

# Grade 9 Pre- AP English Language Arts

## 4<sup>th</sup> Nine Weeks: Scope and Sequence

| Content Standards  | Dates Taught | % of Students scoring over 70% | Dates Re-taught (Optional) | Formative and Summative Assessments/ (Any Additional Comments Optional) |
|--|--------------|--------------------------------|----------------------------|---|
| <p><b>9.</b> By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</p> <p>A.1.b. Read independently for a variety of purposes (e. g. for enjoyment, to gain information, to perform a task).</p> <p>A.1.c. Read increasingly challenging whole texts in a variety of literary (e. g. poetry, drama, fiction, nonfiction) and nonliterary (e.g. textbooks, news articles, memoranda) forms. <b>(RL.9-10.10)</b></p> <p>A.2.c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions.</p> <p>A.3.c. Read dramatic literature (e.g. Cyrano de Bergerac, Pygmalion ) and analyze its conventions to identify how they express a writer’s meaning.</p> <p>A.3.d. Identify and interpret works in various poetic forms (e. g. ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e. g. rhythm, repetition, alliteration), structure (e. g. meter, rhyme scheme), graphic elements (e. g. punctuation, line length, word position), and poetic devices (e. g. metaphor, imagery, personification, tone, symbolism).</p> |              |                                |                            |   |
| <p><b>16.</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>A.2.e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework.</p> <p>A.3.b. Describe how the choice of form (e.g. film, novel, sculpture) affects the presentation of a work’s theme or topic (e.g. comparing Fahrenheit 451to Francois Truffaut’s film version). <b>RI. 9-10.7</b></p>   |              |                                |                            |   |
| <p><b>18.</b> Analyze seminal European documents of historical and literary significance, including how they address related themes and concepts included in United States’ documents of historical and literary significance,</p> <p>A.2.e. Compare texts to previously read texts, past and present events, and/or content learned</p>   |              |                                |                            |   |

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| <p>in other coursework.</p> <p>A.8.e. Comprehend foreign words and phrases in texts that are commonly used in English<br/><b>RI. 9-10.9</b></p>  |  |  |  |  |
| <p><b>26.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>C.b. Decide on a research question and develop a hypothesis, modifying question as necessary during the project to further narrow the focus or extend the investigation.</p> <p>C.d. Compile and systematically organize important information to support central ideas, concepts, and themes.</p> <p>C.f. Compose a research paper that develops a clear argument and includes title page, outline, first and final drafts, and works-cited page, adhering to guidelines from MLA or other stylebooks<br/><b>W.9-10.7</b></p>   |  |  |  |  |
| <p><b>1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>A.6.b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities.</p> <p>A.7.b. Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning.<br/><b>RL.9-10.1 &amp; RI.9-10.1</b></p>   |  |  |  |  |
| <p><b>2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. A.5.c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts.</p> <p>A.6.b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities.</p> <p>A.6.c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources.</p> <p>A.6.b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities.</p> <p>A.6.c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources. <b>RL. 9-10.2</b></p> |  |  |  |  |

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| <p><b>4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>A.3.d. Identify and interpret works in various poetic forms (e. g. ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e. g. rhythm, repetition, alliteration), structure (e. g. meter, rhyme scheme), graphic elements (e. g. punctuation, line length, word position), and poetic devices (e. g. metaphor, imagery, personification, tone, symbolism).</p> <p>A.5.a. Use organization or structure of text (e. g. comparison/contrast, cause/effect, problem/solution) and writer’s techniques (e. g. repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts.</p> <p>A.5.c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts.</p> <p>A.5.e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e. g. irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts.</p> <p>A.8.f. Define and identify common idioms and literary, classical, and biblical allusions (e. g. “He had the patience of Job.”) in increasingly challenging texts.</p> <p>A.8.h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts. <b>RL.9-10.4</b></p> |  |  |  |  |
| <p><b>21.</b> Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>B.2.b. Craft first and final drafts of informational texts or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples.</p> <p>B.2.d. Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts and authors.</p> <p>B.2.e. Craft first and final drafts of workplace and other real-life writing (e.g. job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task.</p> <p>B.3.a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</p> <p>B.4.e. Use formal, informal, standard and technical language effectively to meet the needs of audience and purpose.</p> <p>C.f. Compose a research paper that develops a clear argument and includes a title page, outline, first and final drafts, and works-cited page, adhering to guidelines from MLA or other stylebooks. <b>W.9-10-2</b></p>  |  |  |  |  |
| <p><b>37.</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>  |  |  |  |  |

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| B.5.a. Correctly spell commonly misspelled/confused words.<br>B.6.b. Use punctuation correctly within sentences and words.<br>B.6.c. Demonstrate correct use of capitalization. <b>L.9 – 10.2</b>   |  |  |  |  |
| <b>27.</b> Gather relevant information from multiple authoritative print & digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism & following a standard format for citation. <b>(W.9.27.)</b> |  |  |  |  |
| <b>28.</b> Draw evidence from literary or informational text to support analysis, reflection, & research. <b>(W.9.28.)</b>  |  |  |  |  |
| <b>30.</b> Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. <b>(SL.9-10.1a)</b>   |  |  |  |  |
| <b>30.</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. <b>(SL.9-10.1c.)</b>  |  |  |  |  |