

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 9 ACADEMIC 1-1

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.1 Learning to Read Independently						
A. Before reading, locate appropriate texts (computerized and traditional resources) for a specific purpose (e.g., assigned task or project, independent work).	<ul style="list-style-type: none"> ●Select appropriate novel for independent reading. ●Apply active reading strategies prior to, during, and after reading. ●Use various reference books/media to locate information. ●Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> ●Direct instruction ●Discussion ●Note taking ●Brainstorming ●Library 	<ul style="list-style-type: none"> ●Textbook ●Novels 			<ul style="list-style-type: none"> ●Encourage independent study and enrichment. ●Provide more challenging materials. ●Provide opportunities: -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
<p>B. Recognize and interpret common organizational structures and graphic features to comprehend information.</p>	<ul style="list-style-type: none"> • Apply active reading strategies prior to, during, and after reading. • Analyze text structures including chronological order, cause and effect. • Preview reading materials (textbook, library and Internet sources, etc.) 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Predicting • Outlining • Note taking • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Journals • Class discussion • Notes, outlines, etc. • Graphic organizers, charts, etc. 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
<p>C. During reading use knowledge of structural analysis, content clues, and related references to understand and interpret specialized vocabulary in the content areas. Use these words accurately in speaking and writing.</p>	<ul style="list-style-type: none"> • Preview reading materials (textbook, library and Internet sources, etc.) • Recognize, define and utilize selected vocabulary from various texts. • Use context clues to determine word meanings/significance. • Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary. • Use word origins to decipher word meanings. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Note taking 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Student writing: narrative, creative, etc. • Class discussion 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials.

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<p>1.1 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> •Correctly use dictionary, thesaurus, and online resources. •Introduce, explain, analyze, and apply literary elements. •Introduce, explain, analyze, and apply literary techniques. •Demonstrate knowledge and application of proper usage in both spoken and written language. 					

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<p>1.1 Learning to Read Independently</p>						
<p>D. Distinguish basic facts and ideas in text using appropriate strategies (e.g., surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, rereading) as aide to comprehension. Discuss the effectiveness of selected reading strategies.</p>	<ul style="list-style-type: none"> ●Preview reading materials (textbook, library and Internet sources, etc.) ●Apply active reading strategies prior to, during, and after reading. ●Recognize and share distinctive cultural characteristics. ●Analyze text structures including chronological order, cause and effect. ●Orally present information and moderate discussion. ●Listen to others with empathy and understanding. 	<ul style="list-style-type: none"> ●Direct instruction ●Modeling ●Discussion ●Graphic organizers (Venn Diagram, word webs, etc.) ●Predicting ●Outlining ●Note taking ●Brainstorming 	<ul style="list-style-type: none"> ●Textbook ●Dictionary ●Thesaurus ●Library ●Novels 	<ul style="list-style-type: none"> ●Teacher-made tests and quizzes ●Standardized tests ●Class discussion 		<ul style="list-style-type: none"> ●Encourage independent study and enrichment. ●Provide more challenging materials.

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<p>1.1 Learning to Read Independently</p>						
<p>E. Expand a reading vocabulary by identifying and correctly using new words (e.g., literal and figurative language, idioms, specialized words). Use a dictionary or related reference.</p>	<ul style="list-style-type: none"> ● Recognize, define and utilize selected vocabulary from various texts. ● Use context clues to determine word meanings/ significance. ● Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary. ● Use word origins to decipher word meanings. ● Correctly use dictionary, thesaurus, and online resources. 	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Discussion ● Outlining ● Note taking 	<ul style="list-style-type: none"> ● Textbook ● Dictionary ● Thesaurus ● Supplemental materials 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Standardized tests ● Class discussion 		<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Provide more challenging materials. ● To create original creative compositions, poems, plays, etc. ● To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. 					

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<p>1.1 Learning to Read Independently</p>						
<p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p>	<ul style="list-style-type: none"> • Recognize, define and utilize selected vocabulary from various texts. • Use context clues to determine word meanings/ significance. • Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary. • Use word origins to decipher word meanings. • Correctly use dictionary, thesaurus, and online resources. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Discussion • Outlining • Note taking 	<ul style="list-style-type: none"> • Textbook • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Student writing: narrative, creative, etc. • Class discussion • Notes, outlines, etc. 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • To create original creative compositions, poems, plays, etc. • To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. 					

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<p>1.1 Learning to Read Independently</p>						
<p>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters and ideas. • Explain the context of a document. • Analyze the positions, arguments and evidence in public documents. 	<ul style="list-style-type: none"> • Support inferences with text evidence. • Evaluate selection with a written response. • Apply active reading strategies prior to, during, and after reading. • Read, respond, and reflect on selected literary works. • Read and interpret a variety of genres. • Recognize and share distinctive cultural characteristics. 	<ul style="list-style-type: none"> • Reciprocal teaching • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Outlining • Note taking • Brainstorming 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Novels 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.). • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. • Read, respond, and reflect on a drama. 					

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<p>1.1 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Express an understanding through creative and critical writing (modes of discourse). • Create projects/writing samples for presentations. • Evaluate validity and quality of resource materials. 					

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<p>1.1 Learning to Read Independently</p>						
<p>H. Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"> •Read familiar materials aloud with accuracy. •Self-correct mistakes. •Use appropriate rhythm, flow, meter and pronunciation. •Read a variety of genres and types of text. •Demonstrate comprehension (Standard 1.1.11G). (Recommend 25 books/year) </p>	<ul style="list-style-type: none"> •Apply active reading strategies prior to, during, and after reading. •Read and interpret a variety of genres. •Practice oral reading skills while reading drama and poetry. •Read, respond, and reflect on a drama. •Create projects/writing samples for presentations. •Orally present information and moderate discussion. •Participate in a literature circle (novels, short stories, poems, etc.) 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Novels 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Standardized tests •Student writing: narrative, creative, etc. •Journals •Class discussion •Notes, outlines, etc. 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials.

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<p>1.2 Reading Critically in All Content Areas.</p>						
<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion verifying complete and accurate information by utilizing a variety of resources e.g., texts, electronic media, newspapers, periodicals. • Distinguish between essential and nonessential information across a variety of sources, identifying bias 	<ul style="list-style-type: none"> • Preview reading materials (textbook, library and Internet sources, etc.) • Support inferences with text evidence. • Evaluate selection with a written response. • Apply active reading strategies prior to, during, and after reading. • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) 	<ul style="list-style-type: none"> • Direct instruction • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Brainstorming 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Class discussion • Notes, outlines, etc. 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials.

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<p>1.2 Reading Critically in All Content Areas</p>						
<p>and propaganda where present. <ul style="list-style-type: none"> •Make decisions and draw conclusions based on the use of multiple sources of information. •Evaluate text organization and content to determine the author’s purpose and effectiveness according to the author’s theses, accuracy, thoroughness. </p>	<ul style="list-style-type: none"> •Analyze text structures including chronological order, cause and effect. •Evaluate validity and quality of resource materials. 					

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1.2 Reading Critically in All Content Areas.						
B. Use and understand a variety of media and evaluate the quality of material produced. <ul style="list-style-type: none"> • Evaluate the unique perspective of the information presented via different media. • Evaluate the techniques of media messages and determine their effect on different audiences. • Use, design, and develop media to extend understanding of authors, genre, works from a literary or historical period. 	<ul style="list-style-type: none"> • Evaluate validity and quality of resource materials. • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) • Use various reference books/media to locate information. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Brainstorming • Self-monitoring/ editing • Technology • Library 	<ul style="list-style-type: none"> • Magazine • Newspaper • Dictionary • Thesaurus • Supplemental materials • Videos • Power Point presentations 	<ul style="list-style-type: none"> • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials.

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<p>1.2 Reading Critically in All Content Areas.</p>						
<p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> • Express an understanding through creative and critical writing (modes of discourse). • Create projects/writing samples for presentations. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Outlining • Note taking • Peer review • Brainstorming 	<ul style="list-style-type: none"> • Dictionary • Thesaurus • Supplemental materials • Videos • Power Point presentations 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Oral presentations • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Peer review • Research projects 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>A. Read and understand works of literature.</p>	<ul style="list-style-type: none"> •Read, respond, and reflect on selected literary works. •Read and interpret a variety of genres. •Introduce, explain, analyze, and apply literary elements. •Introduce, explain, analyze, and apply literary techniques. •Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Self-monitoring/ editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Textbook •Supplemental materials •Novels 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Student writing: narrative, creative, etc. •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: -To self-select from classroom or library sources.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.</p>	<ul style="list-style-type: none"> ● Introduce, explain, analyze, and apply literary elements. ● Introduce, explain, analyze, and apply literary techniques. ● Analyze text structures including chronological order, cause and effect. 	<ul style="list-style-type: none"> ● Direct instruction ● Discussion ● Self-monitoring/ editing ● Student/teacher conferencing 	<ul style="list-style-type: none"> ● Textbook ● Supplemental materials 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Student writing: narrative, creative, etc. ● Class discussion ● Oral presentations ● Teacher observation ● Projects: videos, Power Point presentations, etc. 		<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Provide more challenging materials. ● Provide opportunities: -To self-select from classroom or library sources.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>C. Analyze the effect of various literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter and alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion, irony, symbolism). 	<ul style="list-style-type: none"> • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. • Practice oral reading skills while reading drama and poetry. 	<ul style="list-style-type: none"> • Direct instruction • Discussion • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials. • Provide opportunities: -To self-select from classroom or library sources.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>D. Read and react to a variety of poetic forms.</p>	<ul style="list-style-type: none"> ● Introduce, explain, analyze, and apply literary elements. ● Introduce, explain, analyze, and apply literary techniques. ● Practice oral reading skills while reading drama and poetry. ● Evaluate selection with a written response. ● Participate in a literature circle (novels, short stories, poems, etc.). ● Read, respond, and reflect on selected literary works. 	<ul style="list-style-type: none"> ● Direct instruction ● Discussion ● Self-monitoring/editing ● Student/teacher conferencing 	<ul style="list-style-type: none"> ● Textbook ● Supplemental materials 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Student writing: narrative, creative, etc. ● Class discussion ● Teacher observation ● Projects: videos, Power Point presentations, etc. 		<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Provide more challenging materials.

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1.3 Reading, Analyzing and Interpreting Literature						
E. Analyze drama to determine plot, setting, and character motivation as revealed through literary devices (e.g., aside, soliloquy) that enhance the audience’s understanding of character.	<ul style="list-style-type: none"> ● Introduce, explain, analyze, and apply literary elements. ● Introduce, explain, analyze, and apply literary techniques. ● Read, respond, and reflect on a drama. ● Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> ● Direct instruction ● Discussion ● Predicting ● Brainstorming ● Self-monitoring/ editing ● Student/teacher conferencing 	<ul style="list-style-type: none"> ● Textbook ● Supplemental materials 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Rubrics ● Student writing: narrative, creative, etc. ● Class discussion ● Oral presentations ● Teacher observation ● Projects: videos, Power Point presentations, etc. 		<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Provide more challenging materials.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>F. Read and respond to nonfiction and fiction, including poetry and drama.</p>	<ul style="list-style-type: none"> • Read, respond, and reflect on selected literary works. • Support inferences with text evidence. • Apply active reading strategies prior to, during, and after reading. • Read and interpret a variety of genres. • Read, respond, and reflect on a drama. • Express an understanding through creative and critical writing (modes of discourse). • Write an effective persuasive essay. • Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> • Direct instruction • Discussion • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials.

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1.4 Types of Writing						
A. Write short stories, poems and plays that include: <ul style="list-style-type: none"> • Varying organizational methods • Relevant illustrations • Dialogue • A literary conflict • Literary elements (Standard 1.3.9.B) • Literary devices (Standard 1.3.9.C) 	<ul style="list-style-type: none"> • Introduce, explain, analyze, and apply literary elements. • Introduce, explain, analyze, and apply literary techniques. • Using proper outlining skills, organize an essay. • Express an understanding through creative and critical writing (modes of discourse). • Create projects/writing samples for presentations. • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Peer review • Brainstorming • Self-monitoring/editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Supplemental materials 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Teacher observation • Peer review 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials.

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<p>1.4 Types of Writing</p>						
						<ul style="list-style-type: none"> •Provide opportunities: <ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc. -To present to peers (dramatic reading, etc.)

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<p>1.4 Types of Writing</p>						
<p>B. Write multi-page informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles and interviews that include:</p> <ul style="list-style-type: none"> •A problem and solution when appropriate to the topic. •Appropriate language and details. •Cause and effect. •Relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables. •Use of primary and secondary sources 	<ul style="list-style-type: none"> •Evaluate selection with a written response. •Recognize, define and utilize selected vocabulary from various texts. •Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. •Express an understanding through creative and critical writing (modes of discourse). •Demonstrate knowledge and application of proper usage in both spoken and written language. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Note taking •Peer review •Brainstorming •Self-monitoring/ editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Videos •Filmstrips •CD ROMs •Record •Cassette •Anchor papers/ models 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Peer review •Research projects 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To self-select from classroom or library sources.

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	<ul style="list-style-type: none"> •Create projects/writing samples for presentations. •Use persuasive power point presentations. •Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. •Compile and organize information for individual/group projects. •Establish and support a thesis statement. •Maintain focus, logic, and cohesion •Correctly assemble works cited/consulted (bibliography). •Correctly document source material. 					

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<p>1.4 Types of Writing</p>						
<p>C. Write persuasive pieces that: <ul style="list-style-type: none"> •Include a clearly stated position or opinion. •Include convincing, elaborated and properly cited evidence. •Develop reader interest •Anticipate and counter reader concerns and arguments. •Include a variety of methods to advance the argument or position. </p>	<ul style="list-style-type: none"> • Write an effective persuasive essay. • Support inferences with text evidence. • Evaluate selection with a written response. • Using proper outlining skills, organize an essay. • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.). 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Videos •Filmstrips •CD ROMs •Record •Cassette •Anchor papers/models 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Peer review •Research projects 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.4 Types of Writing</p>						
	<ul style="list-style-type: none"> ●Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. ●Express an understanding through creative and critical writing (modes of discourse). ●Use a variety of sentence structures. ●Establish and support a thesis statement. ●Maintain focus, logic, and cohesion. 					

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1.4 Types of Writing						
D. Maintain a written record of activities, course work, experience, honors and interests.	<ul style="list-style-type: none"> • Compile a writing portfolio • Maintain a showcase portfolio. 	<ul style="list-style-type: none"> • Direct instruction • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Portfolio 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Research projects 		<ul style="list-style-type: none"> • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions.

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<p>1.4 Types of Writing</p>						
<p>E. Write a multi-page personal narrative including: Clear chronological sequence. Specific and narrative details. The writers think it should be added in light of PSSA grade 9. We further recommend adding a developmentally appropriate form of the component to Grade Standard 1.4.8.E to better prepare students for the ninth grade writing assessment.</p>	<ul style="list-style-type: none"> ● Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. ● Use a variety of sentence structures. ● Maintain focus, logic, and cohesion ● Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Discussion ● Outlining ● Peer review ● Brainstorming ● Journal writing ● Self-monitoring/ editing ● Student/teacher conferencing 	<ul style="list-style-type: none"> ● Dictionary ● Thesaurus ● Anchor papers/ models 	<ul style="list-style-type: none"> ● Rubrics ● Student writing: narrative, creative, etc. ● Teacher observation ● Peer review 		<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Provide more challenging materials.

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<p>1.5 Quality of Writing</p>						
<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> •Identify topic, task and audience. •Experiment with various points of view. 	<ul style="list-style-type: none"> •Establish and support a thesis statement. •Maintain focus, logic, and cohesion. •Demonstrate knowledge and application of proper usage in both spoken and written language. •Use a variety of sentence structures. •Effectively edit, revise, and prepare the final draft. •Create projects/writing samples for presentations. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Predicting •Outlining •Peer review •Brainstorming •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Dictionary •Thesaurus •Supplemental materials •Anchor papers/models 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Peer review 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials.

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<p>1.5 Quality of Writing</p>						
<p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of, consider and organize information. • Employ the most effective format for purpose and audience. • Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus. 	<ul style="list-style-type: none"> • Use graphic organizer to construct meaning. • Using proper outlining skills, organize an essay. • Evaluate validity and quality of resource materials. • Establish and support a thesis statement. • Maintain focus, logic, and cohesion • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Express an understanding through creative and critical writing (modes of discourse). 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Outlining • Peer review • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Dictionary • Thesaurus • Supplemental materials • Anchor papers/ models 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Peer review 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials.

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<p>1.5 Quality of Writing</p>						
<p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> •Sustain a logical order within sentences and between paragraphs using meaningful transitions. •Develop an introduction which engages the audience while establishing topic and purpose. •Restate the topic and purpose in the conclusion. 	<ul style="list-style-type: none"> •Using proper outlining skills, organize an essay. •Organize and format composition. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Outlining •Peer review •Brainstorming •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Dictionary •Thesaurus •Supplemental materials •Anchor papers/models 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Journals •Peer review 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials.

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<p>1.5 Quality of Writing</p>						
<p>D. Write by utilizing stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types of lengths of sentences. • Establish appropriate tone and voice through the use of precise language. 	<ul style="list-style-type: none"> • Use a variety of sentence structures. • Correctly use dictionary, thesaurus, and online resources. • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Peer review • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Dictionary • Thesaurus • Supplemental materials • Anchor papers/ models 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials.

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<p>1.5 Quality of Writing</p>						
<p>E. Revise writing while reflecting on the logic of organization, central idea, content, paragraph development, level of detail, style, tone and word choice and clarifying purpose, audience and genre.</p>	<ul style="list-style-type: none"> ● Effectively edit, revise, and prepare the final draft. ● Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. ● Maintain focus, logic, and cohesion ● Organize and format compositions. 	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Peer review ● Brainstorming ● Self-monitoring/ editing ● Student/teacher conferencing 	<ul style="list-style-type: none"> ● Dictionary ● Thesaurus ● Supplemental materials ● Anchor papers/ models 	<ul style="list-style-type: none"> ● Rubrics ● Student writing: narrative, creative, etc. ● Peer review 		<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Provide more challenging materials.

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<p>1.5 Quality of Writing</p>						
<p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe, colon, semicolon, parentheses hyphens). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. 	<ul style="list-style-type: none"> • Demonstrate knowledge and application of proper usage in both spoken and written language. • Effectively edit, revise, and prepare the final draft. • Correctly use dictionary, thesaurus, and online resources. 	<ul style="list-style-type: none"> • Direct instruction • Peer review • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Dictionary • Thesaurus • Supplemental materials • Anchor papers/ models 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Peer review 		<ul style="list-style-type: none"> • Encourage independent study and enrichment.

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<p>1.5 Quality of Writing</p>						
<p>G. Present and/or defend written work for publication when appropriate.</p>	<ul style="list-style-type: none"> ● Create projects/writing samples for presentations. ● Orally present information and moderate discussion. ● Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. 	<ul style="list-style-type: none"> ● Self-monitoring/ editing ● Student/teacher conferencing 		<ul style="list-style-type: none"> ● Rubrics ● Student writing: narrative, creative, etc. 		<ul style="list-style-type: none"> ● Encourage publication in school newspaper, literary magazine and other publications. ● Encourage submission of student work to outside competitions.

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1.6 Speaking and Listening						
A. Listen to others. <ul style="list-style-type: none"> • Ask clarifying questions. • Analyze information, ideas and opinions to determine relevancy, • Take notes when needed. 	<ul style="list-style-type: none"> • Work effectively with peers in a cooperative learning activity. • Orally present information and moderate discussion. • Listen to others with empathy and understanding. • Participate in a literature circle (novels, short stories, poems, etc.). • Take notes from oral presentations, lectures, and/or other audio/visual material. • Enhance listening skills. • Follow written and oral directions. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic • Note taking • Peer review • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Library • Supplemental materials • Videos • Filmstrips • CD ROMs • Record • Cassette 	<ul style="list-style-type: none"> • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Peer review 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials.

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<p>1.6 Speaking and Listening</p>						
<p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> •Relate them to previous knowledge. •Predict solutions to identified problems. •Summarize events and explain the significant points. •Identify and define new words and concepts. •Analyze the selections. 	<ul style="list-style-type: none"> •Participate in a literature circle (novels, short stories, poems, etc.). •Take notes from oral presentations, lectures, and/or other audio/visual material. •Enhance listening skills. •Follow written and oral directions. 	<ul style="list-style-type: none"> •Direct instruction •Discussion •Predicting •Brainstorming •Self-monitoring/ editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Textbook •Supplemental materials 	<ul style="list-style-type: none"> •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials.

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<p>1.6 Speaking and Listening</p>						
<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> •Use a variety of sentence structures. •Pace the presentation according to audience and purpose. •Adjust volume, content and style for different audiences. 	<ul style="list-style-type: none"> •Demonstrate knowledge and application of proper usage in both spoken and written language. •Use a variety of sentence structures. •Orally present information and moderate discussion. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Peer review •Self-monitoring/ editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Supplemental materials 	<ul style="list-style-type: none"> •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Peer review 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials.

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<p>1.6 Speaking and Listening</p>						
<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, probing questions to gain information, clarifying thinking and understand others. • Respond to questions asked with relevant information, ideas or opinions. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. 	<ul style="list-style-type: none"> • Read, respond, and reflect on selected literary works. • Support inferences with text evidence. • Demonstrate knowledge and application of proper usage in both spoken and written language. • Use a variety of sentence structures. • Orally present information and moderate discussion. • Practice oral reading skills while reading drama and poetry. • Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Peer review • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Library • Supplemental materials 	<ul style="list-style-type: none"> • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Peer review 		<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Provide more challenging materials.

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<p>1.6 Speaking and Listening</p>						
<ul style="list-style-type: none"> •Clarify, explain by example, or enhance responses when asked. •Support opinions with relevant evidence. •Paraphrase and summarize as needed. 	<ul style="list-style-type: none"> • Enhance listening skills. • Recognize and share distinctive cultural characteristics. • Read, respond, and reflect on a drama. • Work effectively with peers in a cooperative learning activity. 					

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<p>1.6 Speaking and Listening</p>						
<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> •Initiate everyday conversation. •Select a topic and present an oral reading. •Conduct interviews as part of the research process. •Plan and participate in informal debates. •Analyze group discussions. 	<ul style="list-style-type: none"> •Read, respond, and reflect on selected literary works. •Support inferences with text evidence. •Demonstrate knowledge and application of proper usage in both spoken and written language. •Use a variety of sentence structures. •Orally present information and moderate discussion. •Practice oral reading skills while reading drama and poetry. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Peer review •Brainstorming •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Textbook •Supplemental materials 	<ul style="list-style-type: none"> •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Peer review 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: -To present to peers (dramatic reading, etc.)

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<p>1.6 Speaking and Listening</p>						
	<ul style="list-style-type: none"> • Participate in a literature circle (novels, short stories, poems, etc.). • Enhance listening skills. • Recognize and share distinctive cultural characteristics. • Read, respond, and reflect on a drama. • Work effectively with peers in a cooperative learning activity. 					

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<p>1.6 Speaking and Listening</p>						
<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> •Analyze the validity of information received through different media sources. •Critique the role of media in advertising. •Create an effective multimedia presentation for display or transmission that demonstrates an understanding of a specific topic or use. 	<ul style="list-style-type: none"> •Use word origins to decipher word meanings. •Correctly use dictionary, thesaurus, and online resources. •Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) •Use persuasive power point presentations. •Take notes from narrative, expository, and other written materials. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Peer review •Brainstorming •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Library •Supplemental materials •Videos •Filmstrips •CD ROMs •Record •Cassette 	<ul style="list-style-type: none"> •Rubrics •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Peer review •Research projects 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original audio and/or visual projects across the curriculum. -To present to peers (dramatic reading, etc.)

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<p>1.6 Speaking and Listening</p>						
	<ul style="list-style-type: none"> • Compile and organize information for individual/group projects. • Maintain focus, logic, and cohesion. 					

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1.7 Characteristics and Functions of the English Language						
A. Explain the origins and meanings of common, learned and foreign words used frequently in the English language.	<ul style="list-style-type: none"> ● Recognize, define and utilize selected vocabulary from various texts. ● Use context clues to determine word meanings/ significance. ● Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary. ● Use word origins to decipher word meanings. ● Correctly use dictionary, thesaurus, and online resources. 	<ul style="list-style-type: none"> ● Direct instruction ● Discussion ● Note taking ● Brainstorming ● Self-monitoring/ editing ● Student/teacher conferencing 	<ul style="list-style-type: none"> ● Textbook ● Dictionary ● Thesaurus ● Supplemental materials 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Class discussion ● Teacher observation 		<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Provide more challenging materials.

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<p>1.7 Characteristics and Functions of the English Language</p>						
<p>B. Evaluate speech, writing, and literature to determine its conformity to standard American English.</p>	<ul style="list-style-type: none"> ● Apply active reading strategies prior to, during, and after reading. ● Read, respond, and reflect on selected literary works. ● Introduce, explain, analyze, and apply literary techniques. 	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Discussion ● Note taking ● Self-monitoring/ editing ● Student/teacher conferencing 	<ul style="list-style-type: none"> ● Textbook ● Dictionary ● Thesaurus ● Supplemental materials 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Class discussion ● Oral presentations ● Teacher observation 		<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Provide more challenging materials.

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1.7 Characteristics and Functions of the English Language						
C. Explain new words that have been added to the English language over time.	<ul style="list-style-type: none"> ●Recognize, define and utilize selected vocabulary from various texts. ●Use context clues to determine word meanings/ significance. ●Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary. ●Use word origins to decipher word meanings. ●Correctly use dictionary, thesaurus, and online resources. 	<ul style="list-style-type: none"> ●Direct instruction ●Discussion ●Self-monitoring/ editing ●Student/teacher conferencing 	<ul style="list-style-type: none"> ●Textbook ●Dictionary ●Thesaurus ●Supplemental materials 	<ul style="list-style-type: none"> ●Teacher-made tests and quizzes ●Class discussion ●Oral presentations ●Teacher observation 		<ul style="list-style-type: none"> ●Encourage independent study and enrichment. ●Provide more challenging materials.

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<p>1.8 Research</p>						
<p>A. Select and refine a topic for research.</p>	<ul style="list-style-type: none"> ● Establish and support a thesis statement. ● Apply active reading strategies prior to, during, and after reading. ● Follow written and oral directions. 	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Discussion ● Brainstorming ● Self-monitoring/ editing ● Student/teacher conferencing ● Technology ● Library 	<ul style="list-style-type: none"> ● Magazine ● Newspaper ● Library ● Supplemental materials ● Anchor papers/ models 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Class discussion ● Teacher observation ● Notes, outlines, etc. 		<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Provide more challenging materials.

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<p>1.8 Research</p>						
<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> •Determine valid resources for researching the topic including primary and secondary sources. •Evaluate the importance and quality of the sources. •Select essential sources (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, and computer databases). 	<ul style="list-style-type: none"> •Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) •Use various reference books/media to locate information. •Follow written and oral directions. •Compile and organize information for individual/group projects. •Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Brainstorming •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Filmstrips •CD ROMs •Record •Cassette •Anchor papers/models 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Class discussion •Teacher observation •Peer review 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials.

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.8 Research</p>						
<ul style="list-style-type: none"> •Use table of contents, indices, key words, cross references, and appendices. •Use traditional and electronic search tools. 						

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<p>1.8 Research</p>						
<p>C. Organize, summarize, and present the main ideas from the research.</p> <ul style="list-style-type: none"> •Take notes relevant to the research topic. •Develop a thesis statement based on the research. •Anticipate the needs of your audience. •Give precise, formal credit for others’ ideas, images, or information using a standard method of documentation. •Use formatting techniques. 	<ul style="list-style-type: none"> •Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. •Analyze text structures including chronological order, cause and effect. •Demonstrate knowledge and application of proper usage in both spoken and written language. •Use a variety of sentence structures. •Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Outlining •Note taking •Brainstorming •Self-monitoring/ editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Videos •Filmstrips •CD ROMs •Record •Cassette •Power Point presentations •Anchor papers/ models 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Student writing: Informational •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Peer review •Research projects 		<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •To create original audio and/or visual projects. •To self-select from classroom or library sources. •To present to peers.

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<p>1.8 Research</p>						
	<ul style="list-style-type: none"> • Create projects/writing samples for presentations. • Orally present information and moderate discussion. • Take notes from narrative, expository, and other written materials. • Take notes from oral presentations, lectures, and/or other audio/visual material. • Enhance listening skills. • Follow written and oral directions. • Compile and organize information for individual/group projects. • Correctly assemble works cited/consulted (bibliography). <ul style="list-style-type: none"> • Correctly document source material. • Maintain focus, logic, and cohesion. 					