

GRADE 9 READING

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
<p>Reading Fluency and Accuracy (F & A)</p>	<p>R:F&A:9:1: Read grade-level appropriate material with...</p> <ul style="list-style-type: none"> 1.1 reading material appropriate for high school with at least 90-94% accuracy 1.2 reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading 1.3 reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue 		
<p>Word Identification Skills and Strategies (WID)</p>	<p>R:WID:9:1: Apply word identification/ decoding strategies by ...</p> <ul style="list-style-type: none"> 1.1 Identifying multi-syllabic words by using: <ul style="list-style-type: none"> ○ knowledge of sounds ○ syllable division ○ word patterns 		
<p>Vocabulary Strategies (V:1)</p>	<p>R:V:9:1: Identify the meaning of unfamiliar vocabulary by...</p> <ul style="list-style-type: none"> 1.1 using strategies to unlock meaning: <ul style="list-style-type: none"> ○ prior knowledge ○ knowledge of word structure <ul style="list-style-type: none"> ○ prefixes/suffixes ○ base words ○ common roots ○ word origins ○ context clues ○ resources to determine definition, pronunciation, etymology, or usage of words <ul style="list-style-type: none"> ○ dictionaries ○ glossaries 		<p>Identifying theme and then making links between content/events and theme</p>

	<ul style="list-style-type: none"> o thesauruses o general and specialized print or electronic resources 		
<p>Breadth of Vocabulary (V.2)</p>	<p>R:V.2: Show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...</p> <p>2.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English</p> <p>2.2 Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/senses, or idioms; or use of content-specific vocabulary words with multiple meanings, precise language, or technical vocabulary</p> <p>(added) Collecting words to expand personal vocabularies</p>		<p>Students might be asked to explain the meaning of terminology appropriate to the content of the subject area as used in a text passage.</p>
<p>Initial Understanding of Literary Texts (L.I.1)</p>	<p>R:L.I.1: Demonstrate initial understanding of elements of literary texts by...</p> <p>1.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action</p> <p>1.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text</p>		

Comment [line 1]: Cross reference with other disciplines like social studies, science, etc. Is this genre or just content/idea?

Comment [line 2]: What does this mean?

<p>Initial Understanding of Literary Texts (L.T:1)</p>	<p>R.L.T:9:1: Demonstrate initial understanding of elements of literary texts by...</p> <p>1.3 Generating questions before, during, and after reading to enhance//expand understanding and /or gaining new information</p> <p>1.4 Recognizing that each genre has its own characteristics (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, biography, autobiography, action/adventure, personal narrative/memoir); Identifying characteristics of <u>novels, dramatic presentations, comedies, tragedies, satires, parodies, episodes</u></p> <p>1.5 Recognizing literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, personification, hyperbole); Identifying the literary devices of <u>foreshadowing, symbolism, allusion, diction, syntax, bias, and point of view</u></p>	
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<p>Analysis and Interpretation of Literary Texts (L.T:2)</p>	<p>R.L.T:9:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <p>2.1 Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on <u>interactions between characters or evolving plot</u>)</p> <p>2.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time</p> <p>2.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus</p>	<p>Consider: "If this story were told from another character's point of view, how would the reader's interpretation be different?"</p>
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		or illustrations] Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or to interpret maps, charts, timelines, tables, or diagrams.	
1.2		Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining)	
1.3			

Initial Understanding of Informational Texts (IT:1)			
		R:IT:9:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...	
		1.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information	
		1.5 Identifying the characteristics of a variety of types of text (e.g., reference public documents (drivers' manuals) and discourse, essays (including literary criticisms), articles, technical manuals, editorials/commentaries, primary source documents, periodicals, job-related materials, speeches, on-line reading, documentaries, and practical/functional procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules)	

Analysis and Interpretation of Informational Texts (IT:2)			
		R:IT:9:2: Analyze and interpret informational text, citing evidence as appropriate by...	
		2.1 Explaining connections about information within a text, across texts, or to related ideas	
		2.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles;	
			Students are asked to compare information presented in two textual excerpts. "How does the title of

	<p>or formulating assertions or controlling ideas) Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant</p> <p>2.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts</p> <p>2.5 Making inferences about causes and/or effects</p> <p>2.6 Evaluating the clarity and accuracy of information (e.g., consistency, effectiveness of organizational pattern, or logic of arguments)</p>		<p>the article reflect the author's perspective?"</p>
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<p>Reading Strategies for Monitoring and Adjusting Reading Comprehension Strategies (RS:1)</p>	<p>R:RS:9:1: Demonstrate ability to monitor comprehension and strategy use for different types of texts and purposes by...</p> <p>1.1 Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, using flexible note taking/mapping systems, skimming, scanning, etc)</p>		
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<p>Reading Strategies for Monitoring and Adjusting Reading Comprehension Strategies (RS:2)</p>	<p>R:RS:9:2: Use comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text...</p> <p>2.1 Using strategies before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying,</p>		
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<p>Reading for Research Across Content (B.3)</p>	<p>problem, or to make a decision, or to formulate a judgment, or to support a thesis by...</p> <p>3.1 Identifying and evaluating potential sources of information</p> <p>3.2 Evaluating and selecting the information presented, in terms of completeness, relevance, and validity</p> <p>3.3 Organizing, analyzing, and interpreting the information</p> <p>3.4 Drawing conclusions/judgments and supporting them with evidence</p>		
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GRADE 9 WRITTEN AND ORAL COMMUNICATION

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
Structures of Language Applying Understanding of Sentences, Paragraphs, and Text	<p>W:SL:1 Demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> Using varied sentence length and structure to enhance meaning Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive Applying a format and text structure appropriate to purpose, audience, and context 		<p>Comment [1a4]: We like to start the "po" and leave it as "random"</p> <p>Comment [1a2]: Happening to be in order</p> <p>Comment [1a3]: These were added to it</p>
Structures of Language Applying Understanding of Sentences, Paragraphs, and Text	<p>W:SL:1 Demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> Using the paragraph structures appropriately (e.g., block or indented format) Applying directionality as appropriate to text 		<p>Comment [1a4]: No one knows what the student</p>
Reading Connection Writing in Response to Literary or Informational Text	<p>W:RC:1: Show understanding of plot/ideas/concepts by...</p> <ul style="list-style-type: none"> Selecting appropriate information to set context appropriate to audience Connecting what has been read (plot/ideas/concepts) to prior knowledge/experience, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State) 		<p>Comment [1a5]: added</p>

<p>Reading Connection</p> <p>Writing in Response to Literary or Informational Text</p>	<p>W:RC:2: Make and support analytical judgments about text read aloud or silently by...</p> <ul style="list-style-type: none"> Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) 	<p>Comment [Red]: Added</p>
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<p>Reading Connection</p> <p>Writing in Response to Literary or Informational Text</p>	<p>W:RC:2: Make and support analytical judgments about text read aloud or silently by...</p> <ul style="list-style-type: none"> Establishing an interpretive claim/assertion in the form of a thesis (purpose) 	<p>Comment [Red]: Added</p>
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<p>Expressive Writing</p> <p>Narrative Writing: Personal or Fictional</p>	<p>W:EW:1: Organize and relate a storyline/plot/series of events by...</p> <ul style="list-style-type: none"> Creating a clear and coherent (logically consistent) storyline Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as <u>flashback</u> or <u>foreshadowing</u>; white space; or 	<p>*Scene instead of a full story *Within context of novel</p> <p>Comment [Red]: Added</p>
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	<p>words/phrases) to enhance meaning</p> <ul style="list-style-type: none"> ○ Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning ○ Establishing and maintaining a theme ○ Providing a sense of closure 		
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Expressive Writing Narrative Writing: (Personal or Fictional)	<p>W:EW:2: Demonstrate use of narrative strategies to engage the reader by...</p> <ul style="list-style-type: none"> ○ Creating images, using relevant and descriptive details and sensory language to advance the plot/storyline ○ Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate ○ Using voice appropriate to purpose ○ Maintaining focus ○ Selecting and elaborating important ideas; and excluding extraneous details ○ Controlling the pace of the story EXAMPLE: Intentional use of sentence length and punctuation 		
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Comment [1=9]: Add!

Expressive Writing Poetry	<p>W:EW:3 Demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> ○ Writing poems in a variety of voices for a variety of audiences (purpose) ○ Writing poems that express speaker's moods, thoughts, or feelings ○ Choosing conventional or alternative text structures to achieve impact EXAMPLES (text structures): sonnet, free verse, haiku, ballad, ode, concrete poems 		
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Expressive Writing Poetry	<p>W:EW:4: Use language effectively by...</p> <ul style="list-style-type: none"> ○ Selecting vocabulary according to purpose and for effect on audience ○ Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative 		
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	<p>language is appropriate to purpose EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia, metaphor, oxymoron</p> <ul style="list-style-type: none"> Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact Using a variety of poetic forms 			<p>Comment [ma10]: Added</p> <p>Comment [ma11]: Look out underlining because students' error</p> <p>Comment [ma12]: Added</p>
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<p>Expressive Writing Reflective Essay</p>	<p>W:EW:5: Explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> Engaging the reader by establishing context (purpose) Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection Using an organizational structure that allows for a progression of ideas to develop Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus Providing closure - leaving the reader with something to think about 		
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<p>Informational Writing Reports, Procedures, or Persuasive Writing</p>	<p>W:IW:1: Organize ideas/concepts by ...</p> <ul style="list-style-type: none"> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, deductive/inductive reasoning Writing an introduction to set context, which includes a lead/hook and relevant information (excluding extraneous details) Providing a list of resources (e.g. materials used in a task; sources used for reference) 	<p>Changed wording to make consistent throughout</p>		<p>Comment [ma13]: Are other disciplines, like science, doing this?</p>
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<p>Informational Writing Reports, Procedures, or Persuasive Writing</p>	<p>W:1W:2: Effectively convey purpose by ...</p> <ul style="list-style-type: none"> ○ Establishing a topic ○ Stating and maintaining a focus/controlling idea/thesis ○ Writing with a sense of audience, when appropriate ○ Establishing an authoritative voice ○ Using precise and descriptive language that clarifies and supports intent 		
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<p>Informational Writing Reports, Procedures, or Persuasive Writing</p>	<p>W:1W:3: Demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> ○ Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information ○ Including sufficient details or facts for appropriate depth of information; naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose ○ Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) ○ Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) 		
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<p>Writing Conventions Applying Rules of Grammar, Usage, and Mechanics</p>	<p>W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> ○ Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns ○ Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: hyphens, dashes, parentheses 		
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<p>Writing Conventions</p> <p>Applying Rules of Grammar, Usage, and Mechanics</p>	<p>W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> o Applying capitalization rules o Applying conventional and word-derivative spelling patterns/rules EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation 		
<p>Habit of Writing</p> <p>Writing Process</p>	<p>W:HW:1: Use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.</p> <ul style="list-style-type: none"> o See Appendix for Writing Process 		
<p>Habit of Writing</p> <p>Writing Extensively</p>	<p>W:HW:2: Demonstrate the habit of writing extensively by...</p> <ul style="list-style-type: none"> o Writing with frequency, including in-school and out-of-school and during the summer o Sharing thoughts, observations, or impressions <p>Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays</p> <ul style="list-style-type: none"> o Writing in a variety of genres 		<p style="text-align: center;">Comment [redacted]: Omit</p>
<p>Oral Communication Strategies</p> <p>Interactive Listening</p>	<p>W:OC:1: Demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> o Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems o Summarizing, paraphrasing, questioning, or contributing to information presented o Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message o Participating in large and small group discussions showing respect for a range of individual ideas o Reaching consensus to solve a problem, make a 		<p style="text-align: center;">Comment [redacted]: Specific genres by grade level to be determined</p>

