

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 9 STUDY SKILLS

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"> • Apply active reading strategies prior to, during, and after reading. • Preview reading materials (textbook, library and Internet sources, etc.) 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Brainstorming • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Videos • Cassette 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Class discussion • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Reduce distracting stimuli • Study guides • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • To self-select from classroom or library sources.

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1.1 Learning to Read Independently						
B. Recognize and interpret common organizational structures and graphic features to comprehend information.	<ul style="list-style-type: none"> • Use graphic organizer to construct meaning. • Apply active reading strategies prior to, during, and after reading. • Preview reading materials (textbook, library and Internet sources, etc.) 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Brainstorming • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Videos 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Class discussion • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Reduce distracting stimuli • Present visual and/ or auditory materials • Study guides • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment.

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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"> • Apply active reading strategies prior to, during, and after reading. • 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 • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Brainstorming • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Class discussion • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Reduce distracting stimuli • Present visual and/or auditory materials • Study guides • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment.

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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"> • Support inferences with text evidence. • Use graphic organizer to construct meaning. • Apply active reading strategies prior to, during, and after reading. • 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 • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Brainstorming • Self-monitoring • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Transparencies 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Class discussion • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Reduce distracting stimuli • Present visual and/or auditory materials • Study guides • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment.

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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"> •Support inferences with text evidence. •Apply active reading strategies prior to, during, and after reading. •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 •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Library •Supplemental materials 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Class discussion •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Break down complex tasks •Limit number and length of directions •Encourage student to repeat instructions •Reduce distracting stimuli •Present visual and/or auditory materials •Study guides •Small group instruction •Conferencing •Additional resources/supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment.

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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"> •Support inferences with text evidence. •Apply active reading strategies prior to, during, and after reading. •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 •Note taking •Brainstorming •Self-monitoring •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Library •Supplemental materials •Videos 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Class discussion •Teacher observation •Notes, outlines, etc. 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Break down complex tasks •Reduce distracting stimuli •Present visual and/or auditory materials •Study guides •Small group instruction •Conferencing •Additional resources/supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment.

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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. • 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 • Graphic organizers (Venn Diagram, word webs, etc.) • Outlining • Note taking • Brainstorming • Self-monitoring • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Cassette 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Class discussion • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Reduce distracting stimuli • Present visual and/or auditory materials • Study guides • Small group instruction • Conferencing • Additional resources/supplemental resources 	<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>H. Demonstrate fluency and comprehension in reading.</p> <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) 						

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1.2 Reading Critically in All Content Areas.						
A. Read and understand essential content of informational texts and documents in all academic areas. <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 						

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<p>1.2 Reading Critically in All Content Areas</p>						
<p>and propaganda where present.</p> <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, and thoroughness. 						

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<p>1.2 Reading Critically in All Content Areas.</p>						
<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <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. 						

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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>						

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>A. Read and understand works of literature.</p>						

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1.3 Reading, Analyzing and Interpreting Literature						
B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.						

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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). 						

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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>						

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>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.</p>						

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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>						

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1.4 Types of Writing						
<p>A. Write short stories, poems and plays that include:</p> <ul style="list-style-type: none"> • Varying organizational methods • Relevant illustrations • Dialogue • A literary conflict (Standard 1.3.9.B) • Literary devices (Standard 1.3.9.C) 						

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<p style="text-align: center;">PA Academic Standards Student must be able to do</p>	<p style="text-align: center;">Objective Content or process student will be able to know and do</p>	<p style="text-align: center;">Instructional Methods</p>	<p style="text-align: center;">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<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 						

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<p>1.4 Types of Writing</p>						
<p>C. Write persuasive pieces that:</p> <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. 						

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1.4 Types of Writing						
D. Maintain a written record of activities, course work, experience, honors and interests.						

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1.4 Types of Writing						
<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>						

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1.5 Quality of Writing						
<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. 						

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1.5 Quality of Writing						
B. Write using well-developed content appropriate for the topic.						

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1.5 Quality of Writing						
C. Write with controlled and/or subtle organization.						

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1.5 Quality of Writing						
D. Write by utilizing stylistic aspects of composition.						

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1.5 Quality of Writing						
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.						

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1.5 Quality of Writing						
F. Edit writing using the conventions of language.						

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1.5 Quality of Writing						
G. Present and/or defend written work for publication when appropriate.						

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<p>1.6 Speaking and Listening</p>						
<p>A. Listen to others.</p> <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"> • Listen to others with empathy and understanding. • 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. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Note taking • Peer review • Brainstorming • Self-monitoring/editing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Videos • Cassette • Power Point presentations • Transparencies 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Class discussion • Oral presentations • Teacher observation • Notes, outlines, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Reduce distracting stimuli • Present visual and/or auditory materials Study guides • Small group instruction • Conferencing • Additional resources/supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment.

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<p>1.6 Speaking and Listening</p>						
<p>B. Listen to selections of literature (fiction and/or nonfiction).</p>						

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<p>1.6 Speaking and Listening</p>						
<p>C. Speak using skills appropriate to formal speech situations.</p>						

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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. • 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"> • Work effectively with peers in a cooperative learning activity. • 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 • Graphic organizers (Venn Diagram, word webs, etc.) • Outlining • Note taking • Brainstorming • Small group instruction • Self-monitoring/ editing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Supplemental materials • Videos • Cassette • Power Point presentations • 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Class discussion • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Monitor example through models • Reduce distracting stimuli • Present visual and/or auditory materials • Study guides • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment.

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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"> •Listen to others with empathy and understanding. •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. 	<ul style="list-style-type: none"> •Direct instruction •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Outlining •Note taking •Brainstorming •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Library •Supplemental materials •Videos •Cassette 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Class discussion •Oral presentations •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Monitor example through models •Reduce distracting stimuli •Present visual and/or auditory materials •Study guides •Small group instruction •Conferencing •Additional resources/supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •To self-select from classroom or library sources.

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1.6 Speaking and Listening						
F. Use media for learning purposes.						

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<p>1.7 Characteristics and Functions of the English Language</p>						
<p>A. Explain the origins and meanings of common, learned and foreign words used frequently in the English language.</p>	<ul style="list-style-type: none"> • Apply active reading strategies prior to, during, and after reading. • 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 • Graphic organizers (Venn Diagram, word webs, etc.) • Note taking • Brainstorming • Small group instruction • Self-monitoring/ editing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Videos • Cassette 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Class discussion • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Reduce distracting stimuli • Present visual and/or auditory materials • Study guides • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment.

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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>						

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<p>1.7 Characteristics and Functions of the English Language</p>						
<p>C. Explain new words that have been added to the English language over time.</p>	<ul style="list-style-type: none"> • Apply active reading strategies prior to, during, and after reading. • 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 • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Class discussion • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Reduce distracting stimuli • Present visual and/or auditory materials • Study guides • Small group instruction • Conferencing • Additional resources/supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment.

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ENGLISH CURRICULUM**

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1.8 Research						
A. Select and refine a topic for research.						

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1.8 Research						
B. Locate information using appropriate sources and strategies.						

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ENGLISH CURRICULUM**

GRADE 9 STUDY SKILLS

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
1.8 Research						
C. Organize, summarize, and present the main ideas from the research.						