

9TH GRADE ELA SCOPE AND SEQUENCE

EARLY FIRST QUARTER

Acquisition of Vocabulary

A. Use context clues and text structures to determine the meaning of new vocabulary.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- A. Apply reading comprehension strategies to understand grade appropriate text.
- C. Use appropriate self-monitoring strategies for comprehension.

Reading Applications: Literary Text

A. Analyze interactions between characters in literary text and how the interactions affect the plot.

Writing Process

- A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.
- C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
- D. Edit to improve sentence fluency, grammar and usage.
- E. Apply tools to judge the quality of writing.

Writing Applications

A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.

Writing Conventions

B. Use correct punctuation and capitalization.

Communications: Oral and Visual

D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.

LATE FIRST QUARTER

Acquisition of Vocabulary

- C. Recognize the importance and function of figurative language.
- E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.

Reading Applications: Informational, Technical and Persuasive Text

- A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.
- C. Analyze whether graphics supplement textual information and promote the author's purpose.

Reading Applications: Literary Text

B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.

Writing Process

B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.

Writing Conventions

C. Demonstrate understanding of the grammatical conventions of the English language.

Communications: Oral and Visual

A. Use a variety of strategies to enhance listening comprehension.

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EARLY SECOND QUARTER

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).

Reading Applications: Informational, Technical and Persuasive Text

D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.

Reading Applications: Literary Text

A. Analyze interactions between characters in literary text and how the interactions affect the plot.

B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.

C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.

LATE SECOND QUARTER

Acquisition of Vocabulary

D. Explain how different events have influenced and changed the English language.

Reading Applications: Informational, Technical and Persuasive Text

E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).

Writing Process

F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

Writing Applications

C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies.

Research

A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.

B. Evaluate the usefulness and credibility of data and sources.

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EARLY THIRD QUARTER

Acquisition of Vocabulary

B. Examine the relationships of analogical statements to infer word meanings.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

C. Use appropriate self-monitoring strategies for comprehension.

Reading Applications: Informational, Technical and Persuasive Text

B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.

Writing Applications

B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge

D. Use documented textual evidence to justify interpretations of literature or to support a research topic.

Writing Conventions

B. Use correct punctuation and capitalization.

C. Demonstrate understanding of the grammatical conventions of the English language.

LATE THIRD QUARTER

Reading Applications: Informational, Technical and Persuasive Text

E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).

Reading Applications: Literary Text

C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.

D. Identify similar recurring themes across different works.

F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.

Communications: Oral and Visual

A. Use a variety of strategies to enhance listening comprehension.

B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.

F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.

9TH GRADE ELA SCOPE AND SEQUENCE

EARLY FOURTH QUARTER

Writing Process

- C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
- D. Edit to improve sentence fluency, grammar and usage.

Writing Applications

- E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.

Communications: Oral and Visual

- C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.
- D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.

LATE FOURTH QUARTER

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).

Writing Process

- E. Apply tools to judge the quality of writing.
- F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

Writing Applications

- D. Use documented textual evidence to justify interpretations of literature or to support a research topic.

Communications: Oral and Visual

- E. Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.
- F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.