

<b>Mifflin County School District Planned Instruction</b>
---

**Title of Planned Instruction:** English

**Subject Area:** Reading, Writing, Speaking, and Listening

**Grade Level:** 9

**Prerequisites:** None

**Course Description:** This is an introduction to the various types of literature: prose, poetry, and drama. Students will engage in an in-depth study of the elements of literature and will compare the elements to see which are particular to each type and which are common among the types of literature. In addition, writing in response to literature is a focus of this course as students will write to inform, persuade, and narrate. Students will formulate ideas and views in response to the literature and its characters. Elements of style in writing will also be addressed in the course through both a formal and informal study of grammar and mechanics.

**Required Time:** One Year

**Course Credit:** 1.0

**Major Text(s) and Resources:**

Prentice Hall Literature, Prentice Hall,

**Names of District Subject Area Curriculum Writing Committee:**

James B. Hagerty  
Barbara B. Jones  
James R. Searfoss  
Tona Y. Williams

**Date of Board Approval:**

**Subject Area:** Reading, Writing, Speaking, and Listening

**Strand:** 1.1 Learning to Read Independently

**Grade/Course:** English – Grade 9

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Locate appropriate resources for specific assignments.	Choose source(s) relevant to the assignment.	<ul style="list-style-type: none"><li>• Teacher observation</li></ul>
C. Use root words, prefixes and suffixes, context clues, dictionaries, and an acquired vocabulary to interpret the meaning of new words.	<ul style="list-style-type: none"><li>• Develop a vocabulary resource.</li><li>• Use these words accurately in speaking and writing.</li></ul>	<ul style="list-style-type: none"><li>• Writing</li><li>• Quiz</li></ul>
D. Locate and analyze the essential ideas in text by utilizing appropriate strategies.	<ul style="list-style-type: none"><li>• Incorporate personal knowledge.</li><li>• Make predictions.</li><li>• Generate questions.</li></ul>	<ul style="list-style-type: none"><li>• Discussion</li><li>• Reading check</li><li>• Responsive writing</li></ul>
E. Expand a reading vocabulary by identifying and correctly using new words, literally and figuratively.	<ul style="list-style-type: none"><li>• Use appropriate reference books when necessary.</li><li>• Demonstrate an understanding of newly acquired words.</li></ul>	<ul style="list-style-type: none"><li>• Writing</li><li>• Test</li></ul>
G. Interpret and demonstrate an understanding of both fiction and non-fiction.	<ul style="list-style-type: none"><li>• Make and support assertions.</li><li>• Compare and contrast texts using themes, settings, characters, and ideas.</li><li>• Clarify ideas and understandings through rereading and discussion.</li><li>• Extend ideas found in texts.</li></ul>	<ul style="list-style-type: none"><li>• Discussion</li><li>• Writing</li><li>• Test</li></ul>
H. Acquire fluency and comprehension in reading.	<ul style="list-style-type: none"><li>• Read aloud with accuracy.</li><li>• Self-correct mistakes.</li><li>• Use appropriate rhythm, flow, meter, and pronunciation.</li><li>• Read a variety of genres and types of text.</li><li>• Demonstrate comprehension.</li></ul>	<ul style="list-style-type: none"><li>• Teacher observation</li><li>• Peer assessment</li><li>• Discussion</li><li>• Reading check</li><li>• Self-assessment</li></ul>

Strand: 1.2 Reading Critically in All Content Areas  
Grade/Course: English – Grade 9

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Read and understand texts.	<ul style="list-style-type: none"> <li>• Differentiate fact from opinion, verifying complete and accurate information by utilizing a variety of resources (e.g., newspapers, periodicals, and electronic media).</li> <li>• Distinguish between essential and non-essential information.</li> <li>• Make decisions and draw conclusions based on the use of multiple sources of information.</li> <li>• Evaluate text organization and content to determine the author’s purpose and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Project</li> <li>• Activity</li> <li>• Small group discussion</li> <li>• Open discussion</li> <li>• Writing</li> </ul>
B. Use and understand media and evaluate the quality of material produced.	Evaluate the information presented by various media. Compare and contrast the written word with oral or video depictions of literature.	<ul style="list-style-type: none"> <li>• Project</li> <li>• Activity</li> <li>• Writing</li> <li>• Discussion</li> </ul>

Strand: 1.3 Reading, Analyzing, and Interpreting Literature  
Grade/Course: English – Grade 9

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Read and understand works of literature	Respond to literature.	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Project</li> <li>• Activity</li> <li>• Test</li> <li>• Teacher observation</li> <li>• Writing</li> <li>• Reading check</li> </ul>
B. Recognize literary elements within and across genres.	Analyze characterization, conflict, setting, plot, focus of narration, mood, tone, and theme.	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Project</li> <li>• Activity</li> <li>• Test</li> <li>• Teacher observation</li> <li>• Writing</li> <li>• Reading check</li> </ul>

C. Understand literary devices.	<ul style="list-style-type: none"> <li>• Identify and analyze the effects of devices of sound techniques (rhyme, onomatopoeia, rhythm, and alliteration).</li> <li>• Identify and analyze the effects of figurative language (personification, simile, allusion, metaphor, hyperbole, irony, oxymoron).</li> <li>• Identify and analyze the effects of literary structures (flashback and foreshadowing).</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Project</li> <li>• Activity</li> <li>• Test</li> <li>• Teacher observation</li> <li>• Writing</li> <li>• Reading check</li> </ul>
D. Understand the differences among the poetic sub-genres (lyric, narrative, dramatic).	Compare and contrast poetic sub-genres (lyric, narrative, dramatic).	<ul style="list-style-type: none"> <li>• Project</li> <li>• Activity</li> <li>• Writing</li> <li>• Test</li> </ul>
E. Recognize how dramatic conventions contribute to the understanding of the play.	Identify and discuss aside, soliloquy, and dramatic monologue.	<ul style="list-style-type: none"> <li>• Test</li> <li>• Teacher observation</li> <li>• Project</li> </ul>

Strand: 1.4 Types of Writing

Grade/Course: English – Grade 9

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Write a short story, poem, or play.	<ul style="list-style-type: none"> <li>• Apply varying organizational structure.</li> <li>• Use relevant illustrations.</li> <li>• Utilize dialogue where appropriate.</li> <li>• Incorporate literary conflict.</li> <li>• Include literary elements.</li> <li>• Include literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Peer assessment</li> <li>• Teacher observation</li> <li>• Activity</li> </ul>
B. Write an expository piece.	<ul style="list-style-type: none"> <li>• Write letters, descriptions, essays, news articles, or instructions:</li> <li>• Include cause and effect.</li> <li>• Utilize appropriate language and details.</li> <li>• Develop a problem and solution when appropriate.</li> <li>• Cite sources if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Peer assessment</li> <li>• Teacher observation</li> <li>• Activity</li> </ul>

C. Write a persuasive piece.	<ul style="list-style-type: none"> <li>• Include a clearly stated position or opinion.</li> <li>• Develop reader interest.</li> <li>• Anticipate and counter reader concerns and arguments.</li> <li>• Utilize convincing, elaborated, and properly cited evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Peer assessment</li> <li>• Teacher observation</li> <li>• Activity</li> </ul>
------------------------------	--	---

Strand: 1.5 Quality of Writing

Grade/Course: English – Grade 9

Grade Level Objectives	Performance Indicators	Assessment
A. Write with a sharp, distinct focus.	Identify topic, task, and audience.	<ul style="list-style-type: none"> <li>• PSSA rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> <li>• PSSA</li> </ul>
B. Write using well-developed content appropriate for the topic.	<ul style="list-style-type: none"> <li>• Research the topic and determine the validity and reliability of the information.</li> <li>• Employ an effective format based on purpose and audience.</li> <li>• Write clear, concise paragraphs utilizing supporting material that is relevant to the focus.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> <li>• PSSA</li> </ul>
C. Write with controlled and/or subtle organization.	<ul style="list-style-type: none"> <li>• Utilize the best method of organization (time, space, degree, logic) throughout the piece.</li> <li>• Employ meaningful transitions.</li> <li>• Develop an introduction that engages the audience while establishing the topic and the purpose.</li> <li>• Develop an effective conclusion while avoiding redundancies.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> <li>• PSSA</li> </ul>

D. Write with an awareness of the stylistic aspects of composition.	<ul style="list-style-type: none"> <li>• Vary sentence beginnings, sentence lengths, and sentence types (simple, compound, complex, compound-complex, declarative, imperative, interrogative, and exclamatory).</li> <li>• Establish an appropriate tone by the use of precise language.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> <li>• PSSA</li> </ul>
E. Improve paragraph development.	<ul style="list-style-type: none"> <li>• Revise writing to improve organization, use of supporting material, sentence variety, clarity, and word choice.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> <li>• PSSA</li> </ul>
F. Edit writing using the conventions of language.	<ul style="list-style-type: none"> <li>• Spell words correctly.</li> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons).</li> <li>• Use the parts of speech correctly.</li> <li>• Write complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> <li>• PSSA</li> </ul>

Strand: 1.6 Speaking and Listening  
Grade/Course: English – Grade 9

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Listen to others.	<ul style="list-style-type: none"> <li>• Ask clarifying questions.</li> <li>• Analyze information, ideas, and opinions to determine relevancy.</li> <li>• Take notes when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Notebook</li> <li>• Teacher observation</li> </ul>
B. Listen to selections of literature.	<ul style="list-style-type: none"> <li>• Relate previous knowledge to the selections heard.</li> <li>• Identify conflicts.</li> <li>• Predict solutions to identified problems.</li> <li>• Summarize what has been heard.</li> <li>• Analyze the selections.</li> <li>• Identify and define new words and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Writing</li> <li>• Test</li> <li>• Activity</li> <li>• Project</li> </ul>

C. Speak using skills appropriate to formal speech situations.	<ul style="list-style-type: none"> <li>• Pace the presentation according to purpose and audience.</li> <li>• Adjust volume and inflection to enhance meaning.</li> <li>• Choose appropriate information.</li> <li>• Make eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Speech</li> </ul>
D. Contribute to discussions.	<ul style="list-style-type: none"> <li>• Ask relevant, clarifying questions.</li> <li>• Listen to and acknowledge the contribution of others.</li> <li>• Respond to questions with relevant information, ideas, or opinions.</li> <li>• Introduce relevant information.</li> <li>• Support opinions with relevant evidence.</li> <li>• Paraphrase and summarize when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>
E. Participate in small and large group discussions and presentations.	<ul style="list-style-type: none"> <li>• Initiate everyday conversation</li> <li>• Organize and participate in group presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer assessment</li> <li>• Project</li> <li>• Activity</li> </ul>
F. Use various forms of media for learning purposes.	Gather information from media.	<ul style="list-style-type: none"> <li>• Project</li> </ul>

Strand: 1.7 Characteristics and Functions of the English Language  
Grade/Course: English – Grade 9

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Recognize influences and adaptations to the English language.	Discuss foreign terms and historical events when encountered during class.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Writing</li> <li>• Self-assessment</li> </ul>
B. Recognize differences in characteristics of language.	Evaluate speech and writing to determine its conformity to standard American English.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Writing</li> <li>• Self-assessment</li> </ul>

**Strand:** 1.8 Research  
**Grade/Course:** English – Grade 9

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Identify topics for research.	Select and refine a topic for research.	<ul style="list-style-type: none"> <li>• Rubric/checklist</li> <li>• Discussion</li> <li>• Teacher Observation</li> </ul>
B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> <li>• Determine valid resources for researching the topic.</li> <li>• Evaluate the importance and quality of the sources.</li> <li>• Select sources appropriate to the task (dictionaries, thesauri, periodicals, atlases, interviews, and other reference materials).</li> <li>• Use tables of contents, indices, key words, appendices, and cross-references.</li> <li>• Use traditional and electronic search tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Note cards</li> <li>• Teacher observation</li> </ul>
C. Organize, summarize, and present the main ideas from the research.	<ul style="list-style-type: none"> <li>• Plan an approach to the research..</li> <li>• Develop a thesis statement based on the research.</li> <li>• Use formatting techniques to create an understandable presentation for a designated audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Checklist</li> <li>• Note cards</li> <li>• Research paper (required)</li> </ul>

<b>District Recommended Instructional Approach For the Course To Drive Teacher’s Instructional Activities</b>	
<ul style="list-style-type: none"> <li>• whole group instruction</li> <li>• small group instruction</li> <li>• projects</li> <li>• class discussion</li> <li>• peer evaluation</li> <li>• teacher and peer conferencing</li> <li>• oral presentation</li> <li>• individual instruction</li> <li>• research</li> <li>• dramatization</li> <li>• role playing</li> <li>• independent reading</li> </ul>	<ul style="list-style-type: none"> <li>• read alouds</li> <li>• directed reading-thinking activity</li> <li>• modeling process</li> <li>• games</li> <li>• self-reflection</li> <li>• self-evaluation</li> <li>• independent study</li> <li>• guest speakers</li> <li>• guided reading</li> <li>• writing activities</li> <li>• thematic units</li> </ul>