

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
---------------------------------------	------------------------------------	--------------------------------

STATE GOAL 1: Read with understanding and fluency.
STANDARD: A Apply word analysis and vocabulary skills to comprehend selections.
BENCHMARKS: 1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.
1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.
STANDARD: 1B Students who meet the standard can apply reading strategies to improve understanding and fluency
BENCHMARKS: 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.
1. B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.
1. B.4c Read age-appropriate material with fluency and accuracy
STANDARDS: C. Comprehend a broad range of readings to guide reading.
BENCHMARKS: 1.C.4a Use questions and predictions to guide reading.
1. C.4b Explain and justify an interpretation of a text.
1. C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).
1. C.4d Summarize and make generalizations from content and relate them to the purpose of the material.
1. C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).
1. C.4f Interpret tables, graphs and maps in conjunction with related text

<p>Use word origins and derivations to understand meanings of new words.</p> <p>Apply knowledge of structural analysis to construct meaning of difficult or unfamiliar words.</p> <p>Infer the appropriate meaning of a word in context when the word has multiple meanings.</p> <p>Interpret idioms, similes, analogies, and metaphors to express implied meanings.</p>	<p>Exposure to real life activities,</p> <p>KWL,</p> <p>word webs,</p> <p>word walls,</p> <p>graphic organizers</p> <p>Dictionary,</p>	<p>Tests: oral, written</p> <p>Reports: oral written</p> <p>Comparison charts/graphs</p> <p>Venn diagram</p> <p>Categorizing charts/ posters</p> <p>Tests: oral, written</p>
--	--	--

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>Identify the effect of literary devices (e.g., allusion, diction, figurative language, imagery) in text.</p> <p>Interpret the effect of authors' decisions regarding word choice, content, and literary elements upon the text.</p> <p>Recognize specialized vocabulary/terminology.</p> <p>Use previewing and predicting before reading, and questioning during reading.</p> <p>Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.</p> <p>Analyze a variety of texts for purpose, structure, content, detail, and effect.</p> <p>Interpret and compare a variety of texts for purpose, structure, content, detail, and effect.</p> <p>Analyze overall themes and discover coherence.</p> <p>Clarify meaning of text by focusing on the key ideas presented explicitly or implicitly.</p>	<p>make sentences, word games, wheel of fortune, bingo, scrabble, jeopardy, hang man, picture sentences, Exposure to high quality literature (poetry, short stories, novels, plays). KWL Make connections to real world experiences Anticipation guide Make your own ending Age appropriate materials Venn diagram Maps Graphic organizers Internet exercises Choose a properly written essay</p>	<p>Reports: oral, written Books Cartoons Diorama Games Graphs Collage Checklist Lists Newspapers Painting Poster Test Quizzes Worksheets Draw pictures</p>

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>Identify how different content areas require different organizational structures (e.g., science text, literary text).</p> <p>Demonstrate fluency by reading aloud a variety of materials (e.g., dialogue, dramatizations).</p> <p>Select and read books for recreation.</p> <p>Use information from text to form, explain, and support questions and predictions.</p> <p>Generate and respond to questions that reflect higher level thinking skills (e.g., analysis, synthesis, evaluation).</p> <p>Ask open-ended questions to improve critical thinking skills.</p> <p>Summarize and make generalizations from content and relate them to the purpose of the material.</p> <p>Explain how the story elements, point of view, and theme contribute to reader understanding of the text.</p> <p>Select reading strategies for text appropriate to</p>	<p>Grammar rules</p> <p>Proof reading</p>	<p>Participation</p> <p>Switch activation</p> <p>Teacher observation</p> <p>Demonstrations</p> <p>Venn diagram</p> <p>Song lyrics</p> <p>Chapter quizzes for comprehension graphic organizes</p> <p>Grammar exams</p> <p>Properly written essays</p>

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>the reader's purpose.</p> <p>Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.</p> <p>Compare story elements.</p> <p>Analyze and evaluate author's word choice.</p> <p>Connect, relate, interpret, and integrate information from various sources and genres (e.g., content area textbooks, novels, newspapers, magazines, poetry, drama, reference materials).</p> <p>Synthesize key points and supporting details to form conclusions.</p> <p>Recognize how illustrations reflect, interpret and enhance the text.</p> <p>Draw conclusions based on information found in visual information and data.</p> <p>Explain how visual information and data support written text.</p> <p>Apply appropriate reading strategies to fiction and non-fiction texts within and across content</p>		

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials (Skills/Concepts)	Assessment/Evidence of Mastery
<p>areas.</p> <p>Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed.</p> <p>Use topic, theme, organizational patterns, context, and point of view to guide interpretation.</p> <p>Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons.</p> <p>Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).</p> <p>Identify and use criteria for evaluating the accuracy of text information.</p> <p>Summarize and make generalizations from content and relate them to the purpose of the material.</p> <p>Recognize kinds of writing (e.g., expository, persuasive, narrative).</p> <p>Explain and justify an interpretation of the text using relevant, accurate references.</p> <p>Challenge ideas presented in a text through</p>		

SPEED S.E.J.A #802
Reading Curriculum
Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
questions about specific parts of the text. Interpret tables, graphs, diagrams, and maps in conjunction with related text by drawing conclusions to support text.		

SPEED S.E.J.A #802

Reading Curriculum
Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
---------------------------------------	------------------------------------	--------------------------------

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.
STANDARD: A Understand how literary elements and techniques are used to convey meaning.
BENCHMARK: 2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.
 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.
 2.A.4c Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.
 2.A.4d Describe the influence of the author's language structure and word choice to convey the author's viewpoint

STANDARD B: Read and interpret a variety of literary works.
BENCHMARKS: 2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials.
 2.B.4b Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.
 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.

<p>Read extensively.</p> <p>Determine which literacy elements/techniques are dominant and subordinate in text.</p> <p>Explain how an author uses specific techniques to achieve intended effect.</p> <p>Explain how specific elements and techniques (e.g., dialect, setting, vocabulary) enhance characterization.</p> <p>State how changes in technique might affect aspects of the story.</p>	<p>Time line</p> <p>Plot line</p> <p>Graphic organizer</p> <p>Venn diagram</p> <p>Compare/contrast characters</p> <p>Relate text to text</p> <p>Relate text to self</p> <p>Relate text to world</p>	<p>Test</p> <p>Quizzes</p> <p>Worksheets</p> <p>Draw pictures</p> <p>Participation</p> <p>Switch activation</p> <p>Teacher observation</p> <p>Demonstrations</p>
--	---	--

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>Analyze nonfiction (e.g., 5 w's).</p> <p>Identify details that reveal the genre (e.g., short stories, novels, dramas, poetry, biographies).</p> <p>Use textual structure, word choice and style to identify detail that reveals the author's viewpoint.</p> <p>Evaluate how a text reflects a culture, society, or historical period.</p> <p>Respond to text.</p> <p>Make connections from text to text, text to self, and text to world.</p> <p>Paraphrase, summarize, synthesize, and evaluate information from a variety of texts and genres.</p> <p>Make connections between text and its culture.</p> <p>Use literary themes to connect recurring problems over time and across cultures.</p> <p>Investigate how attitudes toward a situation or problem change in different periods of history or in different cultures.</p> <p>Engage in literary discussions (e.g., conflict, resolutions, relevance, background,</p>	<p>Attend a play</p> <p>Watch a movie</p> <p>Act out play</p> <p>Readers theatre</p> <p>Open ended questions</p> <p>Open-mind portraits (Cut out 2 head shapes – one is the character's face, one is the character's thoughts or ideas)</p> <p>Give choices</p> <p>Pictures with text</p> <p>Group discussions</p> <p>Brainstorming</p> <p>Graphic organizers</p> <p>Pre-recorded switches with choice of two</p> <p>Write letters from characters' point of view</p> <p>Use news items about a similar subject or problem from two eras and see how the texts are different/similar</p> <p>Write their own ending to a story that they would probably not have read before and see how it</p>	<p>Venn diagram</p>

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>effectiveness, realism).</p> <p>Identify ideas and impressions communicated through a variety of literary works.</p> <p>Respond to text by evaluating key ideas.</p> <p>Support an evaluation of the text using content from the media.</p> <p>Make connections between a text and its cultural environment.</p> <p>Evaluate how attitudes toward a situation or problem (e.g., attitudes concerning environment, immigrants, poverty, parent-child relationships) change in different periods of history or in different cultures.</p> <p>Evaluate a character's behavior.</p> <p>Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism).</p>	<p>compares to real ending.</p>	

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
---------------------------------------	------------------------------------	--------------------------------

STATE GOAL 3: Write to communicate for a variety of purposes.

STANDARD: A Use correct grammar, spelling, punctuation, capitalization and structure.

BENCHMARKS: 3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

STANDARD: B Compose well-organized and coherent writing for specific purposes and audiences.

BENCHMARKS: 3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

3. B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.

3. B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.

STANDARD: C Communicate ideas in writing to accomplish a variety of purposes.

BENCHMARKS: 3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).

3. C.4b Using available technology, produce compositions and multimedia works for specified audiences

<p>Develop compositions that contain complete sentences and effective paragraphs.</p> <p>Use effective transition words and phrases within and between paragraphs.</p> <p>Use appropriate sentence structure (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, imperative, declarative, exclamatory).</p> <p>Proofread for correct English conventions.</p> <p>Select and apply appropriate pre-writing strategies (e.g., webbing, brainstorming, listing,</p>	<p>Proof reading</p> <p>Grammar rules</p> <p>Spelling bees</p> <p>Weekly spelling words</p> <p>Word walls</p> <p>Games (Scrabble, wheel of fortune) four square</p> <p>Whole to part planner</p>	<p>Test</p> <p>Quizzes</p> <p>Worksheets</p> <p>Draw pictures</p> <p>Participation</p> <p>Switch activation</p> <p>Teacher observation</p> <p>Demonstrations</p>
---	--	--

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
---------------------------------------	------------------------------------	--------------------------------

<p>note taking, outlining, research).</p> <p>Compose a clear thesis/claim that contains the main idea in an essay.</p> <p>Choose the appropriate form for the purpose of writing (e.g., letters, essays, poems, reports, narratives), voice, and style appropriate to the audience and purpose.</p> <p>Use an effective, coherent organizational pattern (e.g., sequence, cause/effect, comparison, classification).</p> <p>Write using organization (e.g., introduction, body, conclusion) and elaboration (first and second level support) that demonstrate coherence.</p> <p>Use figurative language.</p> <p>Use appropriate transitional words, phrases, and devices to connect and unify key ideas and claims.</p> <p>Edit and revise to maintain a consistent voice, tone, and focus throughout a piece of writing.</p> <p>Select effective formats for publication of final product.</p>	<p>Grammar rules</p> <p>Spelling bees</p> <p>Weekly spelling words</p> <p>Proper citation</p> <p>Journaling</p> <p>Library skills</p> <p>List-group-label</p> <p>Interviews and oral presentations</p> <p>Power point presentations</p>	<p>Venn diagram</p>
---	---	---------------------

SPEED S.E.J.A #802
Reading Curriculum
Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
---------------------------------------	------------------------------------	--------------------------------

Use available technology.

SPEED S.E.J.A #802

Reading Curriculum
Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
---------------------------------------	------------------------------------	--------------------------------

STATE GOAL 4: Listen and speak effectively in a variety of situations.

STANDARD: A Listen effectively in formal and informal situations.

BENCHMARKS: 4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

4. A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).

4. A.4c Follow complex oral instructions.
supportive, repetitive, substitutive).

4. A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context.

STANDARDS: B. Speak effectively using language appropriate to the situation and audience.

BENCHMARKS: 4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence

4. B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.

4. B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, note cards, practice).

4. B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.

<p>Appraise the situation and assume the appropriate listening mode.</p> <p>Separate main ideas, supporting facts, and details while listening.</p> <p>Record appropriate notes and rough outlines with editorial comments.</p> <p>Critique the relationship between a speaker's verbal communication skills (e.g., word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial</p>	<p>Oral presentations</p> <p>Steps of an interview</p> <p>Team projects</p> <p>Class discussions</p> <p>Guest speaker</p> <p>Debates</p> <p>Listening skills</p>	<p>Class participation</p> <p>Self evaluation</p> <p>Interview wrap up report/reflections</p> <p>Test</p> <p>Quizzes</p> <p>Worksheets</p> <p>Switch activation</p>
--	--	---

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>expressions, posture, spatial proximity).</p> <p>Determine meaning from speaker's denotations and connotations.</p> <p>Differentiate between the speaker's factual and emotional content.</p> <p>Infer speaker's bias and purpose." Analyze, paraphrase, and summarize information, in both oral and written form, information in formal/informal presentations.</p> <p>Formulate probing, idea-generating questions to clarify meaning.</p> <p>Follow a multi-step set of instructions to complete a task.</p> <p>Modify, control, block out both internal and external distractions. Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.</p> <p>Employ an engaging introduction, appropriate organization, and an effective conclusion.</p> <p>Use verbal and nonverbal cues to engage the audience.</p> <p>Use language that is clear, audible, and</p>	<p>Origami</p> <p>Non verbal messaging</p> <p>Body language</p> <p>Twenty questions</p> <p>Power point presentations</p> <p>Oral reports</p> <p>Poster projects</p> <p>Topic report</p> <p>Speeches</p> <p>Debates</p> <p>Role plays/skits</p>	<p>Teacher observation</p> <p>Demonstrations</p> <p>Class participation</p> <p>Self evaluation</p> <p>Test</p> <p>Quizzes</p> <p>Worksheets</p> <p>Switch activation</p> <p>Teacher observation</p> <p>Demonstrations</p>

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>appropriate.</p> <p>Use appropriate grammar, word choice, and pacing.</p> <p>Utilize available technological resources (e.g., internet, video, overhead, pictures, maps, diagrams).</p> <p>Incorporate feedback to make impromptu modifications.</p> <p>Manage use of note cards, graphic organizers, various forms of outlining and/or other visual aids in oral presentations.</p> <p>Discuss a problem, list possible solutions, and analyze and evaluate solutions to arrive at a group consensus.</p> <p>Evaluate and provide evidence to support synthesis of other people's content or feelings.</p> <p>Rehearse presentations to overcome communication anxiety and apprehension.</p> <p>Demonstrate composure while confronting and rebutting opposing viewpoints.</p>		

SPEED S.E.J.A #802

Reading Curriculum
Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
---------------------------------------	------------------------------------	--------------------------------

STATE GOAL STATE GOAL 5: Use the language arts to acquire, assess and communicate information.
STANDARDS: A Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.
BENCHMARKS: 5.A.4a Demonstrate knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).
 5. A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.

STANDARDS: B. Analyze and evaluate information acquired from various sources.
BENCHMARKS: 5.B.4a Choose and evaluate primary and secondary sources for a variety of purposes.
 5. B.4b Use multiple sources and multiple formats; cite according to standard style manuals.
STANDARDS: C Apply acquired information, concepts and ideas to communicate in a variety of formats.
BENCHMARKS: 5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.
 5. C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology.
 5. C.4c Prepare for and participate in formal debates.

<p>Survey, with appropriate guidance, a subject and select a topic.</p> <p>Identify steps that need to be taken to present an idea or solve a problem using multiple sources.</p> <p>Choose a variety of sources to gain new information or solve a problem.</p> <p>Identify accurate, current, and credible sources to solve problems or answer questions through research.</p> <p>Arrange information in an orderly manner</p>	<p>Speeches</p> <p>Research papers</p> <p>Note taking</p> <p>Outlining</p> <p>Index cards</p> <p>Cornell notes</p> <p>Internet research techniques</p> <p>Site sources</p> <p>Video documentaries</p>	<p>Teacher observation</p> <p>Rubrics</p> <p>Class participation</p> <p>Self evaluation</p> <p>Interview wrap up report/reflections</p> <p>Test</p> <p>Quizzes</p> <p>Worksheets</p> <p>Switch activation</p>
--	---	---

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>(e.g., outlining, sequencing.)</p> <p>Follow appropriate style manual accurately (e.g., APA, MLA).</p> <p>Analyze information from primary and secondary print and non-print sources.</p> <p>Develop a bibliography/ source(s) cited from identified and evaluated information.</p> <p>Cite the source(s) of all direct quotations and paraphrased/summarized information.</p> <p>Recognize how to develop source(s) cited page from only the sources used in paper.</p> <p>Analyze, evaluate, and synthesize original work and researched information.</p> <p>Use effective print and non-print documents.</p> <p>Justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</p> <p>Design and present a project (e.g., written report, graphics, visuals, multi-media</p>	<p>Speeches</p> <p>Research papers</p> <p>Note taking</p> <p>Outlining</p> <p>Index cards</p> <p>Cornell notes</p> <p>Internet research techniques</p> <p>Site sources</p> <p>Teacher observation</p> <p>Rubrics</p> <p>Class participation</p> <p>Self evaluation</p> <p>Interview wrap up report/reflections</p> <p>Test</p> <p>Quizzes</p> <p>Worksheets</p>	<p>Demonstrations</p> <p>Rubrics</p> <p>Class participation</p> <p>Self evaluation</p> <p>Interview wrap up report/reflections</p>

SPEED S.E.J.A #802
 Reading Curriculum
 Ninth Grade

**Learner Outcomes
 (Skills/Concepts)**

Suggested Activities and Materials

Assessment/Evidence of Mastery

presentations) that:

Effectively communicates the intended message;

Engages the audience's interest;

Establishes and maintains a focus;

Organizes around a structure appropriate to purpose, audience, and context;

Elaborates ideas through facts, details, description, analysis, and narration;

Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.

Switch activation

Demonstrations