

## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Reading

Grade: Grade 9  
MLR Span: 9-12

### MLR Content Standard: **A: READING**

Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.

Reading:	MLR Performance Indicators 9-12	MSAD #54 9 <sup>th</sup> Grade Objectives	Instructional Resources/Activities
<p><b>A1</b> <b>Interconnected Elements: Comprehension, Vocabulary, Alphabets, Fluency</b></p>	<p>1. Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabetic, and fluency.</p> <p>a. Use a flexible range of before, during, and after reading strategies to deepen their understanding of the author's message.</p>	<p><b>Literacy Strategies</b> The students will:</p> <p>a. Use a flexible range of before, during, and after reading strategies to deepen their understanding of the author's message.</p>	<p><b><u>SAHS Literacy Strategies</u></b></p> <p>a1. <u>Before reading/learning:</u> RAFT, Knowledge Rating Guide, Problematic Situation, Anticipation/Reaction Guide, Partner/Small Group Vocabulary</p> <p>a2. <u>During reading/learning:</u> RAFT, QAR, Coding/Comprehension Monitoring, Bloom, Thinking Prompts, Triple-Entry Vocabulary Journal, Graphic Organizers, Cornell Notes</p> <p>a3. <u>After reading/learning:</u> RAFT, Quick Write, Summarizing Strategies, Jigsaw Discussion, Graphic Organizers</p> <p>a1-a3. Use Literacy team members as support</p> <p>a1-a3. Resources from the Literacy Specialist</p>

	<p>b. Demonstrate ownership of appropriate vocabulary effectively using a word in different modes and for different purposes.</p> <p>c. Determine the meaning of unknown words by analyzing the context in which they are used, using reference sources, and applying knowledge of word parts and their meaning.</p> <p>d. Pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts.</p> <p>e. Fluently and accurately read text using appropriate pacing, phrasing, intonation and expression.</p>	<p><b>Vocabulary</b> The students will:</p> <p>b. Demonstrate ownership of appropriate vocabulary effectively using a word in different modes.</p> <p>c. Determine the meaning of unknown words by analyzing the context in which they are used, using reference sources, and applying knowledge of word parts and their meaning.</p> <p>d. Pronounce and recognize foreign words and specific literary terms to enhance comprehension of complex texts.</p> <p>e. Fluently and accurately read text using appropriate pacing, phrasing, intonation and expression.</p>	<p>b. Vocabulary is selected from core texts and thematic studies (ex. compassion, indifference, civic duty, etc.)</p> <p>c. Word parts and roots are defined and explained in <i>Write Source</i> and the 9<sup>th</sup> grade Glencoe anthology.</p> <p>d. Literary terms are defined in <i>Write Source</i> and the 9<sup>th</sup> grade Glencoe anthology.</p> <p>e. See fluency rubric designed by literacy coordinator.</p>
<p><b>A2 Literary Texts</b></p>	<p>2. Students read texts within a grade appropriate span of text complexity, and present analyses of fiction, nonfiction, drama, and poetry, using excerpts from the text to defend their assertions.</p> <p>a. Analyze the difference between first-and third person narration and the effect of point of view on a reader's interpretation of a text.</p> <p>b. Evaluate the theme or themes, whether explicitly stated or implied, in a literary text.</p>	<p><b>Literary Texts</b> The students will:</p> <p>a. Analyze the difference between first-and third person narration and the effect of point of view on a reader's interpretation of a text.</p> <p>b. Evaluate the theme or themes, whether explicitly stated or implied, in a literary text.</p>	<p>a-f. Use core texts.</p>

	<p>c. Identify and compare and analyze recurring themes across works.</p> <p>d. Analyze external and internal conflicts of characters.</p> <p>e. Determine the effects of common literary devices on the style and tone of a text.</p> <p>f. Analyze how meaning is conveyed in poetry through diction, figurative language, repetition, and rhyme.</p> <p>g. Compare types of poetry.</p>	<p>c. Identify and compare and analyze recurring themes across works.</p> <p>d. Analyze external and internal conflicts of characters.</p> <p>e. Determine the effects of common literary devices on the style and tone of a text.</p> <p><b>Poetry</b></p> <p>f. Identify poetry terms: hyperbole, metaphor, simile, personification, imagery, symbol, speaker, line, stanza, and sound devices.</p>	
<p><b>A3</b> <b>Informational</b> <b>Texts</b></p>	<p>3. Students evaluate the validity, truthfulness, and usefulness of ideas presented in informational texts, within a grade appropriate span of text complexity, noting how the text features and text structures affect the information presented.</p> <p>a. Evaluate the extent to which the author’s conclusions can be logically drawn from the provided evidence.</p> <p>b. Evaluate the data contained in tables, charts, etc. for accuracy, credibility, and relevance.</p>	<p><b>Informational Texts</b></p> <p>The students will:</p> <p>a. Evaluate the extent to which the author’s conclusions can be logically drawn from the provided evidence.</p>	<p>a. See <i>An Inconvenient Truth</i> and related readings.</p>
<p><b>A4 Persuasive</b> <b>Texts</b></p>	<p>4. Students evaluate the validity, truthfulness and usefulness of ideas presented in persuasive texts, within a</p>		

trade appropriate span of text complexity, noting how the text structures and rhetorical devices affect the information and argument(s) presented.

a. Evaluate the logic of persuasive texts, noting instances of unsupported inferences and fallacious reasoning.

b. Identify and describe the effect of figurative language and other rhetorical devices; explain why they do or do not contribute to the overall effectiveness of the argument.

c. Recognize and explain the use and abuse in persuasive texts, of forms of nuance such as ambiguity, contradiction, irony and over-or-understatement.

### **Persuasive Texts**

The students will:

a. Recognize an argument and possible counter argument.

b. Recognize and explain the use of rhetorical devices and propaganda techniques.

a-b. See *An Inconvenient Truth* and related readings.

b. See *Great Source Reader's Handbook*.

**MSAD #54 ELA Curriculum**

Content Area: English Language Arts  
Unit: Writing

Grade: Grade 9  
MLR Span: 9-12

MLR Content Standard: **B. WRITING**

Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

<b>Writing</b>	<b>MLR Performance Indicators 9-12</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>B1 Inter-connected Elements</b>	<p>1. Students use a writing process to develop an appropriate genre, exhibiting an explicit organizational structure, perspective and style to communicate with target audiences for specific purposes.</p> <p>a. Locate, summarize and synthesize information from primary and secondary sources, as necessary.</p> <p>b. Apply aspects of various genres for rhetorical effect, strong diction and distinctive voice.</p> <p>c. Revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective, and style are effective for the targeted audience and purpose.</p> <p>d. Edit for correct grammar, usage, and mechanics.</p> <p>e. Create legible final drafts.</p>	<p><b>Interconnected Elements</b> The students will:</p> <p>a. Locate, summarize and synthesize information from primary and secondary sources, as necessary.</p> <p>b. Apply aspects of various genres for rhetorical effect, strong diction and distinctive voice.</p> <p>c. Revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective, and style are effective for the targeted audience and purpose.</p> <p>d. Edit for correct grammar, usage, and mechanics.</p> <p>e. Create legible final drafts.</p>	<p>a-e. See <i>Write Source</i>.</p>
<b>B2 Narrative</b>	<p>2. Students embed narrative writing in a written text</p>		

	<p>when appropriate to audience and purpose.</p> <p>a. Use diction, syntax, imagery, and tone to create a distinctive voice.</p> <p>b. Organize ideas in a logical sequence, with effective transitions.</p>	<p><b>Narrative Writing</b> The students will:</p> <p>a. Use diction, syntax, imagery and tone to create a distinctive voice.</p> <p>b. Organize ideas in a logical sequence, with effective transitions.</p>	<p>a-b. See <i>Write Source</i>.</p>
<p><b>B3</b> <b>Argument/</b> <b>Analysis</b> <b>Expository</b></p>	<p>3. Students write academic essays that structure ideas and arguments in a sustained and logical fashion.</p> <p>a. Explain and evaluate information from reading, listening, or viewing.</p> <p>b. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.</p>	<p><b>Expository Writing</b> The students will:</p> <p>a. Explain and evaluate information from reading, listening, or viewing.</p> <p>b. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.</p>	<p>a-b. See <i>Write Source</i>.</p>
<p><b>B4</b> <b>Persuasive</b> <b>Expository</b></p>	<p>4. Students write persuasive essays exhibiting logical reasoning and rhetorical techniques.</p> <p>a. Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinion, belief, or position of others.</p>	<p><b>Persuasive Writing</b> The students will:</p> <p>a. Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinion, belief, or position of others.</p>	<p>a. See <i>Write Source</i>.</p>
<p><b>B5 Practical</b> <b>Application</b></p>	<p>5. Students write personal communication and pieces</p>		

related to educational development, career issues, and civic participation.

a. Complete college, job, licensing, and scholarship applications.

b. Request information.

c. Write editorials.

**Practical Application**

The students will:

c. Write formal letters to inform and persuade an appropriate audience.

c. See *Computer Applications* formatting guidelines

**MSAD #54 ELA Curriculum**

Content Area: English Language Arts  
Unit: Research

Grade: Grade 9  
MLR Span: 9-12

MLR Content Standard: **C. RESEARCH**

Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.

<b>Research</b>	<b>MLR Performance Indicators 9-12</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>C1 Research</b>	<p>1. Students develop research questions and modify them as necessary to elicit, present, and critique evidence from a variety of primary and secondary sources following the conventions of documentation.</p> <p>a. Select and apply research methods that suit the purpose of the inquiry.</p> <p>b. Make judgments about conflicting sources, incorporating those that are valid and refuting others.</p> <p>c. Synthesize information from multiple sources, and/or data gathered from fieldwork and interviews.</p>	<p><b>Research</b> The students will:</p> <p>a. Select and apply research methods that suit the purpose of the inquiry.</p> <p>b. Make judgments about conflicting sources, incorporating those that are valid and refuting others.</p> <p>c. Synthesize information from multiple sources.</p>	<p>a-e. See <i>Write Source</i>.</p>

d. Utilize media relevant to audience and purpose that extends and supports oral, written, and visual communication.

e. Integrate paraphrasing, quotations, and citations into a written text that maintains the flow of ideas.

f. Access and present information ethically and legally.

d. Utilize media relevant to audience and purpose that extends and supports oral, written, and visual communication.

e. Integrate paraphrasing and quotations and citations in a written text that maintains the flow of ideas.

f. Access and present information ethically and legally.

f. In regard to all assignments, see SAHS plagiarism rule and *Write Source*.

**MSAD #54 ELA Curriculum**

Content Area: English Language Arts  
Unit: Language

Grade: Grade 9  
MLR Span: 9-12

**MLR Content Standard: D. LANGUAGE**

Students write and speak using the conventions of *Standard American English*. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

<b>Language</b>	<b>MLR Performance Indicators 9-12</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>D1 Grammar and Usage</b>	<p>1. Students apply rhetorical skills when reading, writing, and speaking through their understanding of <i>Standard American English</i>.</p> <p>a. Use appropriate diction, syntax, and figurative language to suit purpose, context, and audience.</p>	<p><b>Grammar and Usage</b> The students will:</p> <p>a. Use appropriate diction, syntax, and figurative language to suit purpose, context, and audience.</p>	<p>a. See <i>Write Source</i> and 9<sup>th</sup> grade Glencoe anthology.</p>
<b>D2 Mechanics</b>	<p>2. Students demonstrate the use of the structures and conventions of <i>Standard American English</i> in their communication.</p> <p>a. Use appropriate punctuation, spelling, sentence and paragraph structure to suit purpose, context, and audience.</p>	<p><b>Mechanics</b> The students will:</p> <p>a. Edit work correctly for:</p> <ol style="list-style-type: none"> <li>1. capitalization,</li> <li>2. punctuation (including end, commas, apostrophes, and semi-colons);</li> <li>3. agreement (subject/verb; subject/pronoun); and</li> <li>4. spelling (including homophones and frequently misspelled words).</li> </ol>	<p>a. See <i>Write Source</i></p>

## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Listening and Speaking

Grade: Grade 9  
MLR Span: 9-12

### MLR Content Standard: E. LISTENING AND SPEAKING

Students listen to comprehend and speak to communicate effectively.

Listening & Speaking	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
<b>E1 Listening</b>	<p>1. Students adjust listening strategies to formal and informal discussion, debates, or presentations, and then evaluate the information.</p> <p>a. Formulate clarifying questions.</p> <p>b. Examine and critique information presented.</p> <p>c. Expand on ideas presented by others.</p>	<p><b>Listening</b> The students will:</p> <p>a. Formulate clarifying questions.</p> <p>b. Examine and critique information presented.</p> <p>c. Expand on ideas presented by others.</p>	a-c. See <i>Write Source</i>
<b>E2 Speaking</b>	<p>2. Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</p> <p>a. Choose and present appropriate information logically.</p> <p>b. Apply conventions of <i>Standard American English</i> to suit audience and purpose.</p> <p>c. Analyze feedback</p>	<p><b>Speaking</b> The students will:</p> <p>a. Choose and present appropriate information logically.</p> <p>b. Apply conventions of <i>Standard American English</i> to suit audience and purpose.</p>	a-b, d. See <i>Write Source</i> .

and revise to improve effectiveness of communication.

d. Determine appropriate media, relevant to audience and purpose, that extend and support oral, written, and visual communication.

d. Determine appropriate media, relevant to audience and purpose, that extend and support oral, written, and visual communication.

**MSAD #54 ELA Curriculum**

Content Area: English Language Arts  
Unit: Media

Grade: Grade 9  
MLR Span: 9-12

**MLR Content Standard: F. MEDIA**

Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers, and readers, in order to develop awareness of the effects that the media have on forming opinions and making decisions.

<b>Media</b>	<b>MLR Performance Indicators 9-12</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>F1 Analysis of Media</b>	<p>1. Students analyze the effectiveness of auditory, visual, and written information used to communicate in different forms of media.</p> <p>a. Explain how visual and sound effects influence messages in various media.</p> <p>b. Explain the similarities and differences between the messages conveyed by print and non-print sources.</p> <p>c. Compare the role of print and non-print sources, including advertising, in shaping public opinion noting instances of unsupported inferences, or fallacious reasoning.</p> <p>d. Determine appropriate media, relevant to audience and purpose, that</p>	<p><b>Analysis of Media</b> The students will:</p> <p>b. Explain similarities and differences between the messages conveyed by print and non-print media.</p>	<p>b. Compare core texts and films (ex. <i>Romeo and Juliet</i>).</p>

extend and support  
oral, written, and  
visual communication.