.g., poetry, nonfiction, and fiction) by • inferring author's feelings • distinguishing fact from opinion • making predictions based on inference • understanding stereotypes • determining author's purposes • identifying examples of descriptive language to support generalizations • drawing conclusions from details • interpreting characters' motives • interpreting idioms • determining character traits and supporting with details from text • identifying cause and effect based on literal comprehension • responding to open-ended questions to show evidence of flattery, fear, greed, anger, guilt, exclusivity, and salvation as the motivation of the characters. • interpreting themes • inferring setting from language use • synthesizing • visualizing																		
Textual Features Interpret textual features (e.g., charts, maps, diagrams) sidebars, unit and chapter structures, titles, subtitles, margin notes, and captions to comprehend information.	Adjust reading rate based on purpose, text difficulty, form, and style. Understand the roles of subtitles, headings, bullets, illustrations, sidebars, and other text features. Read expository text aloud with grade appropriate fluency and accuracy and with appropriate pacing intonation and expression. Analyze various aspects and elements of informational text. Understand the characteristics of various informational texts such as newspaper and magazine articles, electronic media and periodicals.	Textual Features <table border="1"> <tr> <td>Glossary</td><td>Italics</td><td>Bold</td></tr> <tr> <td>Captions</td><td>Index</td><td>Table of Contents</td></tr> <tr> <td>Graphs</td><td>Tables</td><td>Illustrations</td></tr> <tr> <td>Guide Words</td><td>Entry</td><td>Dictionary</td></tr> <tr> <td>Thesaurus</td><td>Almanac</td><td>Encyclopedia</td></tr> <tr> <td>Key</td><td>Symbols</td><td>Copyright</td></tr> </table> Apply reading strategies to decipher unfamiliar words using context clues by: ➤ Looking for clues within the sentence or paragraph that provide the word's meaning ➤ Applying prior knowledge about a topic to unfamiliar words (e.g., knowledge of parts of speech, sentence structure and word structure) ➤ Making the connection	Glossary	Italics	Bold	Captions	Index	Table of Contents	Graphs	Tables	Illustrations	Guide Words	Entry	Dictionary	Thesaurus	Almanac	Encyclopedia	Key	Symbols	Copyright
Glossary	Italics	Bold																		
Captions	Index	Table of Contents																		
Graphs	Tables	Illustrations																		
Guide Words	Entry	Dictionary																		
Thesaurus	Almanac	Encyclopedia																		
Key	Symbols	Copyright																		

Reading Critically in All Content Areas

- A. Read and understand essential content of informational texts and documents in all academic areas.
- Differentiate fact from opinion utilizing resources that go beyond traditional text (e.g., newspapers, magazines and periodicals) to electronic media.
 - Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present.
 - Draw inferences based on a variety of information sources.
 - Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses.
- B. Read and understand informational text and text features.
- C. Use textbooks as a resource to answer central questions and to find evidence to support thesis.
- D. Read headings and subheadings as questions
- E. Use Reading comprehension strategies

Research

- A. 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 essential sources (e.g., valid internet sites, dictionaries, encyclopedias, computer databases).
 - Use tables of contents, key words, cross-references and appendices.

Articulate the purposes and characteristics of

1. Know reading strategies, including the use graphic organizers, to comprehend text material to:
 - a) Gain meaning from key vocabulary words by using knowledge of prefixes, suffixes, and context clues
 - b) Use techniques such as rereading, questioning, prediction, picturing and summarizing to interpret text
 - c) Identify stated and implied main idea.
 - d) Place events in sequential or chronological order
 - e) Draw conclusions and make inferences
 - f) Describe mental images
 - g) Recognize use of graphic organizers
 - h) Make generalizations
 - i) Identify writer's perspective
 - j) Compare and contrast texts
 - k) Distinguish between fact and opinion
 - l) Understand denotation and connotation
 - m) Perceive relationships such as cause/effect, comparison/contrast
 - n) Use prior knowledge strategies
 - o) Analyze information
 - p) Synthesize ideas
 - q) Make judgments and evaluations
- Explores origin and historical development of words

Identify the most credible source to provide information for comprehending, interpreting and synthesizing text, using both electronic technology and a variety of informational sources.

Apply appropriate reading strategies to a variety of informational texts, showing an ability to:

1. Analyze passages to recognize and interpret relationships, such as analogies, comparison/contrast, and cause/effect.
2. Summarize the essential elements in your own words
3. Identify the difference between fact and opinion
4. Interpret and use graphics and visuals.
5. Produce an organizational pattern that arranges information.
6. Collect and synthesize data gathered from several sources.

Use clues to suggest what will happen later in a plot (foreshadowing) in order to monitor comprehension by:

- a) Jotting down questions
- b) Making predictions
- c) Using pictures for clues
- d) Summarizing material as you read

Use a graphic organizer such as the profundity scale with main characters in each of the short stories to learn the contribution each made to the themes.

**By the end of grade 9 students will be able to:
Demonstrate an understanding of comprehension skills by:**

- a) Rereading selection to form an opinion about the main idea**
- b) Taking notes reflecting the chronology of events**
- c) Making educated guesses or inferences from text clues**

Consistently use new vocabulary in speaking, writing, and when comprehending text.

By the end of 9th grade students will be able to:

- Locate information by using the table of contents, chapter headings, glossaries, and indexes as well as outside reference materials efficiently.
- Demonstrate ability to access and use information on a selected topic by:
 - a) Participating in discussions on a selected topic/theme using information from research
 - b) Comparing and contrasting information after reading several passages
 - c) Stating messages/main idea and developing support in your own words
 - d) Using cause and effect relationships to explain what happened and why after reading informational articles and news
 - e) Incorporating information from useful internet sites.

Fiction	Historical Fiction	Fantasy
Realistic Fiction	Science Fiction	Poetry
Folk Tale	Non-Fiction	Essays
Pamphlets	Journals	Auto-Biographies
Diaries	Biographies	Prose

different genres by connecting to personal experiences & referring to textual information.		
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Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

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.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 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).

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

- 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.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

6. 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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or the broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. 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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply *grades 9 Reading standards* to literature.

Apply *grades 9 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the as the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Range of Writing

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.

Key Ideas	Skills	Student Objectives
Types of Writing A. Write short stories, poems and plays. • Apply varying organizational methods. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include literary elements • Use literary devices B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews). • Include cause and effect. • Develop a problem and solution when appropriate to the topic. • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Use primary and secondary sources. C. Write persuasive pieces. • Include a clearly stated position or opinion. • Include convincing, elaborated and properly cited evidence. • Anticipate and counter reader concerns and arguments. D. Maintain a written record of activities, course work, experience, honors and interests. E. Write clear, concise sentences F. Employ sentence variety	Students effectively gather and use information and writing for a variety of purposes and with a variety of audiences. Engage daily in producing written expressions for a variety of purposes and a variety of audiences. Share writing with others and participate in listening/reading other student/teacher works. Reflect on meaning gained from listening to and reading written expression. Show an awareness of audience by adjusting writing to purpose and need. Use a variety of sources to gather and synthesize information, such as dictionaries, encyclopedias, atlases, magazines, and newspapers, as appropriate to topic. Use various technologies as appropriate to the writing process. Maintain a portfolio of writing containing works in progress as well as finished pieces. Write strong topic sentences in order to develop paragraphs, open-ended responses and/ or essays. Students demonstrate competence in the skills and strategies of the <u>writing process</u>. Employ aspects of the writing process: a) Prewriting to gather/select information, details, ideas and to develop a pattern of organization b) Drafting to express ideas, supply appropriate and adequate detail and support, adhere to a logical order of development and provide a sense of conclusion c) Revising to alter, add, delete and/or rearrange details, words and/or phrases to further clarify expression d) Editing to effectively apply grammatical and mechanical conventions to written expression e) Publishing to become an author sharing with an	By the end of grade 9 students will be able to: Use a variety of sources to produce an investigative piece of writing of five to eight paragraphs on a self-selected topic. Participate in an "Author's Tea" or "Open Mic" to share original books written, illustrated and published by individual students. Conduct a team "fact-finding mission" using various resources including encyclopedias, dictionaries, books, magazines and Internet sites. Maintain a presentation portfolio that should include but not be limited to: a) Two polished works showing a variety of writing modes (exposition, narration, news stories, autobiography/biographies, creative writing) b) A written explanation as to why each selection was chosen. c) A written reflection on the student's strengths and weaknesses in writing Use appropriate prewriting techniques to identify and develop a topic for writing a persuasive piece: a) Hold strong feelings for the topic b) Able to generate a "pro" and "con" side to the argument c) Research available on the topic In response to a persuasive prompt, produce a piece of writing of five to eight paragraphs that: a) State a thesis that is clear and states your position on the issue b) Has substantial supporting detail which is specific and concrete c) Demonstrates logical progression of ideas d) Demonstrates a sense of completeness or wholeness with adherence to the central idea e) Has clarity in presentation of ideas f) Follows the conventions of Standard English.

	audience f) Write portfolio reflections g) Revise using checklists and scoring rubrics Write in a variety of <u>genres</u> such as: • Expository (to explain) • Persuasive (to convince) • Creative/narrative (to examine an idea or emotion and literary response) • Literary response Paraphrase and summarize ideas from a variety of sources. Combine content from a variety of sources. Give credit to writers when using their work in creating written expression by producing a bibliography.	Create mnemonics, or memory tricks, to help remember how to spell tricky common words (e.g., a lot, all right, could have). Use internet research articles and prepare persuasive paper including quotes from the article. Write a variety of styles including: Persuasive, cause and effect, poems, etc. Write a well developed plot Write character dialogue Write a clear narrator Compose a research paper using MLA citation Choose from the following journal entry topics and formats: Decision making, conflict resolution, self-perception, retelling,, reflections, social issues in historical and contemporary times.
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Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 9 reading and content*, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - 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.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
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.

KEY IDEAS	SKILLS	KNOWLEDGE OBJECTIVES
Quality of Writing A. Write with a sharp, distinct focus. • Identify topic, task and audience. • Establish a single point of view. B. Write using well-developed content appropriate for the topic. • Gather, determine validity and reliability of and organize information. • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus. C. Write with controlled and/or subtle organization. • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion. D. Write with an understanding of the stylistic aspects of composition. • Use different types and lengths of sentences.	Students understand and effectively apply grammatical and mechanical conventions to written words. <u>Students demonstrate competence in the skills and strategies of the writing traits.</u> <u>Six +1 Writing Traits</u> The 6+1 Trait® Writing analytical model for assessing and teaching writing is made up of 6+1 key qualities that define strong writing. These are: <u>Ideas</u>, the main message; <u>Organization</u>, the internal structure of the piece; <u>Voice</u>, the personal tone and flavor of the author's message; <u>Word Choice</u>, the vocabulary a writer chooses to convey meaning; <u>Sentence Fluency</u>, the rhythm and flow of the language; <u>Conventions</u>, the mechanical correctness; <u>Presentation</u>, how the writing actually looks on the page. Understand and apply conventions of Standard English grammar, such as correct verb choice, subject/verb agreement, pronoun/antecedent agreement and parallel structure. Understand and apply conventions of Standard English,	By the end of grade 9 students will be able to: Edit a piece of text that contains errors in grammatical and mechanical conventions to make it suitable for publication. Create a “sophisticated” picture book to introduce vocabulary words related to a specific topic or theme. Review a short story read in class, containing no dialogue. Rewrite a portion of the story to insert dialogue appropriately, using correct sentence structure. Edit a piece of text that contains errors in grammatical and mechanical conventions to make it suitable for publication Effectively incorporate word choice to create a specific tone or mood (e.g., humor, suspense). Use varied approaches to explain step-by-step instructions that explain a process such as: a) Show the process using pictures b) Explain the process using words c) Demonstrate the process. By the end of grade 9 students will be able to: Write an essay in which you analyze a character in a novel, short story, television show, or movie

• Use tone and voice through the use of precise language. E. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice. F. Edit writing using the conventions of language. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). G. Present and/or defend written work for publication when appropriate.	mechanics, such as correct punctuation, capitalization and spelling. Utilize the writing process Writing portfolio reflections Revise using checklists and scoring rubrics Revise grammar in context Edit written expression to prepare for publication. Students understand and effectively apply stylistic and rhetorical aspects of writing Increase grade appropriate vocabulary to use when composing written works. Strengthen written expression by using rich and challenging vocabulary. Recognize figurative language (e.g., personification and analogies). Vary writing by employing different sentence lengths and patterns, as appropriate, including the use of dialogue. Use vivid and varied language, as shown in colorful verb and modifier selections to affect meaning and impression. Recognize the need to adjust word choice, sentence length and pattern to audience. Students effectively gather and use information and writing for a variety of purposes and with a variety of audiences Define in context unfamiliar words, specialized vocabulary, figurative language, and technical terms. Engage daily in producing written expressions for a variety of purposes and a variety of audiences. Show an awareness of audience by adjusting writing to meet a specific purpose or need.	by plotting ideas in the prewriting chart: Character Profile of _____ <table><tr><th>Method of Characterization</th><th>Detail in the Story</th></tr><tr><td>Appearance</td><td></td></tr><tr><td>Actions</td><td></td></tr><tr><td>Words spoken by character</td><td></td></tr><tr><td>Thoughts</td><td></td></tr><tr><td>Other characters’ responses</td><td></td></tr><tr><td>Writer’s direct comments</td><td></td></tr><tr><td>Is the character believable? Why? or Why not?</td><td></td></tr></table>	Method of Characterization	Detail in the Story	Appearance		Actions		Words spoken by character		Thoughts		Other characters’ responses		Writer’s direct comments		Is the character believable? Why? or Why not?	
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Other characters’ responses																		
Writer’s direct comments																		
Is the character believable? Why? or Why not?																		

	Produce a piece of writing which analyzes a literary character, plot or setting.	
Research A. Locate information using appropriate sources and strategies. • Determine valid resources for researching, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select essential sources (e.g., dictionaries, encyclopedias, etc.). • Use tables of contents, cross-references and appendices. B. Organize, summarize and present the main ideas from research. • Identify the steps necessary to carry out a research project. • Take relevant notes • Develop a thesis statement	Students effectively use a variety of visual media and resources, including technological tools, to communicate with a variety of audiences and for different purposes. Select the most efficient, reliable source for accessing information. Understand, analyze, interpret and employ graphics, such as graphs, charts, and diagrams, as appropriate to purpose. Select a variety of visual media and resources, including technological tools, to communicate with a variety of audiences for a variety of purposes.	By the end of grade 9 students will be able to: Investigate a self, or teacher-selected topic and explore a variety of resources and combine information, synthesize ideas, create and present, the results of the investigation. Prepare and present a multimedia lesson reflecting a teacher-introduced topic to peers, properly utilizing a specific media resource to aid instruction. Create and present a group multimedia presentation developed from independent research topic. Presentation should include: - Narration (recorded or delivered orally by student) - Appropriate content on grade level theme Maintain a production portfolio that should include but not be limited to: - Two polished works showing a variety of productions of print and non-print media with explanations & reflections

Speaking & Listening

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - 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.
 - 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.
 - 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.
 - 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.
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.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

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.
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.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening A. Listen to others. • Ask probing questions. • Analyze information, ideas and opinions to determine relevancy. • Take notes when needed. B. Listen to selections of literature (fiction and/or nonfiction). • Relate them to previous knowledge. • Predict content/events. • Summarize events and identify the significant points. • Identify and define new words and concepts. • Analyze the selections. C. Use feedback to improve effectiveness. D. Speak using skills appropriate to formal speech situations. • Use complete sentences. • Pronounce words correctly. • Adjust volume to purpose and audience. • Adjust pace to convey meaning. • Add stress (emphasis) and inflection to enhance meaning. E. Contribute to discussions. • Ask relevant, probing questions. • Respond with relevant information, ideas or reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Clarify, illustrate or expand on a response when asked. • Present support for opinions. • Paraphrase and summarize, when prompted. • Use verbal and nonverbal techniques. F. Participate in small and large group discussions	Students demonstrate and practice listening skills and strategies to comprehend oral communication in a variety of situations. CONTENT What students should know 1. Analyze a speaker's purpose and/or bias in a variety of presentations (magazine, television ads, infomercials). 2. Develop and follow a set of oral or visual directions. 3. Listen to understand topic, purpose, and perspective in spoken messages (e.g., educational video, news broadcast, guest speaker). 4. Recognize the ways in which language differs across social situations. 5. Evaluate strategies used by speakers in various presentations. Analyze and evaluate both verbal and nonverbal cues that affect meaning. Listen attentively to gain meaning and analyze information in a variety of situations. Select and employ appropriate listening skills in a variety of settings. Gain a better understanding of others by listening to a variety of ideas from a variety of sources. Students effectively organize and deliver oral communication with a variety of audiences. Select appropriate style of presentation for audience (e.g., oral presentation, display, newspaper, web page). Employ language, vocabulary and delivery method as appropriate to audience.	By the end of grade 9 students will be able to: View or listen to a dramatic production and analyze and evaluate it. Develop criteria for the evaluation of a peer presentation: a) Volume b) Tone c) Articulation d) Pacing e) Nonverbal gestures Compare and contrast coverage of a current issue in a newspaper, television broadcast and a magazine article. Create a scrapbook that includes articles and ads that are geared towards a specific group (e.g., teens, senior citizens, men, women). By the end of grade 9 students will: Listen for a logically order in oral directions that can be easily followed. Use criteria to evaluate own and others' effectiveness in group discussions and formal presentations (e.g., accuracy, relevance, and organization of information; clarity of deliver, types of arguments). Students will maintain a production portfolio that should include but not be limited to: • Two polished works showing a variety of productions of print and non-print media (writings, displays, pictures, drawing, computer designed media, video/audio tapes) • A written explanation of why each work was chosen • A written reflection of the student's strengths and weaknesses Develop and deliver an oral presentation of eight to ten minutes which: a) Employs appropriate delivery techniques suitable for audience and purpose b) Relates information (report or
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and presentations. • Initiate everyday conversation. • Select a topic and present an oral reading. • Conduct interviews as part of the research process. • Organize and participate in informal debates. • Share, acknowledge and build on other's ideas. G. Use media for learning purposes and to enhance and enrich the message. • Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter. • Analyze the role of advertising in the media. • Create a multimedia (e.g., film, music, computer-graphic) presentation for display or transmission.	Select and employ appropriate inflection, tone, facial and body expression to affect meaning. Develop criteria to evaluate one's own written expression, and that of others. Prepare and give oral presentations that inform or persuade, using appropriate delivery techniques. Students apply speaking skills and strategies to communicate effectively with a variety of audiences and for different purposes. Participate in both small and large group discussions and/or panels generating questions and ideas that analyze, synthesize	research) or persuades the audience Ask questions to seek elaboration and clarification of ideas presented by a variety of speakers. By the end of grade 9 students will be able to: Read or listen to an oral presentation written by a person of note and evaluate its strengths. Gain a better understanding of self and others by discussing a variety of ideas from a variety of sources. Relate implications for decision-making and possibilities for different outcomes through panel discussions.
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Resources

Writing

<http://ksdl.ksbe.edu/writingresource/writingprocess.html>

http://www.teach-nology.com/themes/lang_arts/typesofwriting/

<http://www.literacyta.com/common-core-standards/writing> - Common Core, Writing in Action