

Standards

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| <p><u>Reading:</u></p> <ul style="list-style-type: none"> ★ R1: Cite textual evidence, develop questions ★ R2: Theme, analyze development ★ R3: Individuals/events/ideas develop in literary/informational text ★ R4: Meaning of words and phrases ★ R5: Structure of texts and effect on reader ★ R6: Point of view ★ R7: Analyze/compare content in two different formats ★ R8: Evaluate an argument ★ R9: Evaluate quality of text and make connections to texts | <p><u>Writing:</u></p> <ul style="list-style-type: none"> ★ W1: Argumentative writing ★ W2: Informative/explanatory writing ★ W3: Narrative writing ★ W4: Creative response to author, theme, personal experience; genre/technique ★ W5: Use evidence for support ★ W6: Conduct and synthesize research ★ W7: Gather information from multiple sources |
| <p><u>Speaking and Listening:</u></p> <ul style="list-style-type: none"> ★ SL1: Participate in discussion ★ SL2: Evaluate multiple sources in diverse formats ★ SL3: Evaluate speaker's point of view ★ SL4: Present claims, findings, supporting evidence ★ SL5: Use digital media ★ SL6: Adapt speech for intended audience | <p><u>Language:</u></p> <ul style="list-style-type: none"> ★ L1-2: Command of conventions ★ L3: Function of language in different contexts; meaning and style ★ L4: Determine the meaning of words ★ L5: Figurative language, word relationships, nuances ★ L6: Use of content specific vocabulary |

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

Grade 9 ELA Curriculum Map

| Standards | Content | Skills/Practices | Materials/ | Assessments (All) | Timeline |
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| | | | Resources | Daily/Weekly/ Benchmarks | (Months/Weeks /Days) |
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| <p>Reading Standards:</p> <p>9-10R1, R2, R3, R4, R6, R9</p> <p>Writing Standards:</p> <p>9-10W2a, 2b, 2c, 2d, 2e, 2f</p> <p>9-10 W4, W5</p> <p>Speaking and Listening Standards:</p> <p>SL1a, b, c, d</p> <p>SL3, SL4, SL5</p> <p>Language Standards:</p> <p>9-10L3, L4a, L4b, L4c,</p> | <p>Literature- Short Stories</p> <p>Students will:</p> <p>- Recognize the importance of setting</p> <p>-Distinguish types of figurative language</p> <p>-Differentiate plot segments</p> <p>-Recognize how language impacts mood</p> <p>-Identify different types of irony used</p> <p>-Differentiate direct/indirect characterization</p> <p>-Discover how use of symbolism emphasizes overall meaning</p> | <p>Vocabulary acquisition and usage/application</p> <p>Reading comprehension and answering multiple choice and short answer questions</p> <p>Writing well-structured sentences and paragraphs with elaboration</p> <p>Reading independently and writing and talking about a variety of books.</p> <ul style="list-style-type: none"> ● Cite strong & thorough textual evidence to support analysis ● Create logical inferences ● Determine central ideas within a text | <p>“The Wife’s Story”</p> <p>“Most Dangerous Game”</p> <p>“Cask of Amontillado”</p> <p>“The Necklace”</p> <p>“The Scarlet Ibis”</p> <p>“Gift of the Magi”</p> <p>Teacher Created Materials</p> <p>Reading Guides (shift 3)</p> <p>Old Regents Exams</p> <p>Teacher Created Tests/Quizzes</p> | <p>Teacher created tests</p> <p>Analysis of a story as a literary work</p> <p>3-4 Central Idea graphic organizers</p> <p>Choose one to write a Central Idea essay/Text analysis</p> <p>Teacher Created Cumulative Quizzes (quarter 1)</p> | <p>September- November</p> |

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| <p>L4d, L5a, L5b</p> | <p>-Recognize literary allusions to underscore author's meaning</p> <p>Language: Vocabulary: as related to literature</p> <p>-Students will be able to define and discriminate the correct usage of vocabulary words in sentences.</p> <p>Grammar: Review Parts of Speech</p> <p>Writing: Informative/ Explanatory CC Regents Exam – Part 3 “Text Analysis” based on one short story</p> <p>Students will:</p> <p>-Support a central idea through</p> | <ul style="list-style-type: none"> Trace character development throughout a text | <p>Grammar & Composition Handbook</p> | <p>Teacher Created quizzes</p> <p>Text Analysis/ Central Idea essay on one short story</p> <p>Graded according to new CC Regents 4 point rubric</p> | |
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| | <p>text-based evidence</p> <p>.Identify a writing strategy to convey the identified central idea</p> | | | | |
| <p>Reading Standards: 9-10R1, R2, R3, R4, R6, R8, R9</p> <p>Writing Standards: 9-10W2a, 2b, 2c, 2d, 2e, 2f 9-10 W4, W5</p> <p>Speaking and Listening Standards: 9-10SL1a, SL1c, SL3, SL4, SL5,</p> <p>Language Standards: 9-10L3, L3a, L3, L4, L4a, L4b, L4c, L4d, L5</p> | <p>Literature Fahrenheit 451 Students will:</p> <p>-Classify the science fiction genre</p> <p>-Determine themes and analyze their development</p> <p>-Analyze complex characters and how they advance the plot and theme</p> <p>-Cite textual evidence to support analysis of what text says as well as what inferences are made</p> <p>-Identify use of figurative language and how it is used to convey themes</p> | | <p><u>Fahrenheit 451</u> by Ray Bradbury</p> <p>Supplemental Texts: "China's Censored World"</p> <p>"Superman and Me"</p> <p>"Dover Beach"</p> <p>Teacher Created Materials</p> | <p>Teacher created handouts</p> <p>Teacher Created Test</p> <p>Part 1, 2, and 3 quizzes</p> <p>Teacher Created Cumulative Quizzes (quarter 1 and 2)</p> | <p>November - December</p> |

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| <p>L5a, L5b</p> | <p>Language Vocabulary: as related to literature -Students will be able to define and use vocabulary words correctly in sentences.</p> <p>Grammar: Parts of a Sentence- Subjects, Predicates, and Complements</p> <p>Writing Informative/ Explanatory CC Regents Exam – Part 3 “Text Analysis”</p> <p>Students will:</p> <p>-Support a central idea through text-based evidence</p> <p>-Identify a writing strategy to convey the identified central idea</p> | <p>Read 4 texts Highlight pros and cons in each article Choose 6 best pieces of evidence pros/cons Use evidence to make a claim and support it Use evidence in counterclaim</p> | <p>Grammar & Composition Handbook</p> <p>Teacher Created materials</p> | <p>Teacher Created quizzes</p> <p>Teacher Created Rubric based on new CC Regents 4 point rubric</p> <p>Argument essay:</p> <p>Should plastic shopping bags be banned?</p> <p>Regents exam April/2019</p> | |
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| <p>Reading Standards: 9-10R1, R2, R3, R4, R5, R6, R9</p> <p>Writing Standards: 9-10W2a, 2b, 2c, 2d, 2e, 2f 9-10 W5</p> <p>Speaking and Listening Standards: 9-10SL1, SL1a, SL1c, SL1d, SL3, SL4, SL5,</p> <p>Language Standards: 9-10L3, L3a, L3, L4, L4a, L4b, L4c, L4d, L5a, L5b</p> | <p>Literature: Tragedy Romeo & Juliet (read in class) Students will: -Define and identify: Soliloquy, monologue, sonnet, blank verse, prose, iambic pentameter, aside, couplet, character foil</p> <p>-Compile information of Elizabethan England to provide understanding of background</p> <p>-Paraphrase Shakespeare's language into contemporary language</p> <p>-Summarize and paraphrase</p> | | <p>Romeo & Juliet (read in class) Text or Supplemental</p> <p>No Fear Shakespeare on Schoology</p> <p>Teacher created reading guides (Shifts 3 and 4)</p> <p>Teacher Created Handouts</p> | <p>Teacher Created Test</p> <p>Graded according to new CC Regents 4 point rubric</p> <p>Teacher Created Quizzes</p> <p>Teacher Created Quizzes</p> <p>Test on Romeo and</p> | <p>January - February</p> |

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| | <p>-Compile information to create shared report</p> <p>Writing Informative/ Explanatory CC Regents Exam Part 3 – “Text Analysis” Students will:</p> <p>-Support a central idea through text-based evidence Identify a writing strategy to convey the identified central idea</p> | | | <p>Juliet</p> <p>Midyear Exam – Text-Analysis</p> <p>Vocabulary and grammar reviews</p> | |
| <p>Reading Standards: 9-10R1, R2, R3, R4, R5 (RI), R6,</p> | <p>Literature-Non-Fiction Students will:</p> | | <p>“I Have a Dream” MLK “First Inaugural Address” JFK</p> | <p>Teacher Created Tests or Quizzes</p> | <p>March/April</p> |

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| <p>R8,R9</p> <p>Writing Standards: 9-10W1a, W1b, W1c W1d, W1e, W1f</p> <p>9-10W2a, 2b, 2c, 2d, 2e, 2f</p> <p>9-10 W5</p> <p>Speaking and Listening Standards:</p> <p>9-10SL1, SL1a, SL1c, SL1d, SL3, SL4, SL5</p> <p>Language Standards: 9-10L3, L3a, L3, L4, L4a, L4b, L4c, L4d, L5a, L5b, L6</p> | <p>-Analyze persuasive techniques</p> <p>-Analyze the development of an author's purpose in a text</p> <p>-Distinguish between fact and opinion</p> <p>-Recognize rhetorical devices within speeches</p> <p>Writing: Speech Project Students will: -Create a speech</p> <p>-Integrate rhetorical devices to support purpose</p> <p>-Evaluate using provided rubric</p> <p>Language Vocabulary: as related to literature</p> <p>-Students will be able to define and use</p> | | <p>"Hero's Hero" Elie Wiesel</p> <p>Teacher Created Handouts</p> <p>Grammar & Composition Handbook</p> | <p>Argument essay:plastic bags/Regents</p> <p>Graded according to rubric</p> <p>Cumulative Teacher Created Quizzes</p> | |
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| | <p>vocabulary words correctly in sentences.</p> <p>Grammar: review parts of speech and parts of a sentence</p> <p>-Students will be able to identify and correctly use the parts of speech in writing.</p> | | | | |
| <p>Reading Standards: 9-10R1, R2, R3, R4, R5 (RL), R6, R9</p> <p>Writing Standards: 9-10W2, 2a, 2b, 2c, 2d, 2e, 2f</p> <p>9-10 W4,W5</p> <p>Speaking and Listening Standards:</p> <p>9-10SL1, SL1a, SL1c, SL1d, SL3, SL4, SL5</p> | <p>Literature: Poetry Students will:</p> <p>-Interpret visual impact of poems structure and lay out.</p> <p>-Analyze and respond to musical techniques (consonance, assonance, alliteration, onomatopoeia, repetition, rhyme, rhythm)</p> <p>-Recognize how different poetic devices convey a</p> | | <p>“The Raven” “I Wandered Lonely as a Cloud” “Dream Differed” “Dreams” “Casey at the Bat”*</p> <p>“The Names” 9/11 read in Sept.</p> <p>Teacher Created Materials</p> | <p>Teacher created tests and quizzes</p> | <p>April</p> |

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| <p>Language Standards: 9-10L3, L3a, L4, L4a, L4b, L4c, L4d, L5a, L5b</p> | <p>poem's message</p> <p>Language Vocabulary: as related to literature</p> <p>-Students will be able to define and use vocabulary words correctly in sentences.</p> <p>Grammar: reinforcement of parts of speech.</p> <p>-Students will be able to identify the parts of speech of "nonsense" words in the poem "The Jabberwocky."</p> <p>Writing: Informative/ Explanatory CC Regents Exam – Part 3 "Text Analysis" based on "To Be of Use." Students will:</p> | | <p>Literature, and Grammar and Composition book</p> | <p>Graded according to new CC Regents 4 point rubric</p> | |
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| | <p>-Support a central idea through text-based evidence</p> <p>-Identify a writing strategy to convey the identified central idea</p> | | | | |
| <p>Reading Standards: 9-10R1, R2, R3, R4, R5 (RL), R6, R9</p> <p>Writing Standards: 9-10W2, 2a, 2b, 2c, 2d, 2e, 2f</p> <p>9-10 W4,W5</p> <p>Speaking and Listening Standards:</p> <p>9-10SL1, SL1a, SL1c, SL1d, SL3, SL4, SL5</p> | <p>Literature Students will: -Identify author's purpose to promote citizenship.</p> <p>-Analyze the story to show how the characters in the story demonstrate social values.</p> <p>-Recognize the epic as a genre. -Discover epic components.</p> <p>Research Students will: -Find and evaluate sources -Properly cite</p> | | <p>Background information: Greek Mythology The Odyssey "Ithaca"</p> <p>Teacher Created Materials Reading Guides (shift 4)</p> | <p>Teacher created tests and quizzes</p> <p>Character project-choose a character from Greek mythology, research, and give a short presentation on that character</p> <p>Final Exam</p> | <p>April/June</p> |

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| <p>Language Standards: 9-10L3, L3a, L4, L4a, L4b, L4c, L4d, L5a, L5b</p> | <p>bibliographical information -Summarize and paraphrase -Compile information to create shared report</p> <p>Language Vocabulary: as related to literature</p> <p>-Students will be able to define and use vocabulary words correctly in sentences.</p> <p>Grammar: -With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Writing Informative/ Explanatory CC Regents Exam – Part 3 “Text Analysis” based on “Ithaca.” Students will:</p> | | <p>Teacher Created Materials</p> | | |
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| | <ul style="list-style-type: none">-Support a central idea through text-based evidence-Identify a writing strategy to convey the identified central idea | | | | |
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Additional course work includes: daily vocabulary study, independent reading book projects and story language, nonfiction passages and 8 multiple choice questions to locate details, words in context, main/central ideas, structure/chronological order of a text, etc., root words, and literary terms acquisition and application.