

English I / Grade Nine
First Semester

Standards	Objective	Assessment/Application	Selected from Short Stories/Poems
<p>Standard 4</p> <p>9.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade level vocabulary to infer meaning of grade-level text.</p> <p>9.4.W.1 Students will use domain appropriate vocabulary to communicate complex ideas in writing clearly.</p> <p>9.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p> <p>9.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.</p> <p>9.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p> <p>9.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p> <p>9.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.</p> <p>Standard 5:</p> <p>9.5.R.1 Students will examine the function of parallel structures, various types of phrases, and clauses to convey specific meanings.</p> <p>9.5.W.1 Students will write using correct mechanics with a focus on punctuation marks as needed.</p> <p>9.5.R.2 Students will recognize the use of active and passive voice.</p> <p>9.5.W.2 Students will compose simple, compound, complex, and compound complex sentences and questions to signal differing relationships among ideas.</p> <p>9.5.R.3 Students will recognize and correct inappropriate shifts in verb tense.</p>	<p>~Students will be able to expand their working vocabularies to effectively communicate and understand texts.</p> <p>~Students will expand academic, domain appropriate, grade-level vocabularies through reading, word study, and class discussion.</p> <p>~Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain appropriate abstract and concrete words in their writing.</p> <p>~Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <p>~Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p> <p>~Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	<p>vocabulary</p> <p>comprehension</p> <p>projects/presentations</p> <p>analyze fig.lang.</p> <p>terminology</p> <p>letter format</p> <p>graphic organizers</p> <p>plot pyramid</p> <p>timeline</p>	<p><u>Selected from Short Stories/Poems</u></p> <p>A Sound of Thunder</p> <p>The Most Dangerous Game</p> <p>The Necklace</p> <p>Where Have You Gone, Charming Billy?</p> <p>Edgar Allan Poe’s “The Raven”, “Black Cat”, “The Cask of Amontillado”</p> <p>“The Gift of the Magi”</p> <p>Truman Capote’s “A Christmas Memory”</p> <p><u>Novels/Plays/Movies</u></p> <p>Of Mice and Men (novella and movie)</p> <p>Fahrenheit 451</p> <p>independent reader of student’s choice</p> <p>Hi HIHI H HIHIHIH</p>

<p>9.5.W.3 Students will use parallel structure.</p> <p>9.5.R.4 Students will recognize the subject and verb agreement, and correct as necessary.</p> <p>9.5.W.4 Students will use various types of phrases (e.g., appositive, adjectival, adverbial, participial, prepositional) and clauses (e.g., independent, dependent, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>			
<p>9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p>9.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p>9.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.</p> <p>9.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.</p> <p>9.2.R.3 Students will synthesize main ideas with supporting details in texts.</p> <p>9.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.</p> <p>9.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent tone and point of view.</p> <p>9.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spellcheck).</p> <p>9.3.W.2 INFORMATIVE - Grade Level Focus Students will compose essays and reports to objectively introduce and develop topics,</p>	<p>~Students will use a variety of recursive reading and writing processes.</p> <p>~Students will read and comprehend increasingly complex literary and informational texts.</p> <p>~Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p> <p>~ Students will recognize ethos, pathos, and logos appeals of persuasion and use them in their writing.</p> <p>~Students will apply critical thinking skills to reading and writing.</p> <p>~Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</p> <p>~Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>	<p>persuasive informative synthesis essay</p>	

<p>incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.</p> <p>9.3.W.4 ARGUMENT Students will introduce claims, recognize and distinguish from alternate or opposing claims, and organize reasons and evidences, using credible sources.</p> <p>9.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>			
<p>9.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p> <p>9.1.W.1 Students will give...informal presentations...individually, providing textual and visual evidence to support a main idea.</p> <p>9.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.</p> <p>9.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p> <p>9.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and/or draw appropriate conclusions.</p>	<p>~Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. ~Students will develop and apply effective communication skills through speaking and active listening. ~Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. ~Independent Reading and Writing ~Students will read and write for a variety of purposes including, but not limited to, academic and personal. ~Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. ~Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	<p>book talks book reports presentations</p>	