

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Language Arts
Grade 9

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of ninth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Acquire Concepts About Print - No objectives at this grade level.			<ul style="list-style-type: none"> • Databases • Internet • Encyclopedia • Newspapers • Magazines • Biographies 	<ul style="list-style-type: none"> • paraphrase • summarize • in-text citations • etymology • variation • synonym • antonym
Goal 1.2: Acquire Concepts About Text	<ul style="list-style-type: none"> • 9.LA.1.2.1 Analyze the structure and format of various informational documents. (752.05.c) • 9.LA.1.2.2 Identify the text characteristics of different genres of literature. (752.02.a) 	<ul style="list-style-type: none"> • Research paper unit • Forms of poetry, drama, non-fiction stories 		
Goal 1.3: Acquire Phonological Awareness Skills - No objectives at this grade level.				
Goal 1.4: Acquire Decoding Skills Using Word Parts - No objectives at this grade level.				
Goal 1.5: Acquire Decoding Skills Using Syllabication - No objectives at this grade level.				
Goal 1.6: Acquire Decoding Skills Using Context - No objectives at this grade level.				
Goal 1.7: Acquire Fluency - No objectives at this grade level.				
Goal 1.8: Vocabulary and Concept Development	<ul style="list-style-type: none"> • 9.LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words. (752.01.a) • 9.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. (752.01.a) 	<ul style="list-style-type: none"> • Independent reading assessment • Independent reading • Novel • Short stories 		

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of ninth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Acquire Strategies and Skill for Comprehending Text	<ul style="list-style-type: none"> 9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension. (752.05.d; 752.05.e; 752.05.f) 9.LA.2.1.2 Apply reading strategies to self monitor for comprehension. 9.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams. 	<ul style="list-style-type: none"> Research papers Independent reading Novel Short stories Research paper Non-fiction Epic poem 	<ul style="list-style-type: none"> Databases Magazines Newspapers Biographies Internet websites Graphic organizers 	<ul style="list-style-type: none"> paraphrase infer visualize clarify predict skimming scanning close reading stanza line meter rhyme rhythm symbol alliteration metaphor simile personification imagery consonance hyperbole internal conflict external conflict iambic pentameter oxymoron exposition rising action climax falling action resolution blank verse analogy antagonist protagonist narrator memoir soliloquy monologue autobiography biography dialect
Goal 2.2: Acquire Skills to Comprehend Expository Text	<ul style="list-style-type: none"> 9.LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches). 9.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). (752.05.c) 9.LA.2.2.3 Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence. (752.03.a) 	<ul style="list-style-type: none"> Non-fiction Reflective, persuasive and research essays Reflective, persuasive and research essays 		
Goal 2.3: Acquire Skills for Comprehending Literary Text	<ul style="list-style-type: none"> 9.LA.2.3.1 Read and respond to literature from a variety of genres. 9.LA.2.3.2 Determine characters' traits by what the characters say 	<ul style="list-style-type: none"> Non-fiction Short story unit Drama Novel unit Epic poem 	<ul style="list-style-type: none"> Textbook Novel Independent reading 	

	<p>about themselves in narration, dialogue, and soliloquy. (752.03.b; 752.01.d)</p> <ul style="list-style-type: none"> 9.LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text. 9.LA.2.3.4 Explain the author's point of view and interpret how it influences the text. 9.LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama. 9.LA.2.3.6 Analyze significant literary devices including irony and symbolism. (752.01.g) 9.LA.2.3.7 Compare and contrast authors' style on the basis of such elements as word choice and sentence complexity. 	<ul style="list-style-type: none"> Poetry Independent reading Novel The Odyssey Short stories Novel Poetry Non-fiction Novel Poetry Romeo and Juliet Poetry Romeo and Juliet Short story Poetry Non-fiction 		<ul style="list-style-type: none"> flashback foreshadowing infer inference inductive deductive irony idiom lyric poetry haiku tone
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Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas including prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of ninth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Acquire Prewriting Skills	<ul style="list-style-type: none"> 9.LA.3.1.1 Generate ideas using a variety of strategies. (753.01.b) 9.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b) 9.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a) 9.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b) 9.LA.3.1.5 Produce a piece of writing within a set period of time. 	<ul style="list-style-type: none"> Graphic organizers Brainstorming Listing Free writing Concept tree Target notes Fiction/Non-fiction pyramid Research paper DWA Research papers Journal writing 	<ul style="list-style-type: none"> Graphic organizers <u>Writer's Inc</u> 	<ul style="list-style-type: none"> venn diagram concept map web chronological sequential spacial topical

Goal 3.2: Acquire Skills for Writing a Draft	<ul style="list-style-type: none"> • 9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a) • 9.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.b) 	<ul style="list-style-type: none"> • Reflective essay • Expository essay • Research paper • Outlining to drafting 	<ul style="list-style-type: none"> • Word processing • <u>Writer's Inc</u> 	
Goal 3.3: Acquire Skills for Revising a Draft	<ul style="list-style-type: none"> • 9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a) • 9.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b) • 9.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.02.b; 753.01.c) • 9.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b) • 9.LA.3.3.5 Use literary models to refine writing style. (753.02.b) • 9.LA.3.3.6 Conference with others to improve writing. (753.01.a) 	<ul style="list-style-type: none"> • 6+1 Traits of Writing • Reflective essay • Expository essay • Research paper • Sentence structure practice • Transition words lesson • Sentence revising activities • Grammar lessons • Various essays, peer editing / revising 	<ul style="list-style-type: none"> • <u>Writer's Inc</u> • <u>Grammar Brushstrokes</u> 	
Goal 3.4: Acquire Skills for Editing a Draft	<ul style="list-style-type: none"> • 9.LA.3.4.1 Use editing marks to indicate errors in conventions. • 9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a) 	<ul style="list-style-type: none"> • Grammar lessons 		
Goal 3.5: Acquire Skills to Publish Writing	<ul style="list-style-type: none"> • 9.LA.3.5.1 Publish improved draft. • 9.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b) • 9.LA.3.5.3 Use appropriate technology to produce a final draft. 	<ul style="list-style-type: none"> • Various essays • Research paper 	<ul style="list-style-type: none"> • Word processing 	

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of ninth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
Goal 4.1: Acquire Expressive (Narrative / Creative) Writing Skills	<ul style="list-style-type: none"> • 9.LA.4.1.1 Write reflective auto-biographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events. (753.04.c) • 9.LA.4.1.2 Write original creative works including prose and poetry. (753.04.c) 	<ul style="list-style-type: none"> • Short story unit • Creative writing from research • Poetry unit • Research unit projects 		
Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills	<ul style="list-style-type: none"> • 9.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (753.03.a) • 9.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. (753.05.b; 753.06.a) • 9.LA.4.2.3 Write technical or scientific text that identifies a sequence of activities or processes. (753.06.c) 	<ul style="list-style-type: none"> • DWA preparation • Research project • Research project 	<ul style="list-style-type: none"> • <u>Writer’s Inc</u> 	
Goal 4.3: Acquire Persuasive Writing Skills	<ul style="list-style-type: none"> • 9.LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion. (753.05.b; 753.05.c; 753.06.a) 	<ul style="list-style-type: none"> • <u>Romeo and Juliet</u> • <u>The Odyssey</u> • Novel unit 	<ul style="list-style-type: none"> • Textbook 	
Goal 4.4: Acquire Skills for Literary Response	<ul style="list-style-type: none"> • 9.LA.4.4.1 Write responses to literature that demonstrate an understanding of the significant ideas of literary works. (753.04.a) • 9.LA.4.4.2 Write 	<ul style="list-style-type: none"> • <u>Romeo and Juliet</u> • <u>The Odyssey</u> • Novel unit • Independent 	<ul style="list-style-type: none"> • Textbook • Textbook 	

	responses to literature that demonstrate an awareness and appreciation of an author's style. (753.04.a; 753.04.b)	reading assignment		
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Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of ninth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
Goal 5.1: Acquire Handwriting Skills - No objectives at this grade level.				
Goal 5.2: Acquire Spelling Skills - No objectives at this grade level.				
Goal 5.3: Acquire Skills for Sentence Structure	<ul style="list-style-type: none"> 9.LA.5.3.1 Apply correct and varied sentence types in writing. (753.02.b) 9.LA.5.3.2 Edit for agreement, word usage, and fluency. (753.02.b) 	<ul style="list-style-type: none"> Grammar practice 6+1 Traits of Writing 	<ul style="list-style-type: none"> <u>Grammar Brushstrokes</u> 	<ul style="list-style-type: none"> appositives clauses gerunds verbals antecedent infinitives parallelism
Goal 5.4: Acquire Skills for Using Conventions	<ul style="list-style-type: none"> 9.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. (753.02.a) 9.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a) 	<ul style="list-style-type: none"> Grammar lessons Journal writing Various essays Punctuation and capitalizing lessons 		

Standard 6: Communication (Goals and objectives for this standard are also included in Grade 9-12 Speech.)

Students apply their knowledge of communication to determine the intent and effectiveness of a message delivered by a speaker or the media. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished presentations that combine the traditional speech strategies of narration, exposition, and persuasion. Students use gestures, tone, and vocabulary appropriate to their audience and purpose.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of High School)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 6</i>
Goal 6.1: Acquire Listening Skills	<ul style="list-style-type: none"> ● 9-12.Spch.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience. (754.02.a; 754.03.a) ● 9-12.Spch.6.1.2 Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject. (754.01.b; 754.02.a) ● 9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence. (753.03.a) ● 9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language. (754.03.a) ● 9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic). (754.03.a) 	<ul style="list-style-type: none"> ● Research presentations ● Research presentations ● Discussion of novels, <u>Romeo and Juliet</u>, <u>The Odyssey</u> 		

<p>Goal 6.2: Acquire Speaking Skills</p>	<ul style="list-style-type: none"> ● 9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources. (755.01.b) ● 9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate. (755.01.b) ● 9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. (755.01.b) ● 9-12.Spch.6.2.4 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. (755.01.c) ● 9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity. (755.01.a) ● 9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. ● 9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their 	<ul style="list-style-type: none"> ● Research project ● <u>The Odyssey</u> ● Research project ● Research project 	<ul style="list-style-type: none"> ● Textbook 	
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	<p>significance to the audience. (755.01.b; 755.01.c)</p> <ul style="list-style-type: none"> 9-12.Spch.6.2.8 Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives. (755.01.b; 755.01.c) 9-12.Spch.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. (755.02.a) 9-12.Spch.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion. (755.01.a; 755.01.b; 755.01.c) 9-12.Spch.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media. (755.01.b) 	<ul style="list-style-type: none"> Novel unit Short stories <u>Romeo and Juliet</u> <u>The Odyssey</u> 	<ul style="list-style-type: none"> Textbook 	
<p>Goal 6.3: Acquire Viewing Skills</p>	<ul style="list-style-type: none"> 9-12.Spch.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language). (755.01.b; 756.01.a; 756.02.a) 9-12.Spch.6.3.2 Analyze 			

	<p>the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. (756.03.a)</p> <ul style="list-style-type: none"> • 9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness. (756.03.a) • 9-12.Spch.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event. (756.02.a) • 9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects. (756.02.a) 	<ul style="list-style-type: none"> • <u>The Odyssey</u> 	<ul style="list-style-type: none"> • <u>O Brother Where Art Thou</u> 	
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