

English 9

<p>Standard #1 Reading Each student will have demonstrated reading proficiency and will have read, understood and evaluated a wide range of information sources and literature.</p>
<p>Standard #2 Writing Each student will have demonstrated writing proficiency necessary for effective communication.</p>
<p>Standard #3 Oral Communication Each student will have demonstrated proficiency in listening and oral expression skills necessary for effective communication.</p>

Description

English 9 is an integrated study of grammar, composition, vocabulary, and literature. Grammar is a study of the structure of English, its usage, and mechanics. Composition is studied in conjunction with grammar. Writing emphasis is on the supported-thesis essay with some narrative, expository, descriptive and persuasive writing. Students survey the major types of literature: poetry, drama, the short story, and the novel, as well as non-fiction prose. Students present a demonstrative speech and hone the art of listening

Time Allocation
62 minutes daily all year

Texts/References
Improving Reading Skills
Speed Grammar
Improving Vocabulary Skills
Warriner's English Grammar & Composition
Language of Literature: 9
Writers Inc
Glencoe Literature Course 4

Literature/Reading Materials
Mythology
Selected pieces from Language of Literature: 9 or
Glencoe Literature Course 4
To Kill a Mockingbird
Accelerated Reader titles will be utilized for independent reading. Teachers will assist students in setting appropriate reading goals. Parents may preview a list of Accelerated Readers titles in the media center.

Assessments
CSAP Reading and Writing tests
Reading comprehension tests
Teacher constructed tests
Accelerated Reader
Acuity tests (beginning and end of each smear)
Oral assessments with scoring rubric
Writing assessments with scoring rubrics

Grades and Achievement Levels

Grades are based on assessments, learning activities and mid-term and final tests. Each student also receives a rating that shows the student's achievement level on each standard. The rating is based upon assessments of the student's attainment of grade level expectations and ratings received from the Colorado Student Assessment Program (CSAP).

Essential Learning English 9

Standard #1 Reading

Each student will have demonstrated reading proficiency and will have read, understood and evaluated a wide range of information sources and literature.

Materials: Read a variety of fiction, non-fiction, poetry.

Comprehensions: Use skills to identify main components and literary language of reading selections.

Vocabulary: Determine meanings of appropriate level words.

Fluency: Read at various speeds for a variety of purposes.

Critical thinking skills: Create connections between readings and students' world.

Standard #2 Writing

Each student will have demonstrated writing proficiency necessary for effective communication.

Write for a variety of purposes and audiences employing proper conventions and using 6 trait writing model.

Write descriptive, expository, narrative and persuasive compositions.

Become familiar with and apply the research and documentation process.

Standard #3 Oral Communication

Each student will have demonstrated proficiency in listening and oral expression skills necessary for effective communication.

Listen in order to evaluate the reliability, accuracy, relevance and underlying concepts of a spoken piece (i.e. comprehend spoken word).

Present a work acceptable in delivery, content, and organization.

Defend opinion or position.

Summarize or paraphrase material.

Expectations English 9

English 9 Reading Expectations

- A. Used a full range of strategies to comprehend at the literal and interpretive levels, a variety of text (technical writing, newspapers, magazines, poetry, short stories, plays, and novels)
- B. Paraphrased, summarized, synthesized, and evaluated information from a variety of text and genres
- C. Compared and contrasted text with different themes or ideas
- D. Sequenced events, procedures, and ideas
- E. Identified main idea, supporting details, and sequence in literary, expository, and technical text
- F. Inferred and predicted using information in a variety of texts and genres
- G. Monitored own comprehension and made modifications when understanding breaks down by re-reading a portion, using reference aids, and using contextual information
- H. Confirmed meaning of figurative, idiomatic, and technological language using context clues
- I. Used background knowledge of subject and text structure to make complex predictions of content and purpose of text
- J. Used text structure, such as cause and effect, to locate and recall information

English 9 Writing Expectations

- A. Wrote in a variety of genres including expository, technical, persuasive, narrative, and descriptive writing for specific purposes (e.g. to synthesize, analyze, evaluate, explain, persuade, inform, and entertain)
- B. Planned, drafted, revised, and edited for a final copy
- C. Used format, (e.g., letters, lab reports, business communications, summaries, and essays), voice, and style appropriate for audience and purpose
- D. Developed main ideas and content fully focused on a prompt with relevant, thorough, and effective support
- E. Organized writing using text structures (e.g. compare/contrast, problem/solution)
- F. Organized writing so that it had an engaging introduction, logical and effective development of ideas, and a satisfying conclusion
- G. Incorporated material from a variety of appropriate sources when needed
- H. Used transitional devices (e.g. adverbs, coordinating conjunctions, subordinating conjunctions) where appropriate
- I. Varied sentence structures and lengths to enhance flow, rhythm, meaning, and clarity
- J. Used vivid and precise words (e.g. active verbs, concrete nouns), imagery, and figurative language as appropriate to audience and purpose

English 9 Oral Communication Expectations

- A. Presented orally using the format, voice and style appropriate for the audience
- B. Presented information orally incorporating material from a variety of appropriate sources
- C. Used vivid and precise words, imagery, and figurative language as appropriate for the audience and purpose
- D. Spoke in complete sentences
- E. Recognized a speaker's point of view and purpose, separating fact from opinion
- F. Used listening and speaking to solve problems and answer questions

Expectations English 9 Continued

English 9 Reading Expectations

- K. Established and adjusted purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
- L. Applied knowledge of letter to sound correspondence, language structures, and context to recognize words
- M. Located meanings, pronunciations and derivations of unfamiliar words using dictionaries, glossaries, and other sources
- N. Read a given text, identified the theme, and provided supporting information the text
- O. Developed a thesis statement about a particular text and provided supporting information the text
- P. Analyzed a text's main idea and used relevant details to support the analysis
- Q. Recognized an author's point of view and purpose, separating fact from opinion
- R. Used reading skills to solve problems and answer questions
- S. Made predictions, drew conclusions, and analyzed what was read
- T. Determined literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, realism or dialogue, rising action, style, and mood

English 9 Writing Expectations

- K. Identified the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections
- L. Edited for correct grammatical convention
- M. Used standard English in writing, including agreement of subject and verb, agreement of pronoun and its antecedent, parallel structure, consistent verb tense, and correct modifiers
- N. Wrote in complete sentences
- O. Punctuated sentences correctly, using apostrophes, commas, semi-colons, colons, dashes, and ellipses
- P. Capitalized, paragraphed, and spelled correctly
- Q. Wrote paragraphs that included one major, focused idea
- R. Used writing to solve problems and answer questions

Expectations Grade 9 Continued

English 9 Reading Expectations

U. Read and responded to a variety of literature (e.g, novels, poetry, short stories, non-fiction, and plays)

V. Used organizational features of printed text such as prefaces, afterwards, appendices, annotations, citations, and bibliographic references to locate relevant information

W. Used organizational features of electronic text such as database keyword searches, Internet search engines, and e-mail addresses to locate relevant information

X. Evaluated information for specific needs, validity, credibility, and bias

Y. Paraphrased, summarized, organized and synthesized information from a variety of sources using a variety of ways (e.g. graphic organizers, Venn diagrams, outlines, and timelines)

Z. Gave credit for others' ideas, images, or information in an appropriate form (e.g. bibliography, works cited page, endnotes, or footnotes)