

## 2012 Focus Calendar-9th

Months	Content	Strategies for students	Process	District Assessment
<p>1st Qtr.: August – September – October</p> <p>Reading: Using critical thinking skills and problem-solving techniques, I will be able to analyze the components of literary texts to make meaning and connect to my own life.</p> <p>Writing: I will be able to communicate ideas by writing creative, original, innovative and well-formulated pieces.</p>	<p>-Students will use the reading process to apply a variety of comprehension strategies before, during and after reading.</p> <p>-Students will use the writing process to construct expressive pieces.</p>	<p>-Analyzing and evaluating literature</p> <p>-Applying 6 Traits of Writing</p> <p>-Developing creativity in writing</p> <p>-Applying the writing process (Prewriting, drafting, editing, proofreading, and publishing)</p>	<p>-Review of plot, characterization, mood, setting, theme</p> <p>-Reading strategies such as connecting, predicting, visualizing, think alouds, set a purpose, preview, plan, reflect, reread, etc.</p> <p>-Class discussion and constructed responses</p> <p>-Focus activities for each of the traits (ideas, organization, voice, word choice, fluency, and conventions)</p> <p>-Elements of short story; showing vs. telling; dialogue; word choice and figurative language</p> <p>-Elements of poetry; figurative language, rhythm and rhyme, word patterns, imagery</p>	
<p>2<sup>nd</sup> Qtr.: October – Nov. – Dec. – Jan.</p> <p>Reading: I will distinguish similarities &amp; differences between varying forms of written media.</p> <p>I will analyze a novel for author's use of literary elements and effectiveness to convey ideas pertinent to my own experience.</p> <p>Writing:</p>	<p>-Students will use the reading process and demonstrate understanding of literary texts (poetry, short story, nonfiction).</p> <p>-Students will construct expository essays.</p>	<p>-Analyzing and evaluating literature</p> <p>-Applying 6 Traits of Writing</p> <p>-Applying the writing process to develop a multi-paragraph paper of three or more pages (Prewriting, drafting, editing, proofreading, and publishing)</p>	<p>-Read a classic novel</p> <p>-Reading strategies such as connecting, predicting, visualizing, think-alouds, set a purpose, preview, plan, reflect, reread, etc.</p> <p>-Class discussion and constructed responses</p> <p>-Review of flashback, foreshadowing, simile, metaphor, personification, alliteration, tone, symbolism and irony.</p> <p>-Prewriting, drafting, editing,</p>	

<p>I will write informative/explanatory essays that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>			<p>proofreading, and publishing; incorporating outside information to develop ideas</p> <p>-Practice with the 6 Traits: ideas, organization, voice, word choice, fluency, and conventions)</p>	
<p>3<sup>rd</sup> Qtr.: Jan. – Feb. –March</p> <p>Reading: I will critically read various forms of informational texts, summarizing main ideas and analyzing authorial intent/bias.</p> <p>Writing: I will 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.</p>	<p>-Students will demonstrate an understanding of informational texts (websites, directions, brochures, etc.)</p> <p>-Students will conduct research using multiple sources.</p>	<p>-Analyzing and evaluating literature</p> <p>-Locating, evaluating and applying information</p> <p>-Applying 6 Traits of Writing</p> <p>-Applying the writing process (Prewriting, drafting, editing, proofreading, and publishing) to develop a multi-paragraph, research paper using at least 5 outside sources</p>	<p>-Hands-on activities based on functional texts</p> <p>-Main idea, details, headings and sub-headings, skimming vs. reading carefully</p> <p>-Narrowing a topic, finding and evaluating sources of information, note-taking and citing sources</p> <p>-Prewriting, drafting, editing, proofreading, and publishing; incorporating outside information to develop ideas</p>	
<p>4<sup>th</sup> Qtr.: March – April – May</p> <p>Reading: I will effectively read drama and poetry aloud.</p> <p>Speaking: I will initiate and participate effectively in a range of collaborative discussions with diverse partners on topics,</p>	<p>-Students will speak on a focused topic.</p> <p>-Students will use multi-media in a class presentation.</p> <p>-Students will use speaking strategies to present oral interpretations of literature.</p> <p>-Students will evaluate their</p>	<p>-Organizing, preparing, and presenting to a large group</p> <p>-Evaluating</p> <p>-Using technology</p>	<p>-Give a variety of speeches (impromptu, demonstration, persuasive, etc.)</p> <p>-Construct effective introductions and conclusions</p> <p>-Use outside sources to provide support and cite them</p> <p>-Use multi-media during a speech</p>	

<p>texts, and issues, and present content effectively to listeners.</p> <p>I will collaboratively evaluate and offer constructive criticism to peer speakers.</p> <p>Writing: I will communicate ideas by writing original, innovative, and well-formulated speeches.</p>	<p>own and others' speaking</p>		<p>-Read drama aloud</p> <p>-Recite poetry</p> <p>-Self and peer evaluation of delivery skills</p>	
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Note: Let it be understood that we cover most of these content areas every quarter, but we will highlight certain areas during certain quarters.