

Language Arts - Grade 9

| Idaho Department of Education Content Standards | Objectives | Sub Objectives | Task Analysis | Essential Vocabulary | Assessments | Suggested Materials and Resources |
|---|--|--|---|--|---|---|
| Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections | Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis | | | | | |
| Standard 1: Reading Process | | | | | | |
| Goal 1.1: Acquire Concepts About Print | No objectives at this grade level. | | | | | |
| Goal 1.2: Acquire Concepts About Text | 9.LA.1.2.1 Analyze the structure and format of various informational documents. | • Analyze the structure and format of various informational documents. | <ul style="list-style-type: none"> • Introduce and practice using text features, i.e. headings, bold type, graphics, etc. • Read a variety of informational documents such as essays, articles, pamphlets, editorials, letters, memoirs, reference books, etc. • Compare and contrast the structures of a variety of informational documents. • Classify the format (i.e. print, digital, etc.) | structure • format • main idea • informational document • essay • biography • autobiography • advertisement • memoir • letter • editorial • text • features | <ul style="list-style-type: none"> • Students diagram various organizational structures of informational documents. • Students experiment putting one type of document format into a different format (e.g., memoir into pamphlet). | <p>Whole Group: discuss the different types of informational documents.</p> <p>Small Group: Scavenger Hunt (<i>Writer's Inc.</i>)-- each group brings in one example of seven or more types of informational documents.</p> <p>Freedom of Speech & Automatic Language: Examining the Pledge of Allegiance http://www.readwritethink.org/lessons/lesson_view.asp?id=406</p> |
| | 9.LA.1.2.2 Identify the text characteristics of different genres of literature. | • Recognize literary elements of novels, short stories, poetry, drama | <ul style="list-style-type: none"> • Identify (i.e. label, categorize, list, discuss, etc) the text characteristics of the following: - genre - novels - short stories - poetry - drama | <p>Novels and Short Stories: plot • exposition • rising action • climax • falling action • resolution • denouement • conflict • setting • character • prose</p> <p>Poetry: verse • figurative language • imagery</p> <p>Drama: soliloquy • aside • monologue</p> | <ul style="list-style-type: none"> • Match selected passage with its genre. • Identify different figurative language elements from a selected passage. | Divide the class into four groups. Each group is responsible for one of the genres. The group lists the characteristics of that genre which will be presented to the class and later displayed on a wall chart. |
| 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 | 9.LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words. | • Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words. | <ul style="list-style-type: none"> • List Greek and Latin roots, prefixes, and suffixes with their definitions • Subdivide unknown words in order to discover their meanings • Locate and evaluate the effect of etymology on meaning | roots • prefixes • suffixes • etymology • dictionary • thesaurus | <ul style="list-style-type: none"> • Students act out prefixes and roots. • Students invent new words and definitions. | <p>Hook: Show clip from the beginning of My Big, Fat Greek Wedding in which a character says-- Give me a word, any word...</p> <p>Before reading excerpts from <i>The Odyssey</i> discuss etymology.</p> |
| | 9.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. | • Use context clues to determine the meanings of unfamiliar words. | <ul style="list-style-type: none"> • Read the passage • Identify unknown words • Analyze surrounding text in order to infer the meaning of the unknown words • Locate and evaluate the effect of etymology on meaning | context clues • inference • etymology • dialect | <ul style="list-style-type: none"> • Give students an example of the text with blanks where the difficult words are (cloze reading). Students fill in the blanks with definitions that fit the context of the passage. Students then read the passage in the text and compare their definitions with the definitions of the unfamiliar words within the passage. • Given a grade-level paragraph, students choose the correct meaning of a word based on its context clues. | "The Cask of Amontillado" or <i>Romeo and Juliet</i> selections |

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| Standard 2: Comprehension/Interpretation | | | | | | |
| Goal 2.1: Acquire Strategies and Skills for Comprehending Text | 9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension. | <ul style="list-style-type: none"> Combine information from various sources into a comprehensive summary | <ul style="list-style-type: none"> Read several sources on a single subject (i.e. digital and print periodicals, encyclopedias, etc.) Differentiate paraphrase and summary Paraphrase the main idea from each selection Compose a summary of the combined information | paraphrase • summarize • main idea • comprehend | <ul style="list-style-type: none"> Students read three sources on one subject and paraphrase the main idea of each piece. They then compose a response that summarizes the combined information. Students write a paragraph from note cards paraphrasing source information. | Strategies for Reading To Learn: Group Summaries http://www.readingquest.org/edis771/group_sum.html |
| | 9.LA.2.1.2 Apply reading strategies to self monitor for comprehension. | <ul style="list-style-type: none"> Apply reading strategies to self monitor for comprehension. | <ul style="list-style-type: none"> Identify main idea Practice active reading skills, predict, question, connect, and/or evaluate (i.e., SQ3R, outlining, Cornell Note Taking, concept maps, KWL chart, etc.) Show evidence of self-monitoring by utilizing strategies (i.e., think-pair-share, dialectical journal, etc.) | paraphrase • summarize • main idea • comprehend • predict • survey • question • connect • recite • review • evaluate • dialectical | <ul style="list-style-type: none"> Students compose a response that discusses the main idea of a grade-level passage. | "The Jabberwock" General list of reading strategy definitions http://www.jcu.edu.au/school/tbiol/zoology/local/readin_g.pdf |
| | 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"> Demonstrate an understanding of text by using one or more of the following: outlines, notes, annotations, charts, and/or diagrams. | <ul style="list-style-type: none"> Take notes summarizing the author's main ideas Use outlines to organize information Create charts and/or diagrams to aid in understanding of text (i.e. to compare and contrast) Use annotations (side notes) to connect prior experiences/information to the new text | annotate • compare • contrast • t-chart • Venn diagram • spider graph • cluster • etc. • key words • note taking techniques such as short hand (formal or personal) • bullets, etc. | <ul style="list-style-type: none"> Students write responses to grade-level text using notes, charts, annotations, etc. | "Blues Ain't No Mockin' Bird" "Thank You Ma'am" "Dreams Deferred" Clips from <i>Corina, Corina</i> General list about content & comprehension strategies http://www.readingquest.org/links.html |
| Goal 2.2: Acquire Skills to Comprehend Expository Text | 9.LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches). | <ul style="list-style-type: none"> Identify the thesis, recognize evidence, and discuss argument. | <ul style="list-style-type: none"> Identify thesis in a variety of texts Recognize valid and invalid evidence Locate and classify argument types (persuasive, cause and effect, etc.) | thesis statement • valid • invalid • evidence • types of arguments | <ul style="list-style-type: none"> Students peer review by highlighting the thesis and supporting evidence in a paper. Students identify an author's thesis. | While reading "The Red-headed League" by Sir Arthur Conan Doyle, students will imagine they are detectives and will list the clues. Before reading the conclusion, students will gather in small groups to compare evidence and discuss possible solutions. Students then read the conclusion and compare their conclusion to the author's. As a follow up, students can play the game <i>Clue</i> Peer editing instructions and rubric: http://www.readwritethink.org/lesson_images/lesson398/peer-edit2.pdf |
| | 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). | <ul style="list-style-type: none"> Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). | <ul style="list-style-type: none"> Read a variety of communication format Determine the purpose Determine the audience Demonstrate understanding of purpose and audience through discussion and/or writing | purpose • audience | <ul style="list-style-type: none"> Students write a formal letter to a business based on a provided template. Students identify the purpose and audience for several provided formats (e.g., essays, letters, user manuals, lab reports, websites, etc.). | Different potential pieces include the following, which can be found online: Elizabeth Barret Browning's letters, WWII memoirs, letters from Ellis Island immigrants, archived slave literature, senior application essays, and etc. <i>Writer's Inc.</i> http://www.thewritesource.com/studentmodels/wi-busltr.htm |
| | 9.LA.2.2.3 Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence. | <ul style="list-style-type: none"> Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence. | <ul style="list-style-type: none"> Read an expository text Identify and evaluate an author's argument or defense Examine validity of evidence Reorganize the evidence into an outline Determine if argument is comprehensive | expository text • relevance • argument • defense • validity • comprehensive • claim | <ul style="list-style-type: none"> Students support or refute the validity of arguments from a variety of sources (e.g., websites, advertisements, editorials, essays, etc.). | Read and/or view MLK's "I Have a Dream" speech. In small groups students will list the arguments and discuss the validity of his arguments. Students then compose individual responses that determine if the argument is comprehensive. |

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| Goal 2.3: Acquire Skills for Comprehending Literary Text | 9.LA.2.3.1 Read and respond to literature from a variety of genres. | • Read and respond to literature from a variety of genres. | <ul style="list-style-type: none"> • Read a variety of literature • Identify the genre • Discuss the meaning of each piece • Support your opinion of the piece with evidence from the literature | Novels and Short Stories: plot • exposition • rising action • climax • falling action • resolution • denouement • conflict • setting • character • prose Poetry: verse • figurative language • imagery Drama: soliloquy • aside • monologue | <ul style="list-style-type: none"> • Students recognize characters, plot, and other elements from the work (i.e., objective test). • Students write a personal response to the work, supporting the opinion with evidence. • Students create oral responses. | Rubric Generator: http://rubistar.4teachers.org/index.php?screen=NewRubric |
| | 9.LA.2.3.2 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. | • Determine that authors use a variety of characterization techniques: what a character says about him or herself, what the narrator says about a character, and what other characters say about them in dialogue | <ul style="list-style-type: none"> • Identify the characterization technique(s) used • List character traits • Make inferences about characters • Create a character analysis | narration • character • characterization • flat • round • dynamic • static • dramatic foil • soliloquy • dialogue • aside • monologue | <ul style="list-style-type: none"> • Students read a grade-level passage or passages that include narration, dialogue, and soliloquy. 1. Assess a character using evidence from the passages. (Sample thesis: "Romeo uses his emotions rather than his brain to make choices.") 2. Defend or refute a character's choices in a debate. (Sample statement for debate: "Romeo was justified in killing himself after assuming Juliet was dead.") • Students design and defend a new scene retaining a character's traits. Students must recreate narration, dialogue, and soliloquies. (Sample scenario: Juliet as a young slave in pre-Civil war years.) | While reading <i>Romeo and Juliet</i> , include one or more of the following to determine characterization: role playing, interviews, character boxes, character analyses, skits, scene reenactment, journal entries, monologue delivery, and etc. Become a Character: Adjective, Character Traits, and Perspective: http://www.readwritethink.org/lessons/lesson_view.asp?id=168 Characterization in Literature: http://artsedge.kennedy-center.org/content/2331/ Unlocking the Underlying Symbols and Themes of a Dramatic Work: http://www.readwritethink.org/lessons/lesson_view.asp?id=272 |
| | 9.LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text. | • Evaluate the importance of the setting to the mood and meaning of the text. | <ul style="list-style-type: none"> • Identify the setting: time and place • Describe the mood • Describe the meaning • Illustrate the setting with its accompanying mood accurately • Examine the diction contributing to the mood • Determine how setting and mood are part of the meaning of the text | setting • mood • meaning • diction | <ul style="list-style-type: none"> • Read a grade-level passage or passages that focus on setting. 1. Students determine which words contribute to the mood and setting and how it affects the meaning of the text. (Sample prompt: How do the dark images in "The Scarlet Ibis" foreshadow Doodle's destiny?) 2. Given 2 different short stories, students rate the effectiveness of the setting's mood to the meaning of each work. Students must defend their ratings. (Sample comparison stories: "The Most Dangerous Game" and "A Cask of Amontillado.") 3. Students explain how the mood would change if the setting were different. (Sample story: "The Pit and the Pendulum.") | When reading a story such as "The Interlopers" or "The Most Dangerous Game", students will illustrate the setting and/or a scene from the story and on the back compose a short explanation of how the setting affects the mood. Selected works of Edgar Allan Poe. |
| | 9.LA.2.3.4 Explain the author's point of view and interpret how it influences the text. | <ul style="list-style-type: none"> • Explain the author's use of point of view and interpret how it influences the text. <i>As clarified by Elizabeth Smith, English Language Arts Coordinator, Idaho State Department of Education</i> | <ul style="list-style-type: none"> • Locate pronouns to identify point of view • Discuss point of view • Identify examples of work that demonstrates different points of view | point of view: first • second • third person omniscient limited • tone | <ul style="list-style-type: none"> • Students will read a grade-level appropriate work that contains different points of view and discuss the impact of the change. (Sample text: "A Soldier's Home.") | Point of View guide (have students define each, then give advantages and disadvantages of each POV as a review): www.ci.maryville.tn.us/mhs/studyskills/CompGuide/LitAnaPOV.htm |
| | 9.LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama. | • Compare and contrast themes across works of prose, poetry, and drama. | <ul style="list-style-type: none"> • Define theme • Differentiate between theme and plot • Distinguish similarities and differences among the themes found in a variety of pieces read | theme • plot | <ul style="list-style-type: none"> • Students read a poem, a play, and an essay or short story with the same theme. 1. In a diagram, students contrast the differences, finding what is similar and stating the theme. (Sample literature: "To a Special Teacher," "The Miracle Worker," and "The Scarlet Ibis.") 2. Students find another work of prose, poetry, or drama that fits the theme of the other three. They relate, in a diagram, how the elements from all four pieces fit that theme. • Students chart or diagram the main ideas and plots of several works to find a common theme. | Read several pieces with a common theme such as "The Seven Ages of Man", "A Celebration of Grandfathers", "The Washwoman", and "My Father Was a Simple Man". Diagram evidence of the theme from each story. Compare themes from "Fire and Ice" and "There Will Come Soft Rain" (or any two poems with similar themes) and complete a Venn diagram. |

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| | 9.LA.2.3.6 Analyze significant literary devices including irony and symbolism. | <ul style="list-style-type: none"> Analyze significant literary devices including irony. | <ul style="list-style-type: none"> Define literary device, irony, symbolism, and imagery Discuss types of irony: dramatic, verbal, situational Categorize irony as used in a variety of pieces Compare and contrast elements of irony (what's expected vs. what happens and how it highlights meaning or purpose) | literary devices (i.e., metaphors, similes, personifications, alliteration, allusion, imagery, including list below, etc.) • irony • dramatic irony • situational irony • verbal irony | <ul style="list-style-type: none"> Students read a piece of literature containing a strong example of irony. 1. Students analyze the relationship of irony to the meaning of the text. (Sample question: What is the effect of irony in "The Most Dangerous Game"?) | Use the short stories "Poison", "The Interlopers", "The Gift of the Magi", and/or "The Necklace" to discuss irony. Recognizing Similes: Fast as a Whip (adapt for grade level poetry): http://edsitement.neh.gov/view_lesson_plan.asp?id=608 Introducing Metaphors Through Poetry (adapt for grade level poetry): http://edsitement.neh.gov/view_lesson_plan.asp?id=605 |
| | | <ul style="list-style-type: none"> Analyze significant literary devices including symbolism. | <ul style="list-style-type: none"> Identify the symbolism in a piece Differentiate symbolism from imagery Assess what each symbol represents Demonstrate how symbolism can be used in a text | literary devices (i.e., diction, analogy connotation, denotation, hyperbole, paradox, including list above, etc.) • symbolism • imagery | <ul style="list-style-type: none"> Students read two grade-level selections that use similar symbols. 1. Students compare and contrast the two uses of the similar symbol. 2. Students debate the effectiveness of the similar symbols. 3. Students diagram the features of the symbol in a grade-level selection. | Bird Symbol Literature: "The Birds" by Daphne Du Maurier "The Raven" <i>To Kill a Mockingbird</i> "The Scarlet Ibis" The stories of Icarus and Daedalus More than a Metaphor: Allegory and the Art of Persuasion: http://edsitement.neh.gov/view_lesson_plan.asp?id=613 |
| | 9.LA.2.3.7 Compare and contrast author's style on the basis of such elements as word choice and sentence complexity. | <ul style="list-style-type: none"> Compare and contrast author's style on the basis of such elements as word choice and sentence complexity. | <ul style="list-style-type: none"> Review all sentence types Discuss author's style including types of sentences, word choice, and voice Validate how voice and style affect the text | simple • compound • complex • compound-complex • syntax • diction • voice (i.e. active, passive, naïve, reliable, unreliable, etc.) • imagery | <ul style="list-style-type: none"> Students take apart a grade-level passage, counting the words in each sentence and examine the diction of each sentence. They compare how the sentence complexity effects the style. | "I Have a Dream" excerpt <i>Narrative Life of Frederick Douglass</i> excerpt |
| Standard 3: Writing Process | | | | | | |
| Goal 3.1: Acquire Prewriting Skills | 9.LA.3.1.1 Generate ideas using a variety of strategies. | <ul style="list-style-type: none"> Generate ideas using a variety of strategies. | <ul style="list-style-type: none"> Generate ideas using one or more of the following: list, free write, cluster, diagram, outline, 5Ws, etc. | prewriting • brainstorming • free write • cluster • diagram • outline • 5Ws | <ul style="list-style-type: none"> Students create a brainstormed list, cluster map, diagram, outline, etc., that indicates possible topic ideas. | Outta Ray's Head: generic website address. Search for link: http://home.cogeco.ca/~rayser3/index.htm |
| | 9.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. | <ul style="list-style-type: none"> Generate a main idea or thesis appropriate to a type of writing. | <ul style="list-style-type: none"> Discuss types of writing including persuasive, expository, narrative, and etc. Use prewriting ideas to develop a thesis statement or topic sentence appropriate to the type of writing | persuasive • expository • narrative • thesis | <ul style="list-style-type: none"> Students write a sample thesis statement based on a selected type of essay. Given an essay missing the first paragraph, students create a thesis statement/paragraph based on the body of the essay. | In pairs: Use completed Venn diagram to create a working thesis statement. Individually: students write introductory paragraph using thesis statement. Pair/Share intro paragraphs to determine strengths and weaknesses. |
| | 9.LA.3.1.3 Apply organizational strategies to plan writing. | <ul style="list-style-type: none"> Apply organizational strategies to plan writing. | <ul style="list-style-type: none"> Identify types of organizational strategies (i.e. topic sentence, introduction, body, conclusion, transitions, etc) Organize ideas Demonstrate organizational skills | thesis statement • introduction • topic sentence • body • conclusion • transitional words and phrases | <ul style="list-style-type: none"> Students construct an outline for a 5 paragraph essay using correct format and tools taught. Students classify the parts of a short essay. | Whole Group: review parts of an essay. Share examples of good and poor introductory paragraphs. |
| | 9.LA.3.1.4 Match format to purpose and audience. | <ul style="list-style-type: none"> Match format to purpose and audience. | <ul style="list-style-type: none"> Identify the purpose and audience for a piece of writing at grade level Determine the appropriate format for purpose and audience Discuss DWA rubric and use past DWA student examples in groups to practice scoring essays | purpose, • audience • format (i.e. letter, essay, memoir, editorial, etc) | <ul style="list-style-type: none"> Select the audience for a variety of letters or other form of writing. Check a variety of texts for intended audience and purpose: diction, syntax, tone, details, quality of language, etc. | Whole Group Discussion: on elements of expository writing. Have students interview an elementary student and write a story for and about that student. Students will compose letters to three different audiences (parent, friend, newspaper) using the prompt: "What did you do last night?" |

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| | 9.LA.3.1.5 Produce a piece of writing within a set period of time. | • Produce a piece of writing within a set period of time. | <ul style="list-style-type: none"> Practice writing continually about a topic for a set period of time (pen-to-paper, stream of consciousness, etc.) Develop a time management plan to complete a piece of writing Brainstorm ideas for the writing assignment, keeping purpose and audience in mind | time management plan • deadline • brainstorm • organize • audience • purpose | <ul style="list-style-type: none"> Within a set period of time: using tools learned from previous exercise, students will prewrite about a selected grade appropriate topic. | Rationale for scheduling writing with additional links: www.judyreeveswriter.com/timed_writing.htm |
| Goal 3.2: Acquire Skills for Writing a Draft | 9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. | • Use the ideas generated and organized through prewriting to write a draft. | <ul style="list-style-type: none"> Review intro, body, conclusion format Organize prewriting material for structured essay Produce a first draft from previously generated ideas | draft | <ul style="list-style-type: none"> Students will take ideas generated from an essay prewriting and write first draft. | Whole Group: Show examples of essays. |
| | 9.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. | • Sequence ideas in a cohesive, meaningful order. | <ul style="list-style-type: none"> Review intro, body, conclusion format Integrate ideas in the draft using organizational strategies such as chronological and spatial order, cause and effect, compare and contrast, problem and solution, and/or order of importance | sequence • cohesive • chronological • spatial • cause and effect • problem and solution • order of importance | <ul style="list-style-type: none"> Students label the draft with the organizational type and parts. | Give students templates to follow for each organizational type of essay. |
| Goal 3.3: Acquire Skills for Revising a Draft | 9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. | • Revise draft for meaning, clarity, and effective organization. | <ul style="list-style-type: none"> Discuss the differences between revision, proofreading and editing Examine passages and sentences for examples of clear and meaningful writing as well as examples of inconcise writing Compare and contrast examples of effective writing vs. non-effective writing Revise samples of writing for clarity and meaning | clarity • meaning • effective • non-effective • organization • revision • proofreading • concise • inconcise • fluency | <ul style="list-style-type: none"> Students highlight changes and defend how the changes improve meaning, clarity, and organization. Given versions of a paragraph, students select the most clear and most effectively organized option. | Students will revise sample drafts in groups checking for clarity and meaning. |
| | 9.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. | • Add relevant details and delete irrelevant or redundant information. | <ul style="list-style-type: none"> Distinguish between relevant, irrelevant, and redundant information Demonstrate knowledge of relevant, irrelevant, and redundant information by adding or deleting information | relevant • irrelevant • redundant • wordiness | <ul style="list-style-type: none"> Given sample mediocre essays, students take away redundant elements and distinguish areas with irrelevant or missing information. Students show evidence of this process on their drafts. | Student essays |
| | 9.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. | • Use transitional words and phrases to clarify meaning and improve organization. | <ul style="list-style-type: none"> Identify types of transitional words and phrases Construct sentences and paragraphs using appropriate transitional words and phrases Incorporate transitional words and phrases into draft | transitions • fluency | <ul style="list-style-type: none"> Students highlight transition words and phrases in their drafts. Students add transitional words and phrases to essays that lack them. | Share list of transitions with students. Student essays |
| | 9.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. | • Use a variety of sentence structures to improve sentence fluency and enhance style. | <ul style="list-style-type: none"> Review the four types of sentences (i.e. simple, complex, compound, and compound-complex) Compose examples of each sentence type Incorporate the various sentence types into a draft to improve fluency Identify active and passive voice Vary sentence beginnings | Sentence Types: simple • complex • compound • compound-complex fluency • active • passive | <ul style="list-style-type: none"> Students will locate sentence types in their drafts and highlight using four colors to identify sentence types in their writing. Given a scrambled paragraph, students will organize each sentence for the best fluency and style. Each student would be given a piece of a story and put it together in sequential order using transitions and context clues to refine fluency. | Student essays Grade-level material for scrambling |
| | 9.LA.3.3.5 Use literary models to refine writing style. | • Use literary models to refine writing style. | <ul style="list-style-type: none"> Read several pieces of published writing Examine the elements of effective writing (e.g., diction, syntax, tone, voice, etc.) Refine own writing | style • rubric • diction • syntax • tone • voice | <ul style="list-style-type: none"> Students will read and discuss published essays identifying up to three effective writing techniques in each piece. Students self-assess their own essays based on a style-based rubric. | <i>The House on Mango Street</i> or other Sandra Cisneros material <i>Buried Onions</i> or other Gary Soto material |

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| | 9.LA.3.3.6 Conference with others to improve writing. | • Conference with others to improve writing. | <ul style="list-style-type: none"> Identify features of effective writing Critique another's writing according to standards of effective writing Share positive comments first Determine areas of confusion for further revision | peer editing • positive • critique • constructive criticism • effective writing | <ul style="list-style-type: none"> Students will trade papers for peer editing. On separate peer editing sheet, they will write positive and constructive criticism. Students will use feedback to make writing adjustments. Students have two or more adults outside the school read the essay and provide feedback on either the essay or a separate sheet. Must be signed by editor. | Rubric generator: http://rubistar.4teachers.org/index.php?screen=NewRubric |
| Goal 3.4: Acquire Skills for Editing a Draft | 9.LA.3.4.1 Use editing marks to indicate errors in conventions. | • Use editing marks to indicate errors in conventions. | <ul style="list-style-type: none"> Review standard editing marks Revise draft for meaning, clarity, and effective organization using learned editing marks. | Conventions: grammar • spelling • punctuation • usage errors | <ul style="list-style-type: none"> Students will identify editing marks in a quiz. Students use editing marks on an essay. | Chart of editing marks (<i>Writer's Inc.</i> , <i>Write Source</i> , etc.) Proofreading symbols: www.journalism.com/articles/proofreadingsymbols.shtml Pairs: Students will trade papers and edit for errors in conventions. Teacher will collect papers and grade. Student(s) who correct the most errors wins prize. |
| | 9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. | • Edit for correct punctuation, spelling, grammar, and usage errors. | <ul style="list-style-type: none"> Review conventions of grammar, punctuation, and capitalization as needed Check spelling Use editing marks to identify errors | Conventions: grammar • spelling • punctuation • usage errors | <ul style="list-style-type: none"> Refer to assessments from 3.4.1 Teacher highlights the line containing an error. Student must identify and correct the error. | Whole group: Review standard editing marks and spelling, punctuation, and usage errors. Pairs: Students will trade papers and edit for these errors. Teacher will collect papers and grade. Student(s) who correct the most errors wins prize. |
| Goal 3.5: Acquire Skills to Publish Writing | 9.LA.3.5.1 Publish improved draft. | • Publish improved draft. | <ul style="list-style-type: none"> Polish the final draft for publication Publish final draft | polish • publish | • Publish and share according to teacher's instructions. | |
| | 9.LA.3.5.2 Share writing with intended audience. | • Share writing with intended audience. | • Share writing according to instructor's requirements | | | |
| | 9.LA.3.5.3 Use appropriate technology to produce a final draft. | • Choose appropriate technology to produce the final draft | • Use appropriate technology to finalize the draft according to instructor's requirements | | | |
| Standard 4: Writing Applications | | | | | | |
| Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills | 9.LA.4.1.1 Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events. | • Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events. | <ul style="list-style-type: none"> Review points of view Analyze models of autobiographical narratives Compose a personal narrative or a short story based on a significant event Utilize literary devices (i.e. imagery, symbolism, figurative language, voice, etc) | personal narrative • short story • literary devices • voice • autobiography | • Students write a short autobiographical narrative focusing on the significance of a personal experience. | Read the "Scarlet Ibis" or other short autobiographical piece. Whole group: Discuss literary devices within the story (conflict, POV, imagery) Review <i>The Diary of Anne Frank</i> Provide a rubric to guide student writing. |
| | 9.LA.4.1.2 Write original creative works including prose and poetry. | • Write original creative works including prose and poetry. | <ul style="list-style-type: none"> Generate ideas for an original, creative work Compose one or more pieces of poetry utilizing literary devices (i.e. imagery, symbolism, figurative language, etc) Develop an original prose piece | sensory details • figurative language | <ul style="list-style-type: none"> Students create own piece of poetry utilizing literary devices. Students create own piece of prose utilizing literary devices. | Read a variety of poems ("Road Not Taken," "Fire & Ice," "Papa's Waltz," "Macavity," etc.). Unlocking the Underlying Symbolism and Themes of a Dramatic Work: http://www.readwritethink.org/lessons/lesson_view.asp?id=272 Provide a rubric to guide student writing. |
| Goal 4.2: Acquire Expository (Informational/Research) Writing Skills | 9.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. | • Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. | <ul style="list-style-type: none"> Review expository essay format (intro, body, conclusion format) Generate ideas for expository writing Demonstrate steps of the writing process in generating an expository essay | expository essay • compare/contrast • cause-and-effect • problem/solution essays. | • Students will write an expository essay that includes a main idea, supporting details, and introductory, body, and concluding paragraphs. | Write an expository essay based on the prompt "If I won the lottery..." (This lesson would work well with <i>The Pearl</i> .). Focus on supporting details and organization. Provide a rubric to guide student writing. |

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| Idaho Department of Education Content Standards | Objectives | Sub Objectives | Task Analysis | Essential Vocabulary | Assessments | Suggested Materials and Resources |
|--|--|---|---|---|--|--|
| | 9.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. | • Write a research report that includes a thesis, provides relevant support, and documents sources. | <ul style="list-style-type: none"> • Practice note card skills • Discuss plagiarism • Develop MLA documentation skills including parenthetical documentation • Demonstrate steps of the writing process including finding sources, taking notes (summarize, paraphrase), drafting, revising, etc. • Correlate thesis statement, relevant support, and documented sources into a completed research report of grade appropriate length • Create a works cited page that references different sources | plagiarism • MLA • works cited page • primary and secondary sources • valid and credible sources • summarize and paraphrase • parenthetical citation • documentation • thesis | • Given a topic that fits with literature or other pertinent grade-level material, students research and document sources. Have students create a research report that contains a thesis, support for the thesis, and documentation. | <p>Read a story that discusses name origins such as Amy Tan's "Rules of the Game" or House on Mango Street. Discuss name origins. Research the origin of one of your names (surname, given name, or other ancestor name). Write a research report.</p> <p>Provide a rubric to guide student writing.</p> |
| | 9.LA.4.2.3 Write technical or scientific text that identifies a sequence of activities or processes. | • Write technical or scientific text that identifies a sequence of activities or processes. | <ul style="list-style-type: none"> • Identify the essential elements of an activity or a process • Organize the elements into a coherent sequence • Report the findings in writing | process • coherent • sequence • format | • Students will write a technical or scientific text that identifies a sequence of activities or processes. | <p>Hook: Share an instructional manual. Whole group: Analyze details and steps in the manual. Individually: Choose or create an object. Write a manual describing the use or assembly of the object.</p> <p>Collaborate with science or math teacher to create a topic. Other teachers grade content accuracy.</p> <p>Provide a rubric to guide student writing.</p> |
| Goal 4.3: Acquire Persuasive Writing Skills | 9.LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion. | • Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion. | <ul style="list-style-type: none"> • Review essay elements and elements of persuasion (acknowledge opposition) • Generate ideas for persuasive writing • Compose a thesis statement that states a position, and support it with evidence • Demonstrate steps of the writing process in generating a persuasive essay • Compose a cohesive persuasive essay | persuasive essay • facts • opinions • cohesive • opposition • evidence (logical, emotional, authoritative) | • Students will write a persuasive composition (e.g., letter, editorial, essay, etc.) that organizes ideas and evidence in a sustained and effective fashion. | <p>Review advertisements from various magazines. Discuss the persuasive elements used. Give the students a concoction, such as Karo syrup mixed with food coloring. Write an advertisement including a name and use for the concoction.</p> <p>Provide a rubric to guide student writing.</p> |
| Goal 4.4: Acquire Skills for Literary Response | 9.LA.4.4.1 Write responses to literature that demonstrate an understanding of the significant ideas of literary works. | • Write responses to literature that demonstrate an understanding of the significant ideas of literary works. | <ul style="list-style-type: none"> • Read a variety of pieces of literature • Differentiate between essential and non-essential information to determine the significant ideas • Compose a response to the literary work | essential and non-essential information | • Students will write responses to grade-level literature that demonstrates an understanding of the significant ideas of literary works. | <p>After reading excerpts from The Odyssey, students will write a paper discussing the prompt "Was Odysseus justified in killing the suitors?" Focus on essential and non-essential information from the text.</p> <p>Provide a rubric to guide student writing.</p> |
| | 9.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of an author's style. | • Write responses to literature that demonstrate an awareness and appreciation of an author's style. | <ul style="list-style-type: none"> • Identify and define style and stylistic devices • Discuss literature to develop an awareness and appreciation for differing styles • Write responses to literature demonstrating awareness and appreciation for the author's style | style | • Students will write responses to literature that demonstrates an awareness and appreciation of an author's style | <p>After reading a story such as Gary Soto's "The Talk", discuss author's style, use of hyperbole, and use of specific details and imagery. Also discuss how culture affects the story. Compose a response that demonstrates awareness of style (this is a nice segue to a self-esteem lesson).</p> <p>Provide a rubric to guide student writing.</p> |
| Standard 5: Writing Components | | | | | | |
| 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 | 9.LA.5.3.1 Apply correct and varied sentence types in writing. | • Apply correct and varied sentence types and structures in writing. | <ul style="list-style-type: none"> • Differentiate the four types of sentences (i.e. declarative, interrogative, exclamatory, imperative) and sentence structures (i.e. simple, compound, complex, compound-complex) • Compose each of the sentence types • Generate a piece of writing including each sentence type | Sentence Types: simple • complex • compound • compound-complex | <ul style="list-style-type: none"> • Students change sentence types in a given paragraph. • Students select and classify sentences from multiple grade-level passages. | <p>Pull sentences from a piece of literature such as "The Most Dangerous Game" and have students identify the sentence types. Students will then compose a piece of writing using a variety of sentence types. (see 2.3.7)</p> |

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| Idaho Department of Education Content Standards | Objectives | Sub Objectives | Task Analysis | Essential Vocabulary | Assessments | Suggested Materials and Resources |
|--|---|--|--|--|---|--|
| | 9.LA.5.3.2 Edit for agreement, word usage, and fluency. | • Edit for agreement, word usage, and fluency. | <ul style="list-style-type: none"> Define rules for agreement, word usage, and fluency Demonstrate knowledge of these rules by editing various pieces of writing | fluency • agreement (subject/verb, pronoun/antecedent, number, etc) | • Students compare two essays of varying level (poor vs. good) for agreement, word usage, and fluency. | Proofreading symbols: www.journalism.com/articles/proofreadingsymbols.shtml |
| Goal 5.4: Acquire Skills for Using Conventions | 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. | • 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. | • Compose, revise, and edit several pieces of writing demonstrating correct use of grammatical conventions | verbals (participles, gerunds, infinitives) • appositives • parallel structure • interjections • verb tense • clauses, etc | • As students produce their essays, they will show proficiency in correct use of conventions (see Objectives list). | Grade 9 Lesson Tutor for grammar: www.lessonstutor.com/Igram9home.html |
| | 9.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. | • Demonstrate in writing the correct use of punctuation and capitalization. | • Proofread and revise a piece of writing for correct use of punctuation and capitalization. | | • As students produce their essays, they will show proficiency in correct use of punctuation and capitalization. | Worksheets that work for this objective and the objective above: www.teach-nology.com/worksheets/language.arts/ |
| Standard 6: Communication | | | | | | |
| Goal 6.1: Acquire Listening Skills | 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. | • Demonstrate how language and delivery affect the mood and tone of oral communication and make an impact on the audience. | <ul style="list-style-type: none"> Distinguish between formal and informal language Identify nonverbal communication and how it affects delivery Compare and contrast impact of audience types | formal and informal language • nonverbal communication • delivery • audience | | |
| | 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. | • Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject. | <ul style="list-style-type: none"> List the speaker's purpose List the speaker's point of view using peer evaluations Identify the speaker's content and attitude Evaluate the speaker's delivery Generate questions | attitude • purpose • evaluate | | |
| | 9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence. | • Formulate conclusions about the ideas under discussion, and support those conclusions with convincing evidence. | • Evaluate the speaker's ideas and support his/her conclusion with evidence | evidence • evaluate | | |
| | 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. | • 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. | • Critique the speaker using set standards (i.e. rubric) | critique • rubric | | |
| | 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). | • Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic). | <ul style="list-style-type: none"> Identify the type of argument used Validate if this was a useful argument | ethos • pathos • logos • argument | | |
| Goal 6.2: Acquire Speaking Skills | 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. | • Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources. | <ul style="list-style-type: none"> Identify appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources Choose the appropriate technique | anecdotes • authoritative sources | | |
| | 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. | • 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. | <ul style="list-style-type: none"> Identify elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) Use these elements in formulating rational arguments | classical speech forms • rational arguments | | |
| | 9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. | • Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. | <ul style="list-style-type: none"> Identify props, visual aids, graphs, and electronic media Select the prop, etc., that best enhances the appeal and accuracy of the presentation | props • visual aids • graphs • electronic media | | |
| | 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. | • Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. | <ul style="list-style-type: none"> Identify audience Select the appropriate verbal and nonverbal techniques for the audience | voice • gesture • eye contact • kinetics • proximity | | |

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| Idaho Department of Education Content Standards | Objectives | Sub Objectives | Task Analysis | Essential Vocabulary | Assessments | Suggested Materials and Resources |
|--|--|--|---|--|-------------|-----------------------------------|
| | 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. | • Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity. | • Utilize the following for clarity and specificity: interesting language, formal expression, standard English and technical language | clarity • specificity • word choice • technical language | | |
| | 9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. | • Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. | • Listen to a famous speech • Discuss rhetorical devices • Identify the rhetorical devices being used • Evaluate the features that makes these speeches memorable | metaphor • alliteration • imagery • allusion • simile and other figurative language • symbolism • repetition | | |
| | 9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience. | • Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience. | • Dramatize a narrative • Prepare an introduction of the narrative | narrative • dramatize • sequence of events | | |
| | 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. | • Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives. | • Compose an expository speech that includes supporting evidence • Deliver the speech | expository • evidence • claim • perspective | | |
| | 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. | • 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. | • Identify a piece of literature that expresses an opinion • Formulate a judgment or demonstrate an understanding of the ideas within the passage • Support the judgment/understanding using evidence from the piece and from other works | judgment • opinion • evidence | | |
| | 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. | • 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. | • Identify logic and reasoning • Organize ideas into a coherent format • Deliver a logical persuasive argument | logic • pathos • ethos • logos • inductive • deductive • syllogism • fallacy • analogy • reasoning | | |
| | 9-12.Spch.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media. | • Deliver multimedia presentations that incorporate information from a wide range of media. | • Choose mode of multimedia presentation • Prepare a multimedia presentation • Present a multimedia presentation | multimedia | | |
| Goal 6.3: Acquire Viewing Skills | 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). | • Examine strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language). | • Identify examples of strategies used in media • Categorize strategies • Create an example | media • strategies • inform • persuade • entertain • transmit • culture • stereotyping • special effects | | |
| | 9-12.Spch.6.3.2 Analyze 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. | • Determine 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. | • Observe variety of media presentations • Identify message • Determine the impact of the message | impact • democratic process • influence • attitudes • images • shaping | | |
| | 9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness. | • Differentiate the techniques used in media messages for a particular audience and evaluate their effectiveness. | • Identify various media techniques used • Apply knowledge of techniques to evaluate their effectiveness • Form an opinion based on evaluations of techniques | media techniques • propaganda • surveys • interviewing • censorship and audience appropriateness | | |

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|--|--|--|---|---|-------------|-----------------------------------|
| | 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. | <ul style="list-style-type: none"> • Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event. | <ul style="list-style-type: none"> • Select a current event that is covered in more than one media genre • Survey a variety of media genres (i.e. televised news, news magazines and documentaries, and online information) • Compare and contrast the ways in which the different genres cover the same event | current event • documentary • periodical | | |
| | 9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects. | <ul style="list-style-type: none"> • Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects. | <ul style="list-style-type: none"> • Discuss personal likes and dislikes • View a presentation on a topic • Establish standards of personal censorship • Synthesize information to form an opinion • Create an aesthetically pleasing presentation | aesthetic • appropriateness • ethics • personal responsibility • censorship | | |