





Accelerated 9th Grade English



Month Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs) Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
Ongoing semesters 1 and 2	Reading Literature. Choose from texts: Prentice Hall: Literature Gold (textbook) Lord of the Flies Romeo and Juliet The Odyssey Tex Supplemental literature of choice Speak The Devil's Arithmetic Whale Talk The Education of Little Tree Touching Spirit Bear Supplemental literature of choice	Key Ideas and Details 1. State what the text says explicitly and what it implies. 2. Determine themes, central ideas and their development; summarize. 3. Analyze authors' choices regarding elements of a story. Craft and Structure 4. Determine meaning of words and phrases. 5. Analyze authors' choices regarding structure. 6. Analyze point of view. Integration of Knowledge and Ideas 7. Analyze multiple interpretations of texts. 8. (Not Applicable)	OBSOLETE	1. Cite and analyze text, draw inferences from text. 2. Determine and analyze development of theme and how it summarizes text. 3. Analyze how characters advance plot and develop theme. 4. Examine use of connotative and figurative language and how word choice affects meaning and tone. 5. Analyze use of structural devices. 6. Analyze a world view using text from outside the United States. 7. With attention to what is absent or emphasized, analyze a subject represented in different mediums. 9. Analyze how an author draws on and transforms a source material in a specific work.	Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)	plot; characterization; point of view; irony; symbolism; conflict; theme; mood; tone; imagery; inference; figurative language; dialogue; dialect; foreshadowing; genre; poetry and drama terms



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		Range of Reading and Level of Text Complexity 10. Read and comprehend grade-level appropriate literature with scaffolding as needed.		10. Read grade-level texts. Accelerated classes use a greater percentage of the available texts, engage in more independent learning, are assigned more in-depth writing, and move at a faster pace allowing for extended learning units.		



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Ongoing semesters 1 and 2	Reading Informational Text. (Choose from the following texts:Current events and news articles Martin Luther King Junior's, "I Have a Dream" speech Gettysburg Address Shakespeare's historical background Article about William Golding	Key Ideas and Details 1. State what the text says explicitly and what it implies. 2. Determine central ideas and their development; summarize. 3. Analyze developmental structure. Craft and Structure 4. Determine meaning of words and phrases. 5. Analyze authors' choices regarding structure. 6. Determine author's point of view. Integration of Knowledge and Ideas 7. Analyze multiple sources of information. 8. Evaluate claims and assess reasoning. 9. Analyze historical and literary significance of foundational US documents.	OBSOLETE	1. Cite and analyze text; draw inferences from text. 2. Analyze the development of a central idea over course of text and how it is shaped by specific details. 3. Analyze how author unfolds analysis or series of ideas/events including in which points are made. 4. Examine use of connotative, figurative, and technical language. 5. Analyze how ideas or claims are developed and refined by particular sentences, paragraphs, or other sections. 6. Determine author's point of view or purpose. 7. Analyze various accounts of a subject told in different mediums. 8. Break down author's argument and specific claims. 9. Examine the significance of foundational US documents and how they address related themes and concepts.	Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)	analysis; inference; voice; audience; summary; reasoning; opposing viewpoints; fallacies; validity; purpose



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		Range of Reading and Level of Text Complexity 10. Read and comprehend grade-level appropriate literary nonfiction with scaffolding as needed.		10. Read grade-level texts.		



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Ongoing semesters 1 and 2	Writing.	<p>Text Types:</p> <ol style="list-style-type: none"> 1. Argumentative / Persuasive: Reasons and evidence 2. Informative / Explanatory / Analytical 3. Narrative / Creative <p>Production and Distribution:</p> <ol style="list-style-type: none"> 4. Knowing audience and development 5. Practicing the writing process: brainstorming, drafting, editing, revising, publishing 6. Technology use <p>Research and Presentation:</p> <ol style="list-style-type: none"> 7. Answer a question or solve a problem with research 8. Use multiple sources: assess sources, avoid plagiarism, use formal citation 9. Draw evidence from literary or informational texts <p>Range of Writing:</p> <ol style="list-style-type: none"> 10. Write routinely over extended time frames for a range of tasks, 	OBSOLETE	<p>Text Types:</p> <ol style="list-style-type: none"> 1,2,3: Sentence and paragraph structure, 5-paragraph essay, thesis (three-sis); ICE (variety) 2: Comparison-contrast essay: Romeo and Juliet, Literary analysis: Lord of the Flies 3: Journal writing, reader's response <p>Production and Distribution:</p> <ol style="list-style-type: none"> 5: Writing Process 6: Word processing, internet research <p>Research and Presentation:</p> <ol style="list-style-type: none"> 8. Citation of primary source 9: From the literature <p>Range of Writing:</p> <ol style="list-style-type: none"> 10:ICE, Journals, Reader's response, essay test questions 	Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)	rubric; outline; thesis ("three-sis"); introduction; topic sentence; attention getter; conclusion; word choice; body; clincher; tone; quotation; citation; plagiarism; transitions



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Ongoing semesters 1 and 2	Speaking and Listening	<p>Comprehension / Collaboration</p> <p>1. Participate effectively in a range of collaborative discussions.</p> <p>a. Be prepared with background knowledge</p> <p>b. Work collaboratively</p> <p>c. Participate in productive classroom discussions</p> <p>d. Respond thoughtfully to diverse perspectives</p> <p>2. Integrate information from diverse media formats</p> <p>3. Evaluate another speaker</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information clearly</p> <p>5. Make strategic use of digital media</p> <p>6. Adapt a speech to a variety of contexts and tasks</p>	OBSOLETE	<p>1. a-d Participate in class, small group, and partner discussions. (Ex: think-pair-share, square share, random name drawing, etc.)</p> <p>2. Look, listen, and incorporate information from various sources. (Ex: textbooks, note-taking skills, various presentations, et.)</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence. (Ex: TED Talks, peer discussions, "You Be the Jury" activity, etc.)</p> <p>4. Present information for audience understanding. (Ex: vocab presentations, book reviews,</p> <p>5. Use digital media to enhance understanding. (Ex: Prezi, PowerPoint, student-produced movies, blogs, etc.)</p> <p>6. Adapt speech to meet the needs of different audiences. (Speaking skills.)</p>	Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)	body language; voice; use of evidence; opposing perspectives; rhetoric; ideas; summary



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Ongoing semesters 1 and 2	Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	OBSOLETE	<p>Identify subjects, predicates, phrases, and clauses</p> <p>Identify prepositional phrases</p> <p>Parallel structure in items in a series Parallel pronoun usage</p> <p>Sentence Variety (for interest)</p> <p>Comma: Independent clause joined by a conjunction 3 items in a series Separate 2 coordinate adjectives describing same noun Set off geographical names, items, dates, addresses</p> <p>Apostrophes: possession and contractions Semicolons: Not taught Spelling Pronoun-antecedent agreement of number: Singular: i.e. he, she, it, group, team, committee Plural: They, them, us, we, those Subject-verb agreement: Locate in straight-forward situations Choose the correct verb form for number Verb forms and voice: Verb tense consistency</p>	Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)	parts of speech; subject-verb agreement; pronoun-antecedent agreement; verb parallelism; synonyms and antonyms; punctuation; point of view (person)

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		6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<p>Homophones: Review common mistakes / pretest: to, too, two; its, it's; there, they're, their; than, then; accept, except; affect, effect; among, between; principle, principal; advice, advise; capital, capitol; imply, infer</p> <p>Vocabulary: Use grade-level vocabulary series book Dictionary skills / pronunciation guide / etymology / part of speech / antonym, synonym / context clue strategies / connotation, denotation / demonstrate independence in gathering vocabulary knowledge</p> <p>Figurative language: euphemism, oxymoron, idiom, metaphor, simile, hyperbole, personification</p>		