

LANGUAGE ARTS – PLANNED COURSE OUTLINE

Avon Grove School District

Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.1 Learning to Read Independently			
<p>Purpose for Reading</p>	<p>Identify and describe genre of fiction and nonfiction text. (R11.A.1.1.1), (R11.A.1.1.)</p> <p>Identify and describe literary concepts such as fiction and nonfiction texts.</p> <p>Concepts: Character Development, Epic Hero, Tone, Plot, Setting, Conflicts, Themes, Characterization, Poetic Form, Author’s Purpose, Point of View, Comparison of Translation, Figurative Language, Allusion, Agonist, Protagonist, Didactic literature, Foil, Foreshadowing, Idiom, Irony, Parallelism, Climax, Denouement, Position, Falling Action, Point of view, Suspense, Slang, Dialect, Inferences, Fiction, Cause/Effect, Generalization (R11.B.2.2) (R11.B.2.2.1) (R11.B.2.2.2)</p> <p>Analyze the structure of informational materials explaining how authors used these to achieve their purposes. (R.A.1.6.1 R.A.2.6.1)</p>	<p>Teachers will employ a variety of before, during, and after reading strategies to guide independent reading of fiction and nonfiction text.</p> <p><u>Suggested Strategies</u> Read Independently, Plot diagrams, Comics, Illustrations, Dialectic notebook, Open-ended, Comprehension questions, Questioning, Brainstorming, Storyboard, Illustrations, Literature Circles, Written and oral summaries, Creative stories, Found Poems, Connecting to experiences or text, Setting purposes, Writing, Enacting, Constructing, Viewing, Reading Aloud, Taking notes, Journaling, Making associations, Re-reading, Highlighting, outlining, Venn Diagrams, KWL charts, Independently read and answer comprehension and open ended questions, Quick writes, Think Pair Share, Plot sketch, Discussion, Oral presentations, Writing, Complete organizer or map, draw, sketch, self-question, view, summarize, evaluate, make inferences and/or draw conclusions based on information from the text.</p> <p>Students will cite evidence from the texts to support generalizations.</p> <p><u>Purpose of text:</u></p> <ul style="list-style-type: none"> • To entertain • To persuade • To inform/explain • To describe <p>To express an opinion</p>	<p><u>Assessment:</u> Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals Active Reading Standardized test Prep Formal Assessments Language Handbook Words To Own Daily Oral Grammar</p> <p><u>Author’s Purpose</u> Fiction and nonfiction texts Drama and poem</p>

Board Approved May 24, 2007

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 Grade 9

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Standard 1.1 Learning to Read Independently			
<p>Purpose for Reading</p>	<p>Describe and/or analyze examples of text that support its intended purpose in narrative and poetic text. (R.A.1.6.2)</p> <p>Identify and/or analyze examples of text that support the author’s intended purpose in informational and persuasive biographical, instructional, and editorial/essay text. (R.A.2.6.2)</p> <p>Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.</p> <p>Identify and use common organizational structures and graphic features to comprehend information.</p>	<p>Review definition and characteristics of narrative and poetic text.</p> <p>Examine a wide variety of narrative (fiction and narrative nonfiction) and poetic texts.</p> <p>Compare and contrast:</p> <ul style="list-style-type: none"> ▪ Similar texts with a different purpose ▪ Different texts with a similar purpose (Example—Compare a story and a poem both written to tell the story of the same event.) <p>Review definition and characteristics of informational and persuasive text.</p> <p><u>To identify and/or analyze the purpose in informational and persuasive text:</u></p> <ul style="list-style-type: none"> • Preview selection • Identify organizational pattern • Separate facts/ opinions • Question as you read <p>Make and verify predictions about author’s purpose</p> <p>Familiarize students with textbook organization.</p> <p>Familiarize students with the organization and use of the library and other media sources</p> <p>Refer to <i>Standard 1.2 – Text Organization</i> (R.B.3.3.1)</p>	<p>Assessment</p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

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 Grade 9

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Standard 1.1 Learning to Read Independently			
<p>Word Recognition</p>	<p>Identify and apply word recognition skills in fiction and nonfiction texts.</p> <p>Use knowledge of root words and words for literary works to recognize and understand the meaning of new words accurately in speaking and writing. (R11.A.1.2)</p>	<p>Specific content and strategies are detailed in each section below.</p> <p>Use vocabulary words from the fiction and nonfiction pieces (R.11.A.2.1)</p> <p>Discuss the origins, definitions and uses in literature.</p> <p>Teach prefixes, suffixes, roots and etymology of words.</p> <p>Define and /or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences. (R11. A.1.2.)</p> <p>Teach mnemonic devices and skills to build student’s personal vocabulary.</p> <p>Describe and define how the meaning of the word is related to the part of speech and how it is used in the sentence.</p>	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p> <p>Teach prefix, suffix, and roots and etymology Skills for adding vocabulary to build student’s personal lexicons.</p>

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Avon Grove School District

Grade 9

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Standard 1.1 Learning to Read Independently			
<p>Word Recognition</p>	<p>Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from the text. (R.A.1.2.1 and R.A.2.2.1)</p> <p>Identify, describe, evaluate, and synthesize the essential ideas in text. Assess those reading strategies that are most effective in learning from a variety of texts. (R.11.A.1.2)</p> <p>Make inferences, draw conclusions, and make generalizations based on text. (R11.A.1.3)</p> <p>Establish a reading vocabulary by identifying and correctly using new words acquired. (R.11.A.1.1)</p>	<p>Define prefix, suffix, and root.</p> <p>The teacher will use Before, During and After reading strategies.</p> <p>Questioning, Brainstorming, Connecting to experiences or text, elements of the story, setting purposes, writing, enacting, constructing, reading aloud, taking notes, journaling, partner read, make associations, re-read, highlight, outline, discuss, oral presentations, organizer, map, draw, sketch, self-question, view, summarize, evaluate</p> <p>New vocabulary words will be given to the students before the story is read.</p> <p>Identify how the meaning of a word is changed. (R.11.A.1.2.1)</p> <p>Students will use dictionaries, thesaurus, texts, and glossaries to establish a reading vocabulary.</p> <p>Locate and use textual support ie. Quotes and/or paraphrasing</p>	

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Avon Grove School District

Grade 9

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<p>Word Recognition</p>	<p>Define words or phrases from context clues given in explanatory sentences and/or text examples.</p> <p>Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text. (R.A.1.2.2 and R.A.2.2.2)</p> <p>Use knowledge of phonics, syllabication, roots and affixes, the dictionary or glossary, and context clues to decode and understand multi-syllable words and content area vocabulary</p>	<p>Identify context clues: synonyms, antonyms, definitions, examples, explanations, descriptions,</p> <p>Define and identify <u>homonyms</u> – words spelled the same but with different meanings in context. Example: <i>Present</i> may mean: gift; now (in the present time); to show</p> <p>Describe and identify how the meaning of a word is related to the part of speech and usage in the sentence.</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> • Use contextually rich text examples. • Highlight context clues • Complete analogies <p>Independently identify and apply word recognition strategies when reading fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Recognize word parts and their meanings. • Use context clues. • Use dictionaries and glossaries. <p>Apply meaning in various contexts and content areas.</p>	<p>Assessment</p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p> <p>Curriculum based assessments</p> <p>Fluency measurements</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE

Avon Grove School District

Grade 9

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Standard 1.1 Learning to Read Independently			
<p>Vocabulary Development</p>	<p>Identify and apply the meaning of vocabulary in fiction and nonfiction text.</p> <p>Understand the meaning of and apply key vocabulary across various subject areas.</p> <p>Identify and/or apply the meaning of multiple- meaning words used in text. (R.A.1.1.1)</p> <p>Identify and/or apply the meaning of multiple-meaning words in context. (R.A.2.1.1)</p> <p>Identify and/or apply the meaning of content-specific words used on text. (R.A.2.1.2)</p> <p>Identify and/or apply a synonym or antonym of a word used in text. (R.A.1.1.2)</p> <p>Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference</p>	<p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> • LINC Strategy • Vocabulary Chart • “Knowledge of Words” chart • Frayer Four-Square Model • Vocabulary Word Box • Chart—Related Words/Descriptions • It is...It isn’t • Dram-A-Word • Analogies • Vocabulary Word box • Word Web • Matching Games <p>See strategies listed for; (R.A.1.1.1, R.A.2.1.1, R.A.2.1.2)</p> <p>Define <u>idiom</u>—an expression whose meaning cannot be taken literally. Example: <i>sitting on pins and needles</i></p> <p>Explore meanings and origins of common idioms.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Illustrate an idiom. • Identify idioms while reading by highlighting or the use of post-it notes. • Create an “Idiom of the Week/Day” display with student work. 	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p> <p>Curriculum based assessments</p> <p>Authentic assessment-- products of students’ work, application to writing</p> <p>Informal assessment of application in reading, writing, and speaking activities</p>

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Avon Grove School District

Grade 9

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Standard 1.1 Learning to Read Independently			
<p>Comprehension and Interpretation</p>	<p>Identify basic facts and ideas in text using specific strategies.</p> <p>Understand fiction and nonfiction text appropriate to grade level.</p> <p>Make inferences and/or draw conclusions based on information from the text. (R.A.1.3.1 and R.A.2.3.1)</p> <p>Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents (R.11.B.1.1) (R11.A.1.3.2)</p> <p>Make and support with evidence, assertions, about texts.</p> <p>Compare and contrast texts using themes, settings, characters, and ideas.</p> <p>Make extensions to related ideas, topics, or information.</p> <p>Assess the validated of the document based on context.</p> <p>Identify and apply word recognition skills.</p> <p>Analyze the positions, purposes, arguments, and evidence (R.11.A.2.2) (R11.A.2.6.1)</p> <p>Cite evidence from text to support generalizations. (R.A.1.3.2 and R.A.2.3.2)</p>	<p><u>Interactive Reading strategies:</u></p> <ul style="list-style-type: none"> Recall genre characteristics. Set a purpose for reading. Predict using graphic and textual clues. Generate essential questions as aids to comprehension. Clarify understanding through rereading and discussion. Summarize and evaluate understanding of the text. <p>When making inferences a reader should:</p> <ul style="list-style-type: none"> Make inferences before, during, and after reading. Use the Inference Formula: New Information + What I Already Know = Inference. Be aware that <i>authors imply and readers infer</i>. <p>Teachers will facilitate reading comprehension and interpretation of texts using the following methods:</p> <ul style="list-style-type: none"> Discussions – retellings, responding Enactments – debates, panel discussions, dramatizations, role-play Writing – answering questions, respond to teacher directed questions, short answer, essays. Oral presentation – demonstrations discussions of the concepts, or questions Viewing –m film, video, Summarizing Evaluating what was read. <p><u>Evidence:</u></p> <ul style="list-style-type: none"> Details—facts, opinions, descriptions, explanations, definitions 	<p><u>Assessments</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p> <p>Curriculum based assessments</p> <p>Rubric based assessments of journals, exit tickets, activities/worksheets, written responses to text</p> <p>Formal/informal assessment of participation in discussions and completion of graphic organizers</p>

	<p>Identify and/or explain stated or implied main ideas and relevant supporting details from text. (R.A.2.4.1 and R.A.2.4.2)</p> <p>Summarize the key details and events of a fictional text as a whole. (R.A.1.5.1)</p> <p>Summarize the major points, processes, and events of a nonfiction text as a whole. (R.A.2.5.1)</p> <p>Demonstrate after reading an understanding and interpretation of fiction and nonfiction text, including public documents.</p> <p>Make, and support with evidence, assertions about text.</p> <p>Compare and contrast texts using themes, settings, characters and ideas. Make extensions to related ideas, topics, or information.</p> <p>Describe the context of a document.</p> <p>Analyze the positions, arguments, and evidence in public documents.</p> <p>Evaluate the author's strategies and give examples of text that support the author's intended purpose.</p> <p>Critique public documents to identify strategies common in public discourse. (R.11.A.2.6.1)</p>	<ul style="list-style-type: none"> • Examples • Quotes • Text references--page/ paragraph/ sentence <p><u>How to Track Evidence:</u></p> <ul style="list-style-type: none"> • Underline/highlight • Tag with post-it notes • Create a chart, list, or web <p><u>Reciprocal Teaching</u> strategies</p> <p><u>Reading Apprentice</u> strategies</p> <p><u>When summarizing:</u></p> <ul style="list-style-type: none"> • Identify and restate main ideas, main events, key points. • Include only the most important supporting details. • Differentiate between what is important and what is interesting. • Identify appropriate graphic organizers to support summarizing. <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • 20 word summary • Clear summary • 3-2-1strategy • 5 important words • Use graphic organizers • Table of contents/headings prompts <p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> • Double Entry Journal • Exit Ticket • 4 Door Activity • Venn Diagram • Fish Bone organizer • Response Journal • Flow Chart • Literature circles/discussion groups 	
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 Avon Grove School District
 Grade 9

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Standard 1.1 Learning to Read Independently			
<p>Fluency</p>	<p>Demonstrate fluency and comprehension in reading.</p> <p>Read familiar materials aloud with accuracy.</p> <p>Self-correct mistakes.</p> <p>Use appropriate rhythm, flow, meter, and pronunciation.</p> <p>Read a variety of genres and types of text.</p> <p>Adjust reading rate according to purpose for reading and text structure.</p> <p>Develop a lifetime reading habit.</p> <p>Self select texts to include a variety of genres and types for independent reading.</p> <p>Maintain a reading log that identifies books completed from independent reading</p>	<p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> • Teacher Modeling/Read- Alouds • Timed Readings • Repeated Readings • Readers’ Theatre • Paired Reading • Record a book/story <p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> • Book Minute • SSR • Mini Book Talks • Literature Circles • Book Club/discussion group • Book review/advertisement 	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

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 Avon Grove School District
 Grade 9

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Standard 1.2 Reading Critically in All Content Areas			
Overview	<p>Read and understand essential content of informational texts and documents in all academic areas.</p> <p>Use and understand a variety of media and evaluate the quality of material produced.</p>	Standard 1.2 is to be addressed by using nonfiction reading strategies as identified below.	<p><u>Nonfiction Texts:</u></p> <ul style="list-style-type: none"> • Trade books • Newspapers • Periodicals • Biography/Autobiography • Content area textbooks <p>Assessment Items: Note—Examples provided are formatted the way they appear in the PSSA Reading Test.</p>
Text Organization	Identify, interpret, and/or analyze text organization patterns including sequence, question/answer, comparison/contrast, cause/effect, and problem/solution. (R.B.3.3.1)	<p><u>Text Structure Identification Strategies:</u></p> <ul style="list-style-type: none"> • Survey text. • Read text. • Identify signal words (first, next, finally; because, since, therefore; similar, different, however). • Identify structure of text. 	
Purpose	Evaluate text organization and content to determine the author’s purpose and effectiveness according to the author’s theses, accuracy, and thoroughness.	Familiarize students with the direct connection between text structure and author’s purpose.	<p><u>Assessment:</u> Curriculum based assessments</p> <p>Formal/informal assessment of discussion and/or writing related to text structure and purpose</p>

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Standard 1.2 Reading Critically in All Content Areas			
Detail	<p>Distinguish between essential and nonessential information across texts. (R.B.3.2)</p> <p>Identify context that would fit in a specific section of text. (R.B.3.3.2)</p>	<p><u>Define and identify:</u></p> <ul style="list-style-type: none"> • Main idea • Supporting details (<u>Note:</u> supporting details may be referred to as <i>nonessential information</i> in PSSA test items). <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> • Outlining • Highlight main ideas • Identify titles and headings as main ideas and boldfaced items as essential supporting information. <p>When given a specific detail, students should be able to match the detail with the correct paragraph.</p>	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

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 Avon Grove School District
 Grade 9

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<p>Inference</p>	<p>Draw inferences based on a variety of information sources.</p> <p>Identify main idea and relevant details in given passages. (R.11.A.1.4)</p> <p>Identify and/or explain stated or implied main ideas and relevant supporting details from informational, fictional, texts, and documents in all content areas. (R.11A.1.4.1)</p>	<p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> • Questioning: Why did the author choose to select specific headings, boldface words, italics, charts, photographs, diagrams, illustrations, etc. in the text? • Think Aloud • Talking to the Text • Skim and Scan • Read and highlight topic sentences • Rename chapter and/or passage • Compose essay, poem, story, letter or from a character’s perspective. • Ask questions such as “What do you think the author’s message is?” • “Why did the author write their story?” • “What assumptions can be made about the following concepts?” 	<p><u>Assessment:</u></p> <p>Curriculum based assessments</p> <p>Formal and informal assessment of discussion and/or written work related to drawing inferences</p>

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 Avon Grove School District
 Grade 9

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Standard 1.2 Reading Critically in All Content Areas			
Comparison, Analysis, and Evaluation	<p>Interpret graphics and charts and make connections between text and the content of graphics and charts. (R.B.3.3.3)</p> <p>Select and use graphic organizers that correspond to a given text structure.</p>	<p><u>Purposes of graphics:</u></p> <ul style="list-style-type: none"> • Tables--easy to read • Circle graphs/pie graphs--part to whole • Bar and line graphs--show relationships • Diagrams--visualize written text • Maps--show spatial relationships • Illustrations--support tone and clarify meaning <p>Provide teacher modeling and guided practice in the use of various graphic organizers that correspond to text structure:</p> <ul style="list-style-type: none"> • Sequencing– flowchart, timeline • Question/answer-- web, map • Comparison/contrast-- Venn diagram • Cause/effect-- fishbone, T-chart, chain • Problem/solution-- web, map 	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p> <p>Display commonly used graphic organizers identified with specific text structures for student reference.</p> <p>Formal or informal assessment of student’s ability to select and use appropriate graphic organizers.</p>

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 Avon Grove School District
 Grade 9

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<p>Comparison, Analysis, and Evaluation (cont'd)</p>	<p>Identify, interpret, describe, and/or analyze bias and propaganda techniques in nonfiction text. (R.B.3.2.1)</p> <p>Analyze the techniques of particular media messages and their effect on a targeted audience</p> <p>Compare and analyze how different media offer a unique perspective on the information presented.</p>	<p><u>Propaganda Techniques:</u> (Required):</p> <ul style="list-style-type: none"> • Name-calling • Bandwagon • Red herring • Emotional appeal • Testimonial • Repetition • Sweeping generalization • Circular argument • Use of statistics and facts <p><u>Analysis process:</u></p> <ul style="list-style-type: none"> • Expose students to various types of electronic and print media. • Identify propaganda techniques and targeted audience. • Discuss and evaluate effect of technique. • Examine a topic as presented by various media. • Determine purpose and targeted audience of specific media. • Consider background and bias • Compare effectiveness. 	<p><u>Assessment</u></p> <p>Media and print sources Advertisements Political speeches Editorials Internet text Newspapers and periodicals Television and radio</p> <p>Curriculum based assessments</p> <p>Formal/informal assessment of discussion and written work</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
 Avon Grove School District
 Grade 9

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Standard 1.3 Reading, Analyzing, and Interpreting Literature			
Overview	Read and understand works of literature.	<p>Read Independently, Plot diagrams, Comics, Illustrations, Dialectic notebook, Open-ended, Comprehension questions Questioning, Brainstorming, Storyboard Illustrations, Literature Circles, Written and oral summaries, Creative stories, Found Poems, Connecting to experiences or text, Setting purposes, Writing, Enacting, Constructing, Viewing, Reading Aloud, Taking notes, Journaling, Making associations, Re-reading, Highlighting, outlining, Venn Diagrams, KWL charts, Independently read and answer comprehension and open ended questions, Quick writes, Think Pair Share, Plot sketch</p> <p>Discussion, Oral presentations, Writing, Complete organizer or map, draw, sketch, self-question, view, summarize, evaluate, make inferences and/or draw conclusions based on information from the text.</p>	<p>Suggested stories, descriptions of strategies, and graphic organizers to support the teaching of each literary element/device.</p> <p><u>Fiction texts:</u></p> <ul style="list-style-type: none"> • Anthology • Novels <p><u>Literary nonfiction texts:</u></p> <ul style="list-style-type: none"> • Autobiography/biography • Personal narratives/anecdotes <p>PSSA Released Items (see PDE website)</p> <p>Assessment items: Note--Examples provided are formatted the way questions in these areas will appear on the PSSA Reading Test.</p>

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Avon Grove School District

Grade 9

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Standard 1.3 Reading, Analyzing, and Interpreting Literature			
<p>Literary Elements</p>	<p>Identify, interpret, compare, describe, analyze, and/or evaluate the relationships among literary elements of character, setting, plot, and theme, within fiction or literary nonfiction: (R.B.1.1.1)</p> <p>Analyze the use of literary elements by an author including characterization, setting, plot, and theme.</p> <p>Character (may also be the narrator, the speaker, or the subject of a biography)</p> <p>Interpret compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fiction or literary nonfiction text.</p>	<p><u>Strategies to compare / analyze/ evaluate literary elements:</u></p> <ul style="list-style-type: none"> • Story maps • Literature circles • Venn diagrams • Journaling—Talk to the Text • Reciprocal teaching strategies <p><u>Define and identify:</u> Protagonist/antagonist Direct Characterization:</p> <ul style="list-style-type: none"> • Physical description • Character’s thoughts, speech, or actions • Other characters’ thoughts, speech, or actions <p>Direct comments of author Indirect Characterization:</p> <ul style="list-style-type: none"> • Make inferences based on evidence and details from plot and/or characters’ thoughts and speech. • What does the author imply about the character? <p>Perspective: position from which a character views events</p> <ul style="list-style-type: none"> • Motive: the reasons, emotions, and goals that drive a character to act a certain way. 	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE

Avon Grove School District

Grade 9

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Standard 1.3 Reading, Analyzing, and Interpreting Literature			
Literary Elements	<p><u>Setting:</u> Interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction.</p> <p><u>Plot</u> (may also be called action): Interpret, compare, describe, analyze, and/or evaluate elements of the plot</p>	<p><u>Setting may include all or some of the following:</u></p> <ul style="list-style-type: none"> • Geographic location • Historical time period • Season • Time of day • Customs, and/or manners of a society. <p><u>Identify the importance of setting in story:</u></p> <ul style="list-style-type: none"> • Does the setting serve only as background to the story? • Is the setting integral to the story? How? Why? <p><u>Define and identify plot elements:</u></p> <ul style="list-style-type: none"> • Exposition (setting, characters, conflict unfolds). • Rising action • Climax • Falling action • Resolution <p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> • Plot diagram • Reciprocal Teaching strategies 	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE

Avon Grove School District

Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature			
Literary Elements	<p><u>Theme:</u> Interpret, compare, describe, analyze, and/or evaluate the message about life or human nature that is communicated by a work of fiction or literary nonfiction.</p>	<p>Define theme:</p> <ul style="list-style-type: none"> • Theme is the main lesson of a passage, the message about life or human nature contained in fiction or literary nonfiction. <p>Identify how the theme is communicated by the author:</p> <ul style="list-style-type: none"> • Directly stated – Theme is expressed in the moral of the story, as in fables, or in a statement made directly by a character or characters. • Implied – The author implies the theme through the words and experiences of the characters. An implied theme may also be revealed by a symbol. 	<p><u>Assessment</u> Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>
Text Connections	<p>Interpret, compare, describe, analyze, and/or evaluate connections between texts. (R.B.1.2.1)</p>	<p>Present texts of various genres with similar themes and/or topics for interpretation, comparison, analysis, and evaluation.</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> • Literature circles with jigsaw • Venn Diagrams • Double Entry Journals • Written response 	<p><u>Assessment</u> Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

Board Approved May 24, 2007

LANGUAGE ARTS – PLANNED COURSE OUTLINE

Avon Grove School District

Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature			
<p>Literary Devices</p>	<p>Identify, interpret, compare, describe, analyze, and/or evaluate the relationships among the literary devices (figurative language, point of view, tone, style, and sound techniques) within fiction and literary nonfiction. (R.B.1.1.1)</p> <p><u>Figurative Language:</u> Identify, interpret, describe, and/or analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text. (R.B.2.1.1)</p> <p>Identify, interpret, describe, and/or analyze the author’s purpose for and effectiveness at using figurative language in text. (R.B.2.1.2)</p>	<p><u>Strategies to compare/ analyze/ evaluate literary devices:</u></p> <ul style="list-style-type: none"> • Double entry journal • Talk to the Text • Venn diagram • Response journals <p>Review definitions of figurative language forms:</p> <ul style="list-style-type: none"> • Imagery • Personification • Simile • Metaphor • Alliteration • Hyperbole. • Allusion (Grade 8) <p>Include examples of figurative language from fiction and poetry texts</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> • Illustrate examples. • Take a “Sensory Walk” through the text. • Use read-alouds rich in figurative language. • Highlight/use post-it notes to identify examples while reading. <p>Book Minute—share examples from personal reading.</p>	<p>Assessment</p> <p>Multiple choice: The style and tone of this passage can best be described as ... Open-ended question: How does the author’s use of figurative language affect the style of the passage? Use examples to support your response.</p> <p>Specific anthology references are listed within each literary device section.</p> <p>Multiple choice: A. The following sentence from the passage is an example of what type of figurative language? “...” B. Which of the following is <u>not</u> an example of imagery?</p> <p>Open-ended question: How effective is the poet’s use of metaphor in the poem? Use two examples of metaphors in the poem to support your answer.</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
 Avon Grove School District
 Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature			
Literary Devices	<p><u>Point of view:</u></p> <p>Identify and describe the point of view of the narrator as the first person or third person point of view. (R.B.2.2.1)</p> <p>Interpret and describe the effectiveness of the point of view used by the author. (R.B.2.2.2)</p>	<p>Additional content:</p> <ul style="list-style-type: none"> • 2nd Person point of view • Identify nouns and pronouns that indicate point of view <p>Note: Point of view is never referred to as narrator, speaker, or a character's name.</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> • Retell story from another point of view. • Highlight point of view indicator words. 	<p><u>Assessment</u></p> <p>Multiple choice:</p> <ul style="list-style-type: none"> A. What might the author's purpose have been for using this point of view? B. From what point of view is this passage written? <p>Open-ended question: What point of view is the story told from? Is this effective? Explain why or why not. Use two examples from the passage to support your response.</p>
	<p><u>Tone:</u></p> <p>Identify, interpret, describe, and/or analyze the attitude of the author toward the audience, characters, and subject.</p>	<p>Tone is revealed through the author's:</p> <ul style="list-style-type: none"> • Word choice • Selection of details • Sentence structure • Use of figurative language. <p>Words to describe tone:</p> <ul style="list-style-type: none"> • Formal, relaxed, playful • Serious, humorous • Sarcastic, bitter, sympathetic • Thoughtful • Reverent 	<p><u>Assessment</u></p> <p>Multiple choice: Which of these statements best describes how the author views the students in the passage?</p> <p>Open-ended question: What is the author's tone in this passage? Use at least 2 details from the passage to support your response.</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
 Avon Grove School District
 Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature			
Literary Devices	<p><u>Style:</u></p> <p>Identify, interpret, describe, and/or analyze how the author’s word choice, sentence length, tone, and use of figurative language create style.</p>	<p>Identify style through questioning:</p> <ul style="list-style-type: none"> • Does the author use mostly short, simple words and sentences or long, complex ones? • Do the characters speak in dialect? Does their language seem believable? • Does the author use sensory or figurative language? <p>Words to describe style:</p> <ul style="list-style-type: none"> • Formal, informal, humorous • Conversational, casual • Persuasive • Informative 	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>
	<p><u>Sound Techniques:</u></p> <p>Identify, interpret, describe, and/or analyze examples and the effect of rhyme, rhythm, meter, repetition, alliteration and onomatopoeia in text.</p>	<p>Review definitions and provide examples of sound techniques in fiction, literary nonfiction, and poetry text:</p> <ul style="list-style-type: none"> • Rhyme • Rhythm • Repetition • Alliteration • Onomatopoeia <p>Poetry:</p> <ul style="list-style-type: none"> • Identify and label rhyme scheme. • Identify internal and end rhyme. • Identify and label meter (stressed and unstressed syllables and words). 	

LANGUAGE ARTS – PLANNED COURSE OUTLINE

Avon Grove School District

Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature			
Poetry	<p>Read and respond to poetry.</p> <p>Identify poetic forms.</p>	<p><u>Define and identify:</u></p> <ul style="list-style-type: none"> • Narrative and lyric poetry • Line, stanza, rhyme, rhyme scheme, rhythm, repetition • Poem’s mood, tone, theme, use of figurative language <p>Read narrative and lyric poetry that varies in style, form, tone, and theme.</p> <p>Make a personal connection to poetry in response journals.</p>	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>
Drama	<p>Read and respond to drama.</p> <p>Analyze drama to determine the reasons for a character’s actions based on the situation and the character’s basic motivation.</p>	<p><u>Define and identify:</u></p> <ul style="list-style-type: none"> • Act/scene • Dialogue • Stage directions • Script/script format • Screenplay <p>Identify and analyze literary elements present in drama.</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> • Reader’s Theater format • Audio versions of dramas 	

Board Approved May 24, 2007

LANGUAGE ARTS – PLANNED COURSE OUTLINE

Avon Grove School District

Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.4 Types of Writing			
Overview	Write narrative, informational, and persuasive pieces.	Specific content and strategies are identified within each type of writing.	PDE Writing Assessment Handbook on www.pde.state.pa.us PSSA Domain Scoring Guide
The Writing Process	Write narrative, informational, and persuasive pieces following the steps of the writing process.	Identify, describe, and apply the steps of the writing process: <ul style="list-style-type: none"> • Pre-write • Draft • Revise • Edit • Publish Suggested strategies: <ul style="list-style-type: none"> • Pre-writing: brainstorm, mapping, webs, lists, outline • Drafting: writing partners-author dictates, partner writes, dictate on tape • Revising: Writer’s Chair, revision checklist, revision conference • Editing: checklist, editing conference, use spell check, check spelling by reading piece backwards, 	Assessment Graphic organizers to support strategies are located

LANGUAGE ARTS – PLANNED COURSE OUTLINE
 Avon Grove School District
 Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.4 Types of Writing			
Narrative	Write short stories, poems, and plays. Apply varying organizational methods. Use relevant illustrations. Utilize dialogue. Apply literary conflict. Include literary elements (Standard 1.3.B) Use literary devices (Standard 1.3.C)	<u>Required:</u> Write a narrative piece graded using the PSSA Domain Scoring Guideline. Choose from the following types of narrative writing: <ul style="list-style-type: none"> • Personal narrative • Short story • Narrative poetry • Myth • Legend • Folk tale • Anecdote • Dramatic script 	<u>Assessment</u> Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals
Informational	Write multi-paragraph informational pieces. Include cause and effect. Develop a problem and solution when appropriate to the topic. Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). Use primary and secondary sources. <u>Primary:</u> original object or document recorded at the time of event or by someone present at the event. <u>Secondary:</u> written about or a summary of a primary source	<u>Required:</u> Write a five paragraph informational piece graded using the PSSA Domain Scoring Guideline. Choose from the following types of informational writing: <ul style="list-style-type: none"> • Essay • Report • Article • How-to • Summary • Review 	

LANGUAGE ARTS – PLANNED COURSE OUTLINE
 Avon Grove School District
 Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.4 Types of Writing			
<p>Persuasive</p>	<p>Write persuasive pieces.</p> <p>Include a clearly stated position or opinion.</p> <p>Include convincing, elaborated and properly cited evidence.</p> <p>Develop reader interest.</p> <p>Anticipate and counter reader concerns and arguments.</p>	<p><u>Required:</u> Write a five paragraph persuasive piece graded using the PSSA Domain Scoring Guideline. Choose from the following types of persuasive writing:</p> <ul style="list-style-type: none"> • Essay • Letter • Editorial • Speech 	<p><u>Assessment</u> Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>
<p>Writing Extensions</p>	<p>Apply writing skills and knowledge of the writing process to produce other forms of written work.</p> <p>Maintain a written record of activities, course work, experience, honors, and interests.</p> <p>Use, design, and develop a media project that expands understanding.</p> <p>Produce work in at least one literary genre that follows the conventions of the genre.</p> <p>Write in response to literature.</p>	<p><u>Suggested applications:</u></p> <ul style="list-style-type: none"> • Reading/writing logs • Record an interview • Interest inventory • Power point presentation • Create and present a song • Produce a video or slide show • Short stories—mystery, fantasy, realistic, historic • Myths, fables, legends • Biography/autobiography • Poetry • Dramatic script—teleplay, radio broadcast • Interpret /analyze fiction and nonfiction text • Reader’s Response journal 	<p><u>Assessment:</u> Use teacher-created item specific rubrics based on PSSA Domain Scoring guideline to assess written assignments.</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
 Avon Grove School District
 Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.5 Quality of Writing			
Overview	Address the five characteristics or domains of effective writing when drafting, revising, and editing written pieces.	<u>Writing Domains:</u> <ul style="list-style-type: none"> • Focus • Content • Organization • Style • Conventions <p>Definitions and descriptions are detailed within each domain.</p> <p>Standard 1.5 is to be addressed by the use of the Writing Process strategies and PA domain scoring guidelines.</p>	PDE Writing Assessment Handbook www.pde.state.pa.us PSSA Writing Sampler PSSA Domain Scoring Guide Teacher-created item specific domain scoring guides <u>Assessment Notes:</u> All assessed written pieces should be scored on the five writing domains. Assessment item examples provided are formatted the way they will appear in the multiple-choice section of the PSSA Writing test.
Focus	Write with a sharp, distinct focus. Identify topic, task and audience. Establish a single point of view.	<u>Writing should:</u> <ul style="list-style-type: none"> • Clearly address the topic • Make an assertion about the topic—thesis. • Respond appropriately to a prompt in subject matter and mode. • Appeal to the audience in what is said and how it is said. • Be written from the point of view most appropriate to the task and topic –first, second, or third person. 	

LANGUAGE ARTS – PLANNED COURSE OUTLINE
 Avon Grove School District
 Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.5 Quality of Writing			
Content	<p>Write using well-developed content appropriate for the topic.</p> <p>Gather, determine validity and reliability of, and organize information.</p> <p>Employ the most effective format for purpose and audience.</p> <p>Write paragraphs that have details and information specific to the topic and relevant to the focus.</p>	<p><u>Writing should:</u></p> <ul style="list-style-type: none"> • Develop and support main ideas using: facts, details, examples, opinions, anecdotes, quotations, statistics, reasons, explanations, definitions, and evidence. • Include only those details that accomplish and support purpose, make main ideas clearer and stronger, and provide the audience with what they want or need to know. 	
Organization	<p>Write with controlled and/or subtle organization.</p> <p>Sustain a logical order within sentences and paragraphs and between paragraphs using meaningful transitions.</p> <p>Establish topic and purpose in the introduction.</p> <p>Reiterate the topic and purpose in the conclusion.</p>	<p><u>Writing should:</u></p> <ul style="list-style-type: none"> • Have an underlying pattern of organization that supports the topic and mode—sequence, order of importance, cause and effect, problem/solution, question/answer, or compare/contrast. • Employ transition words that support the organization pattern. (See Standard 1.2.1) <p><u>Strategy:</u></p> <ul style="list-style-type: none"> • “Sandwich” Format: Introduction 3 or more reasons, main ideas, or explanations Conclusion 	

LANGUAGE ARTS – PLANNED COURSE OUTLINE
 Avon Grove School District
 Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.5 Quality of Writing			
Style	<p>Write with an understanding of the stylistic aspects of composition.</p> <p>Use different types and lengths of sentences.</p> <p>Develop tone and voice through the use of precise language.</p>	<p><u>Sentence types include:</u></p> <ul style="list-style-type: none"> • Simple, compound, and complex • Declarative, interrogative, imperative, exclamatory • Natural and inverted order <p><u>Precise language includes:</u></p> <ul style="list-style-type: none"> • Denotation/connotation • Formal/informal language <ul style="list-style-type: none"> ▪ Use of figurative language, idioms, and sound devices 	<p><u>Assessment items:</u></p> <p>Teacher observations Informal Test Formal test Essay Test Short answer M/C T/F</p>
Conventions	<p>Edit writing using the conventions of language.</p>	<p><u>Conventions:</u></p> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. <p><u>Mechanics:</u></p> <ul style="list-style-type: none"> • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, and parentheses). <p><u>Grammar and usage:</u></p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. <p><u>Sentence formation:</u></p> <ul style="list-style-type: none"> • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). 	<p><u>Assessment</u></p> <p>Teacher observations Informal Test Formal test Essay Test Short answer M/C T/F</p> <p><u>Resource:</u></p> <p>“Grammar and Usage Workbook” “Tests and Writing Assessment” “Prompts” “Standardized Test Practice”</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
 Avon Grove School District
 Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.6 Speaking and Listening			
Listening Skills	<p>Listen to others.</p> <p>Listen to and follow oral directions.</p> <p>Listen to selections of literature both fiction and nonfiction.</p>	<p><u>Active listeners:</u></p> <ul style="list-style-type: none"> • Ask probing questions. • Analyze information, ideas, and opinions to determine relevancy. • Take notes when needed. • Relate selections to previous knowledge. • Predict content/events. • Summarize events and identify the significant points. • Identify and define new words and concepts. • Analyze the selections 	<p><u>Assessment:</u></p> <p>Informal assessment of oral and written work and class participation</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
 Avon Grove School District
 Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.6 Speaking and Listening			
Speaking Skills	<p>Speak using skills appropriate to formal speech situations.</p> <p>Initiate everyday conversation.</p>	<p>Competent speakers:</p> <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly • Adjust volume to purpose and audience. • Adjust pace to convey meaning. • Add emphasis and inflection to enhance meaning. 	<p><u>Assessment:</u> Teacher created oral presentation rubrics—teacher, peer and/or self assessment</p>
Discussion	<p>Contribute to discussions.</p> <p>Participate in small and large group discussions.</p>	<p>When participating in discussions:</p> <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas, or reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Clarify, illustrate, or expand on a response when asked. • Present support for opinions. • Paraphrase and summarize when prompted. 	<p><u>Assessment:</u> Participation log or rubric</p> <p>Informal assessment by teacher, peer, or self</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
 Avon Grove School District
 Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.6 Speaking and Listening			
Presentation	<p>Participate in small and large group presentations.</p> <p>Use media for learning purposes.</p>	<p><u>Presentations in small or large groups may include:</u></p> <ul style="list-style-type: none"> • Presenting an oral reading or Reader’s Theater. • Conducting interviews. • Organizing and participating in informal debates. • Curriculum project presentations. • Presenting research. <p><u>Media education includes:</u></p> <ul style="list-style-type: none"> • Describing how the media provides information that is sometimes accurate and sometimes biased based on a point of view or by the opinion or beliefs of the presenter. • Identifying advertising techniques and analyzing the role of advertising in the media. <p>Creating multimedia presentations (film, music, computer-graphics) for display or transmission</p>	<p><u>Assessment:</u></p> <p>Item-specific assessment rubrics</p> <p>Informal assessments—observation log</p> <p>Media sources and resources:</p> <ul style="list-style-type: none"> • Internet • Newspapers • Periodicals • Television • Film • Radio • Computer-generated media <p>Curriculum based assessments</p> <p>Item-specific rubrics to assess presentations</p> <p>Informal assessment</p> <p>See: Pennsylvania Technology Standards</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE

Avon Grove School District

Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.7 Characteristics and Functions of the English Language			
<p>Word Origins</p>	<p>Describe the origins and meanings of common foreign words used frequently in the English language (e.g., carte blanche, faux pas).</p> <p>Apply knowledge of word origins in speech and writing.</p>	<p>Identify and explain the origin, meaning, and use of common foreign words and phrases when they occur in fiction and nonfiction text.</p> <p>Incorporate foreign words and phrases into speech and writing when applicable and appropriate.</p>	<p>Assessment: Curriculum based assessments Domain scored writing assignments Informal assessment of speech and writing</p> <p>Dictionaries</p>
<p>Variations</p>	<p>Analyze the role and place of standard American English in speech, writing, and literature.</p> <p>Identify new words that have been added to the English language over time.</p> <p>Apply knowledge of language variations in speech and writing.</p>	<p>Define the following terms and identify differences in form and use:</p> <ul style="list-style-type: none"> • Formal language • Informal language • Slang • Nonstandard English <p>Identify and use the appropriate form of language to suit purpose and audience in speech and writing.</p>	<p>Assessment: Curriculum based assessments</p> <p>Domain scored writing assignments</p> <p>Rubric scored oral presentations</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
 Avon Grove School District
 Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.8 Research			
Overview	Research, organize, write, and publish a multi-paragraph paper on a selected topic.	Strategies and content specified in each area below. Academic team teachers will determine for their team in what content area/s the paper will be researched and written.	<u>Assessment</u> Library and other media sources
Location of Information	Select and refine a topic for research. Locate information using appropriate sources and strategies.	<u>When researching a topic:</u> <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, encyclopedias, other reference materials, interviews, observations, computer databases). • Use tables of contents, indices, key words, cross-references, and appendices. • Use traditional and electronic search tools. 	<u>Assessment:</u> Formal and/or informal teacher-created assessments Locating information for and conducting the research may be assessed as part of the total research paper assignment.

LANGUAGE ARTS – PLANNED COURSE OUTLINE

Avon Grove School District

Grade 9

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
Standard 1.8 Research			
<p>Organization</p>	<p>Organize, summarize, write, and present the main ideas from research.</p>	<p><u>When organizing, writing, and publishing a research paper:</u></p> <ul style="list-style-type: none"> • Identify the steps necessary to carry out a research project. • Take relevant notes from sources. • Organize notes by using and sorting note cards, outlining, listing, and/or using a web. • Develop a thesis statement based on research. • Support thesis with sufficient content organized in appropriate paragraph form. • Revise and edit writing to meet domain and conventions standards. • Give precise, formal credit for others' ideas, images, or information using a standard method of documentation. • Use formatting techniques to create an understandable presentation for a designated purpose and audience. 	<p><u>Assessment:</u></p> <p>Teacher-created item specific rubrics</p> <p>PA Domain Scoring Guide for Writing</p> <p>Research paper assignment may be assessed as separate items each being part of the total process or as a whole.</p>