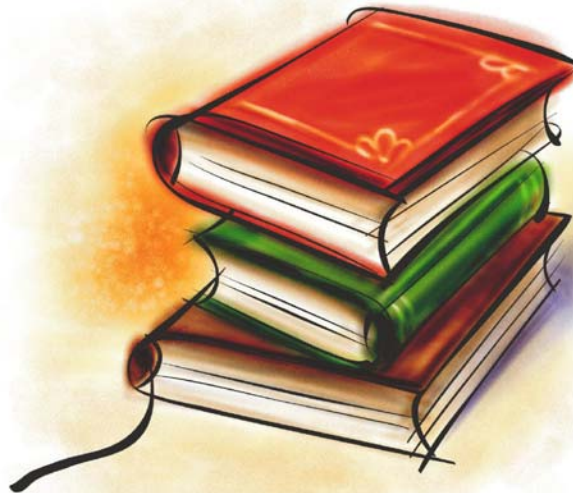


Miami-Dade County Public Schools
Curriculum, Instruction, and School Improvement

Curriculum Pacing Guide



Language Arts / Reading
Ninth Grade
July 2006

The School Board of Miami-Dade County Public Schools

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NINTH GRADE CURRICULUM PACING OVERVIEW

This document provides a pacing guide for instruction in Grade 9. It is designed to help teachers in pacing instruction of what students are expected to know and be able to use in Language Arts / Reading for the entire year.

Purpose of the Grade 9 Language Arts / Reading Curriculum Pacing Guide

The **Grade 9 Language Arts / Reading Curriculum Pacing Guide** was formulated for the purpose of providing Grade 9 teachers with a guide for pacing instruction throughout the year. The Division of Language Arts / Reading responded to the request of administrators and teachers in the field to create a guide that would serve as a resource for teachers. Most importantly, district interim assessments are aligned to this pacing document.

Description of the Grade 9 Language Arts / Reading Curriculum Pacing Guide

The **Grade 9 Language Arts / Reading Curriculum Pacing Guide** specifies the Sunshine State Standards (SSS) Benchmarks, Objectives, and Strands/Standards taught during each nine week instructional period.

- Column One – Strands/Standards:
Identifies the Strands/Standards as required by the SSS.
- Column Two - Objectives:
Identifies the specific, measurable objectives to be addressed in lessons. Please note that **On-going Objectives** must be taught during each nine week instructional period.
- Column Three – Benchmarks:
Contains the SSS Benchmarks for Grade 9.

Suggestions for Implementing the Grade 9 Language Arts / Reading Curriculum Pacing Guide

The role of the teacher is to:

- teach the SSS content matter;
- provide classroom activities that address the SSS;
- enhance curriculum by using textbooks, manipulatives, technology, and other instructional materials;
- use varying methods of instruction to address diverse learning styles; and
- administer teacher - made assessments.

In addition to using the **Grade 9 Language Arts / Reading Curriculum Pacing Guide**, teachers should:

- consider intra-school collaborative planning and spiraling of the curriculum to ensure efficient and effective pacing and delivery of instruction;
- adjust pacing and discuss progress with peers;
- connect content area informational text to the Language Arts/Reading classes; and
- provide opportunities for the application of reading strategies to informational text.

If you have comments or suggestions to improve this document, please contact District Supervisor, Ms. Karen Spigler at kspigler@dadeschools.net or Executive Director, Reading First, Pauline Ward at pward@dadeschools.net of the Division of Language Arts / Reading.

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Grade Nine – 1st Nine Weeks

<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of texts</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of development and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
Strand/Standard	Objectives	Benchmarks
<p>Reading</p> <p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p>	<p>The student will</p> <ul style="list-style-type: none"> • use learning strategies, such as reciprocal teaching, learning logs, two-column notes, graphic organizers; and use text features including table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, bibliography, blurbs, and footnotes. • use vocabulary development strategies with emphasis on analogies, word parts (e.g., prefix, root, suffix), and context clues. • use appropriate literary terminology (including foreshadowing, tone, main idea, symbolism, and irony) to analyze literary selections. • determine the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material • determine the author's purpose and point of view and their effects on the text • apply critical reading skills for independent and informational reading, including determining the stated or implied main idea(s) and details recognizing stated and/or implied cause and effect 	<p>Words/Phrases in Context LA.A.1.4.1 LA.A.1.4.2</p> <p>Main Idea LA.A.2.4.1 LA.A.2.4.2</p> <p>Comparisons LA.A.2.2.7</p> <p>Reference /Research LA.A.2.4.7</p>

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<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of texts</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of development and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
	<p>relationships, and recognizing the use of comparison/contrast in a selection.</p>	
<p>Writing</p> <p>B1 The student uses writing processes effectively.</p> <p>B2 The student writes to communicate ideas and information effectively.</p>	<p>The student will</p> <ul style="list-style-type: none"> • select and use appropriate rewriting strategies, such as brainstorming, graphic organizers, and outlines • draft and revise writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of traditional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling • formulate and develop a thesis statement. • write formally and informally in a variety of modes to include narrative, expository, and expressive/imaginative. • recognize and develop logical thought patterns (analysis, chronological order, comparison/contrast) in multi-paragraph compositions. 	<p>LA.B.1.4.1 LA.B.1.4.2</p> <p>LA.B.2.4.3</p>

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<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of texts</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of development and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
	<ul style="list-style-type: none"> • select tone and point of view appropriate to subject and audience. • prepare and maintain a portfolio of writing that reflects the writing process in a variety of modes and formats and that contains evidence of student reflection and self-evaluation. • use test-taking strategies, such as practicing for formal assessment, participating in timed writing activities, and organizing and presenting data to write accurate and complete answers to prompts and essay/task performance questions. 	
<p>Listening, Viewing, and Speaking</p> <p>C1 The student uses listening strategies effectively.</p> <p>C2 The student uses viewing strategies effectively.</p>	<p>The student will</p> <ul style="list-style-type: none"> • demonstrate appropriate listening and viewing skills in a variety of settings and for a variety of purposes. • use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others. • determine main concept and supporting details in order to analyze and evaluate nonprint media 	<p>LA.C.1.4.2 LA.C.1.4.3</p> <p>LA.C.2.4.1</p> <p>LA.C.3.4.2</p>

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<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of texts</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of development and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>C3 The student uses speaking strategies effectively.</p>	<p>messages.</p> <ul style="list-style-type: none"> • select and use a variety of speaking strategies to clarify meaning and to reflect understanding , interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations. 	
<p>Language</p> <p>D1 The student understands the nature of language.</p> <p>D2 The student understands the power of language.</p>	<p>The student will</p> <ul style="list-style-type: none"> • make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias • understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities. 	<p>LA.D.1.4.2 LA.D.2.4.1</p>
<p>Literature</p> <p>E1 The student understands</p>	<p>The student will</p> <ul style="list-style-type: none"> • identify the characteristics that distinguish literary forms 	<p>LA.E.1.4.1 LA.E.1.4.3</p>

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<p>A1: The student uses the reading process effectively.</p> <p>A2: The student constructs meaning from a wide range of texts</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of development and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>the common features of a variety of literary forms.</p> <p>E2 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<ul style="list-style-type: none"> • identify universal themes prevalent in the literature of all cultures • analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions • recognize cause-and-effect relationships in literary texts • understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme • understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction 	<p>LA.E.2.2.1</p> <p>LA.E.2.4.1 LA.E.2.4.2 LA.E.2.4.4</p>

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Grade Nine – 2nd Nine Weeks

<p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of development and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A. 1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>Strands</p>	<p>Objectives</p>	<p>Benchmarks</p>
<p>Reading</p> <p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p>	<p>The student will</p> <ul style="list-style-type: none"> • increase vocabulary with emphasis given to the use of contextual clues, denotation and connotation, etymology, and biased language. • select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations • use learning strategies, such as reciprocal reading, learning logs, and marginal note-taking. • analyze editorials using critical reading skills, such as identifying the stated or implied main ideas and/or cause and effect, summarizing key details, drawing conclusions, differentiating between fact and opinion, and evaluating the soundness of the writer's argument. • use test-taking strategies, such as practicing for a formal assessment, participating in 	<p>Words/Phrases in Context LA.A.1.4.1 LA.A.1.4.2</p> <p>Author's Purpose LA.A.2.4.2(including LA.A.2.4.5)</p> <p>Reference and Research LA.A.2.4.7 LA.A.2.4.8</p>

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<p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of development and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A. 1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
	<p>timed reading and timed writing activities, organizing and presenting data to write accurate and complete answers to prompts and essay/task performance questions.</p>	
<p>Writing</p> <p>B1 The student uses writing processes effectively.</p> <p>B2 The student writes to communicate ideas and information effectively.</p>	<p>The student will</p> <ul style="list-style-type: none"> • select and use appropriate prewriting strategies; brainstorming, graphic organizers, and outlines • draft and revise writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of traditional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling • write formally and informally in a variety of modes to include narrative, expository, and expressive/imaginative. 	<p>LA.B.1.4.1 LA.B.1.4.2</p> <p>LA.B.1.4.3</p> <p>L.A.B.2.4.3.</p>

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	<ul style="list-style-type: none"> • formulate and develop a thesis statement. • select tone and point of view appropriate to subject and audience. • prepare and maintain a portfolio of writing that reflects the writing process in a variety of modes and formats and that contains evidence of student reflection and self-evaluation. • use test-taking strategies, such as practicing for formal assessment, participating in timed writing activities, and organizing and presenting data to write accurate and complete answers to prompts and essay/task performance questions. 	
<p>Listening, Viewing, and Speaking</p> <p>C1 The student uses listening strategies effectively.</p> <p>C2 The student uses viewing</p>	<p>The student will</p> <ul style="list-style-type: none"> • select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations. • determine main concept and supporting details in order to analyze and evaluate 	<p>LA.C.1.4.1</p> <p>LA.C.2.4.1</p>

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<p>strategies effectively.</p> <p>C3 The student uses speaking strategies effectively.</p>	<p>nonprint media messages</p> <ul style="list-style-type: none"> • select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations 	<p>LA.C.3.4.2</p>
<p>Language</p> <p>D1 The student understands the nature of language.</p> <p>D2 The student understands the power of language.</p>	<ul style="list-style-type: none"> • apply an understanding that language and literature are primary means by which culture is transmitted • make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias 	<p>LA.D.1.4.1 LA.D.2.4.1</p>
<p>Literature</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<ul style="list-style-type: none"> • identify the characteristics that distinguish literary forms • identify universal themes prevalent in the literature of all cultures 	<p>LA.E.1.4.1 LA.E.1.4.2</p>

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<p>E2 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<ul style="list-style-type: none"> • analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions • understand the relationships between elements of literature, including characters, plot, setting, tone, point of view, and theme • recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts. • recognize cause-and-effect relationships in literary texts 	<p>LA.E.2.4.1 LA.E.2.4.2 LA.E.2.4.6</p> <p>LA.E.2.2.1</p>

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Grade Nine – 3rd Nine Weeks

<p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of development and their effectiveness in a variety of written material • identifies the common literary forms. • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>Strands</p>	<p>Objectives</p>	<p>Benchmarks</p>
<p>Reading</p> <p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p>	<p>The student will</p> <ul style="list-style-type: none"> • increase vocabulary with emphasis given to the use of contextual clues, denotation and connotation, etymology, and biased language. • refine vocabulary for interpersonal, academic, and workplace situations, including figurative language, idiomatic, and technical meanings • select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations • use learning strategies, such as reciprocal reading, learning logs, and marginal note-taking. • analyze editorials using critical reading skills, such as identifying the stated or implied main ideas and/or cause and effect, summarizing key details, drawing conclusions, differentiating between fact and opinion, and evaluating the soundness of the writer's argument 	<p>Words/Phrases in Context LA.A.1.4.1 LA.A.1.4.2 LA.A.1.4.3</p> <p>Main Idea/Plot/Purpose LA.A.2.4.2(including LA.A.2.4.5)</p> <p>Reference and Research LA.A.2.4.7 LA.A.2.4.8</p>

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<p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of development and their effectiveness in a variety of written material • identifies the common literary forms. • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
	<ul style="list-style-type: none"> • identify devices of persuasion and methods of appeal and their effectiveness • use test-taking strategies, such as practicing for a formal assessment, participating in timed reading and timed writing activities, organizing and presenting data to write accurate and complete answers to prompts and essay/task performance questions. • locate , gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement 	<p>LA.A.2.4.4</p>
<p>Writing</p> <p>B1 The student uses writing processes effectively.</p>	<p>The student will</p> <ul style="list-style-type: none"> • compose using the writing process: prewriting, drafting, revising, editing, and publishing • draft and revise writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of traditional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of 	<p>LA.B.1.4.1</p> <p>LA.B.1.4.2 L.A.B.1.4.3</p>

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<p>B2 The student writes to communicate ideas and information effectively.</p>	<p>language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling</p> <ul style="list-style-type: none"> • write formally and informally in a variety of modes to include narrative, expository, and expressive/imaginative. • formulate and develop a thesis statement. • select tone and point of view appropriate to subject and audience. • prepare and maintain a portfolio of writing that reflects the writing process in a variety of modes and formats and that contains evidence of student reflection and self-evaluation. • use test-taking strategies, such as practicing for formal assessment, participating in timed writing activities, and organizing and presenting data to write accurate and complete answers to prompts and essay/task performance questions. 	<p>LA.B.2.4.3</p>

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<p>Listening, Viewing, and Speaking</p> <p>C1 The student uses listening strategies effectively.</p> <p>C2 The student uses viewing strategies effectively.</p> <p>C3 The student uses speaking strategies effectively.</p>	<p>The student will</p> <ul style="list-style-type: none"> • select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations. • Use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others • Identify bias, prejudice, or propaganda in oral messages • determine main concept and supporting details in order to analyze and evaluate nonprint media messages • uses volume, stress, pacing enunciation, eye contact, and gestures that meet the needs of the audience and topic • applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations 	<p>LA.C.1.4.1 LA.C.1.4.3 LA.C.1.4.4</p> <p>LA.C.2.4.1</p> <p>LA.C.3.4.1 LA.C.3.4.2 LA.C.3.4.3</p>

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<p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of development and their effectiveness in a variety of written material • identifies the common literary forms. • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
	<ul style="list-style-type: none"> • select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations 	
<p>Language</p> <p>D1 The student understands the nature of language.</p> <p>D2 The student understands the power of language.</p>	<ul style="list-style-type: none"> • apply an understanding that language and literature are primary means by which culture is transmitted • make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias • understand the subtleties of literary devices and techniques in the comprehension and creation of communication • understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communications 	<p>LA.D.1.4.1 LA.D.1.4.2</p> <p>LA.D.2.4.1 LA.D.2.4.2</p>

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<p>Literature</p> <p>E1 The student understands the common features of a variety of literary forms.</p> <p>E2 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p>The student will</p> <ul style="list-style-type: none"> • identify the characteristics that distinguish literary forms • understand why certain literary works are considered classics • identify universal themes prevalent in the literature of all cultures • understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction • analyze the relationship among author's style, literary form, and intended impact on the reader • recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts • analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions 	<p>LA.E.1.4.1 LA.E.1.4.2 LA.E.1.4.3 LA.E.2.4.1 LA.E.2.4.2 LA.E.2.4.4 LA.E.2.4.5 LA.E.2.4.6 LA.E.2.2.1</p>

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	<ul style="list-style-type: none"> • understand the relationships between elements of literature, including characters, plot, setting, tone, point of view, and theme • recognize and explain those elements in tests that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts. • recognize cause-and-effect relationships in literary texts 	

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Grade Nine – 4th Nine Weeks

<p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of development and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.1 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>Strands</p>	<p>Objectives</p>	<p>Benchmarks</p>
<p>Reading</p> <p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p>	<p>The student will</p> <ul style="list-style-type: none"> • increase vocabulary with emphasis given to the use of contextual clues, denotation and connotation, etymology, and biased language. • determine the main ideas and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material • refine vocabulary for interpersonal, academic, and workplace situations, including figurative language, idiomatic, and technical meanings • select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations • use learning strategies, such as reciprocal reading, learning logs, and marginal note-taking. • analyze editorials using critical reading skills, such as identifying the stated or implied 	<p>Words/Phrases in Context LA.A.1.4.1 LA.A.1.4.2 LA.A.1.4.3 LA.A.1.4.4</p> <p>Main Idea/Plot/Purpose LA.A.2.4.1 LA.A.2.4.2(including LA.A.2.4.5)</p> <p>Reference and Research LA.A.2.4.7</p>

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	<p>main ideas and/or cause and effect, summarizing key details, drawing conclusions, differentiating between fact and opinion, and evaluating the soundness of the writer's argument</p> <ul style="list-style-type: none"> • identify devices of persuasion and methods of appeal and their effectiveness • apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings • locate , gather, analyzes, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement • select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services • use test-taking strategies, such as practicing for a formal assessment, participating in timed reading and timed writing activities, organizing and presenting data to write accurate and complete answers to prompts and essay/task performance questions. 	<p>LA.A.2.4.8</p> <p>LA.A.2.4.4 LA.A.2.4.6</p>

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<p>Writing</p> <p>B1 The student uses writing processes effectively.</p> <p>B2 The student writes to communicate ideas and information effectively.</p>	<p>The student will</p> <ul style="list-style-type: none"> • compose using the writing process: prewriting, drafting, revising, editing, and publishing • draft and revise writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of traditional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling • write formally and informally in a variety of modes to include narrative, expository, and expressive/imaginative. • formulate and develop a thesis statement. • select tone and point of view appropriate to subject and audience. 	<p>LA.B.1.4.1</p> <p>LA.B.1.4.2 L.A.B.1.4.3</p> <p>LA.B.2.4.3</p>

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	<ul style="list-style-type: none"> • prepare and maintain a portfolio of writing that reflects the writing process in a variety of modes and formats and that contains evidence of student reflection and self-evaluation. • use test-taking strategies, such as practicing for formal assessment, participating in timed writing activities, and organizing and presenting data to write accurate and complete answers to prompts and essay/task performance questions. 	
<p>Listening, Viewing, and Speaking</p> <p>C1 The student uses listening strategies effectively.</p> <p>C2 The student uses viewing strategies effectively.</p> <p>C3 The student uses speaking strategies effectively.</p>	<p>The student will</p> <ul style="list-style-type: none"> • identify devices of persuasion and methods of appeal and their effectiveness • select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations. • use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others 	<p>LA.C.1.4.1 LA.C.1.4.3 LA.C.1.4.4</p> <p>LA.C.2.4.1</p>

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	<ul style="list-style-type: none"> • identify bias, prejudice, or propaganda in oral messages • determine main concept and supporting details in order to analyze and evaluate nonprint media messages • use volume, stress, pacing enunciation, eye contact, and gestures that meet the needs of the audience and topic • use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain • apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations • select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations • 	<p>LA.C.3.4.1 LA.C.3.4.2 LA.C.3.4.3 LA.C.3.4.4</p>

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<p>Language</p> <p>D1 The student understands the nature of language.</p> <p>D2 The student understands the power of language.</p>	<p>The student will</p> <ul style="list-style-type: none"> • apply an understanding that language and literature are primary means by which culture is transmitted • make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias • understand that there are differences among various dialects of English • understand the subtleties of literary devices and techniques in the comprehension and creation of communication • understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communications • critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information • understand that laws control the delivery and use of media to protect the rights of 	<p>LA.D.1.4.1 LA.D.1.4.2 LA.D.1.4.3</p> <p>LA.D.2.4.1 LA.D.2.4.2</p> <p>LA.D.2.4.5 LA.D.2.4.6</p>

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	<p style="text-align: center;">authors and the right of media owners</p>	
<p>Literature</p> <p>E1 The student understands the common features of a variety of literary forms.</p> <p>E2 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p>The student will</p> <ul style="list-style-type: none"> • identify the characteristics that distinguish literary forms • understand why certain literary works are considered classics • identify universal themes prevalent in the literature of all cultures • analyze the relationship among author's style, literary form, and intended impact on the reader • recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts • analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions 	<p>LA.E.1.4.1 LA.E.1.4.2 LA.E.1.4.3 LA.E.2.4.1 LA.E.2.4.2 LA.E.2.4.5 LA.E.2.4.6 LA.E.2.4.3 LA.E.2.4.7</p>

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	<ul style="list-style-type: none"> • understand the relationships between elements of literature, including characters, plot, setting, tone, point of view, and theme • analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration • recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts. • recognize cause-and-effect relationships in literary text • examine a literary selection from several critical perspectives 	<p>LA.E.2.2.1</p>