

Monroe County Schools  
Grade 9 ELA  
2015 - 2016

9 Weeks Taught	CCRS (2013 COS)	Resources	Vocabulary	9 Weeks Tested
<b>Reading Standards for Literature</b>				
1st On going  <b>ACT Standard</b>	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]	General Resources: <ul style="list-style-type: none"> <li>• Romeo and Juliet</li> <li>• Odyssey</li> <li>• <i>The Lady and the Tiger</i></li> <li>• <i>The Most Dangerous Game</i></li> <li>• ALEX</li> <li>• Teachers Pay Teachers.com</li> <li>• A+ College Ready</li> <li>• Literature Textbook</li> <li>• <i>The Scarlet Ibis</i></li> <li>• <i>The Gift of the Magi</i></li> <li>• <i>The Necklace</i></li> <li>• <i>Great Expectations</i></li> <li>• <i>To Kill a Mockingbird</i></li> <li>• Grammar Bytes</li> <li>• Webenglishteacher.com</li> <li>• Educationworld.com</li> <li>• Pete's Power Points</li> <li>• USA Test PrepQC</li> <li>• Vantage (ACT)</li> <li>• Quizlet</li> <li>• Khan Academy</li> <li>• ScholasticA Christmas</li> </ul>	Cite, textual evidence, analysis, explicitly, inferences	1 <sup>st</sup>
1st On going  <b>ACT Standard</b>	2. 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. [RL.9-10.2]		Theme, central idea, analyze, detail, objective summary, development	2 <sup>nd</sup>
1st On going  <b>ACT Standard</b>	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]		Complex, motivations, advance	3 <sup>rd</sup>
1st On going  <b>ACT Standard</b>	4. 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]		Figurative, connotative, cumulative, tone, evokes, formal or informal tone	1 <sup>st</sup>
1st On going  <b>ACT Standard</b>	5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]		author's choices, parallel plots, manipulate, flashbacks, mystery, tension, or surprise	4 <sup>th</sup>

## Grade \_9\_ELA


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9 Weeks Taught	CCRS (2013 COS)	Resources	Vocabulary	9 Weeks Tested
		Miracle <ul style="list-style-type: none"><li>• No Fear Shakespeare (Spark notes)</li><li>• Freerice.com</li><li>• Outta rayshead.com</li></ul>		

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2 <sup>nd</sup> <b>ACT Standard</b>	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]		cultural experience	2 <sup>nd</sup>
1st On going	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's –Musée des Beaux ArtsII and Breughel's <i>Landscape with the Fall of Icarus</i> ). [RL.9-10.7]		artistic mediums	2 <sup>nd</sup>
1st On going <b>ACT Standard</b>	8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]			4 <sup>th</sup>
1st On going <b>ACT Standard</b>	9. By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]		Comprehend, text complexity	4 <sup>th</sup>
<b>Reading Standards for Informational Text</b>				
1st On Going <b>ACT Standard</b>	10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]		Explicitly, inferences	1 <sup>st</sup>
1st On Going <b>ACT Standard</b>	11. Determine a central idea of a text and analyze 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. [RI.9-10.2]			2 <sup>nd</sup>
1st On Going <b>ACT Standard</b>	12. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]			3 <sup>rd</sup>

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1st On Going  <b>ACT Standard</b>	<b>13.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]		technical meanings	2nd
1st On Going  <b>ACT Standard</b>	<b>14.</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]			3 <sup>rd</sup>
1st On Going  <b>ACT Standard</b>	<b>15.</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]		rhetoric	3 <sup>rd</sup>
1st On Going  <b>ACT Standard</b>	<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. [RI.9-10.7]			1st
1st On Going  <b>ACT Standard</b>	<b>17.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]		Delineate, valid, relevant, sufficient, fallacious	3 <sup>rd</sup>
1st On Going  <b>ACT Standard</b>	<b>18.</b> Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance.[RI.9-10.9] 			1 <sup>st</sup>
1st On Going  <b>ACT Standard</b>	<b>19.</b> By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.9-10.10]			4 <sup>th</sup>

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<b>Writing Standards</b>				
2nd On Going	<b>20.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1] writing. [W.9-10.1d]		substantive topics	3 <sup>rd</sup>
2nd On Going	<b>20.a.</b> Introduce precise claim(s), distinguish the claim(s) from, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a]		Distinguish, alternate or opposing claims, claim(s), counterclaims, reasons, and evidence	2 <sup>nd</sup>
2nd On Going	<b>20.b.</b> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. [W.9-10.1b]		anticipates	2 <sup>nd</sup>
2nd On Going  <b>ACT Standard</b>	<b>20.c.</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.9-10.1c]		cohesion	2 <sup>nd</sup>
2nd On Going	<b>20.d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.1d]		formal style, objective tone, norms and conventions of the discipline	2 <sup>nd</sup>
2nd On Going	<b>20.e.</b> Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]		concluding statement	2 <sup>nd</sup>

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1st On Going	<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. [W.9-10.2]		informative or explanatory texts, convey, accurately, effective,	1 <sup>st</sup>
1st On Going <b>ACT Standard</b>	<b>21.a.</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]		Distinctions, formatting, graphics, multimedia, aiding comprehension	1 <sup>st</sup>
1st On Going <b>ACT Standard</b>	<b>21.b.</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.9-10.2b]		relevant, and sufficient facts	1 <sup>st</sup>
1st On Going	<b>21.c.</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]		transitions	1 <sup>st</sup>
1st On Going	<b>21.d.</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]		Precise, domain-specific	1 <sup>st</sup>
1st On Going	<b>21.e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]			4 <sup>th</sup>

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1st On Going	<b>21.f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]		articulating implications	1 <sup>st</sup>
1st On Going <b>ACT Standard</b>	<b>22.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]		Narratives, effective technique	2nd
2nd On Going <b>ACT Standard</b>	<b>22.a.</b> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]		Orient	2nd
2nd On Going <b>ACT Standard</b>	<b>22.b.</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]		dialogue, pacing, description, reflection, and multiple plot lines	2nd
1st On Going <b>ACT Standard</b>	<b>22.c.</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]		sequence	1 <sup>st</sup>
1st On Going <b>ACT Standard</b>	<b>22.d.</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]		sensory language, vivid, events, setting, characters	1 <sup>st</sup>
2nd On Going	<b>22.e.</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]		experienced, observed, resolved	2nd

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2nd On Going <b>ACT Standard</b>	<b>23.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.9-10.4]		Coherent, appropriate to task, purpose, audience	4 <sup>th</sup>
1st On Going <b>ACT Standard</b>	<b>24.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]		revising, editing, rewriting, significant, audience	4 <sup>th</sup>
1st On Going	<b>25.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. [W.9-10.6]		publish, flexibly, dynamically	1 <sup>st</sup>
1st On Going	<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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]		Sustained, self- generated question, narrow or broaden the inquiry, synthesize multiple sources, investigation	4 <sup>th</sup>
1st On Going	<b>27.</b> Gather relevant information from multiple authoritative print and 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 and following a standard format for citation. [W.9-10.8]		Relevant, authoritative print and digital sources, advanced searches, integrate	4 <sup>th</sup>



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			information, selectively, flow of ideas, avoiding plagiarism, standard format, citation	
1st On Going <b>ACT Standard</b>	<b>28.</b> Draw evidence from literary or informational texts to support analysis,. [W.9-10.9]		Evidence, informational texts, reflection, research	3 <sup>rd</sup>
2nd On Going <b>ACT Standard</b>	<b>28.a.</b> Apply <i>Grade 9 Reading standards</i> to literature (e.g., – Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]II). [W.9-10.9a]			4 <sup>th</sup>
2nd On Going <b>ACT Standard</b>	<b>28.b.</b> Apply <i>Grade 9 Reading standards</i> to literary nonfiction (e.g., – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoningII). [W.9-10.9b]		Delineate, evaluate the argument, specific claims, sufficient, fallacious	4 <sup>th</sup>
1st On Going <b>ACT Standard</b>	<b>29.</b> Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]		Routinely, reflection, revision	4 <sup>th</sup>



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<b>Speaking and Listening Standards</b>				
1st On Going	<b>30.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 9 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]		Initiate, participate, collaborative discussions, diverse	4 <sup>th</sup>
1st On Going	<b>30.a.</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. [SL.9-10.1a]		Prepared, explicitly	4 <sup>th</sup>
1st On Going	<b>30.b.</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]		collegial discussions, consensus, goals, deadlines,	1 <sup>st</sup>
1st On Going	<b>30.c.</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. [SL.9-10.1c]		Propel, posing, responding, broader themes, incorporate, challenge	4 <sup>th</sup>
1st On Going	<b>30.d.</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]		Respond thoughtfully, diverse perspectives, summarize points of	4 <sup>th</sup>


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			agreement and disagreement, warranted, qualify or justify, in light of	
3rd	<b>31.</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]		Integrate, diverse media, visually, quantitatively, orally, credibility, accuracy	3 <sup>rd</sup>
2nd On Going <b>ACT Standard</b>	<b>32.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]		Evaluate, fallacious, exaggerated, distorted	3 <sup>rd</sup>
3rd On Going	<b>33.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]		clearly, concisely, logically, substance, and style	4th
3rd On Going	<b>34.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]		Strategic, reasoning	2nd
2nd On Going	<b>35.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 9 Language standards 36 and 38 for specific expectations.) [SL.9-10.6]		formal English	2nd

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<b>Language Standards</b>				
1st On Going <b>ACT Standard</b>	<b>36.</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]		conventions	1 <sup>st</sup>
1st On Going <b>ACT Standard</b>	<b>36.a.</b> Apply rules of subject-verb agreement when the subject has compound parts joined by <i>or</i> with the second element as singular or plural. 		subject-verb agreement, compound parts	1 <sup>st</sup>
1st On Going <b>ACT Standard</b>	<b>36.b.</b> Apply rules of subject-verb agreement with the subjunctive mood. 		subjunctive mood	1 <sup>st</sup>
1st On Going <b>ACT Standard</b>	<b>36.c.</b> Use parallel structure.* [L.9-10.1a]		parallel structure	1 <sup>st</sup>
1 <sup>st</sup> On Going <b>ACT Standard</b>	<b>36.d.</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]		Phrases, noun, verb, adjectival, participial, prepositional, absolute, clauses, independent, dependent, noun, relative, adverbial	1 <sup>st</sup>
1st On Going <b>ACT Standard</b>	<b>37.</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]		conventions	4 <sup>th</sup>

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1st On Going <b>ACT Standard</b>	<b>37.a.</b> Use commas correctly with non-essential oppositives. 		non-essential oppositives	4 <sup>th</sup>
1st On Going <b>ACT Standard</b>	<b>37.b.</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]		Semicolon, independent clauses	4 <sup>th</sup>
1st On Going <b>ACT Standard</b>	<b>37.c.</b> Use a colon to introduce a list or quotation. [L.9-10.2b]		Colon, list or quotation	4 <sup>th</sup>
1st On Going <b>ACT Standard</b>	<b>37.d.</b> Spell correctly. [L.9-10.2c]			4 <sup>th</sup>
3 <sup>rd</sup> <b>ACT Standard</b>	<b>38.</b> 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. [L.9-10.3]			3 <sup>rd</sup>
3 <sup>rd</sup>	<b>38.a.</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's <i>MLA Handbook</i> , Turabian's <i>A Manual for Writers</i> ) appropriate for the discipline and writing type. [L.9-10.3a]		guidelines in a style manual	3 <sup>rd</sup>
1st On Going <b>ACT Standard</b>	<b>39.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]		multiple-meaning words and phrases	2 <sup>nd</sup>
1st On Going <b>ACT Standard</b>	<b>39.a.</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]		context	2 <sup>nd</sup>

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1 <sup>st</sup> On Going	<b>39.b.</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ). [L.9-10.4b]		patterns of word	2nd
1st On Going	<b>39.c.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]		specialized reference materials	2nd
1st On Going	<b>39.d.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]		preliminary	2nd
1st On Going <b>ACT Standard</b>	<b>40.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]		figurative language, word relationships, and nuances	3 <sup>rd</sup>
1st On Going <b>ACT Standard</b>	<b>40.a.</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]		Interpret figures of speech	3rd
1st On Going <b>ACT Standard</b>	<b>40.b.</b> Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]		Nuances, denotations	3rd
4 <sup>th</sup> <b>ACT Standard</b>	<b>41.</b> 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. [L.9-10.6]			4 <sup>th</sup>

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### Monroe County Schools Formative Assessment Schedule 2015 -2016

Formative	Formative	Formative	Formative
First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>Standards:</b> <b>1, 4, 10, 16, 18, 36a, 36b, 36c, 36d</b>	<b>Standards:</b> <b>2, 7, 11, 13, 39, 39a, 39b, 39c, 39d</b>  <b>On-going Standards:</b> <b>1, 4, 10, 18, 36a, 36c, 39c, 39d</b>	<b>Standards:</b> <b>3, 12, 14, 15, 17, 38, 38a, 40, 40b</b>  <b>On-going Standards:</b> <b>1, 4, 10, 18, 25, 36a, 36c, 39c, 39d</b>	<b>Standards:</b> <b>5, 9, 19, 36, 37, 37a, 37b, 37c, 37d, 41</b>  <b>On-going Standards:</b> <b>1, 4, 10, 18, 36a, 36c, 39c, 39d</b>