

English Language Arts Grade 9

Curriculum Writers: Priscilla Abrahamson, Ellen Bensusan, Kevin Blanchard, Mark Davis, Deborah Gorman, Patrick Scott, and Jennifer Smith

STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p><u>READING</u></p> <p>GSE READING CLUSTERS</p> <ul style="list-style-type: none"> • Reading Fluency • Vocabulary • Literary Texts • Informational Text • Reading Strategies • Breadth of Reading 		<p><u>ESSENTIAL QUESTIONS</u></p> <p>ELA curricular decisions at Barrington High School are predicated on the belief that Essential Questions belong at the center of curriculum development, guiding our selection of texts, tasks and talk formats. Such questions, carefully selected and sequenced, provide "coherence and consistency over ... time," (Applebee) and improve our students' ability to use their growing competence in the Language Arts to construct and express their understanding of important/ universal ideas. Essential Questions for Grade 9 are:</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> <p><u>NECAP GRADE SPAN EXPECTATIONS</u></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GSE includes three parts:</p> <ul style="list-style-type: none"> • A statement in bold. called the "stem" is at the beginning of each GSE. Each "stem" is the same or similar across the grades for a given GSE, and is meant to communicate 	<p><u>DISTRICT INTITATIVES & RESEARCH</u></p> <p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of 	<p>Textbook</p> <ul style="list-style-type: none"> • <i>Prentice Hall Penguin</i> • <i>Prentice Hall supplementary materials</i> <p>Core Books (protected)</p> <ul style="list-style-type: none"> • <i>Lord of the Flies</i> • <i>Of Mice and Men</i> • <i>The House on Mango Street</i> • <i>To Kill a Mockingbird</i> • <i>Romeo and Juliet</i> • <i>The Odyssey</i> • <i>If You Come Softly</i> • <i>The Body Of Christopher Creed</i> • <i>Rules of the Read</i> • <i>Staying Fat for Sarah Byrnes</i> • <i>Lexile supported Text™</i> 	<p><u>REQUIRED</u></p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> • Portfolio exhibits may include: <ul style="list-style-type: none"> • Reflective piece • Narrative reading piece • Poetry reading piece • Research piece • Oral/non written • Student-selected piece <p>STANDARDIZED TESTS</p> <ul style="list-style-type: none"> • Prentice Hall Assessments (Success Tracker™) • Gates-MacGinitie • SDRT • GSRT • Bader • BRI (Basic Reading Inventory) <p>SCHOOL-WIDE RUBRICS</p>

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		<p>the main curriculum and instructional focus of the GSE across the grades.</p> <ul style="list-style-type: none"> The unbolded text within a GSE indicates how the GSE is specified at a given grade level. There are often several indicators for each GSE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GSE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GSE₂ Each GSE is coded for the content area, the grade level, the GSE "stem" number, and specific indicator for that GSE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 5), 6 (6th GSE stem), 2 (the second specific indicator for the 6th GSE stem). <p>If an outcome does not have a GSE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all READING GSEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p>	<p>learning</p> <ul style="list-style-type: none"> learning as apprenticeship <p>Applies principles of Disciplinary Literacy</p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p>	<p>Supplementary books/material</p> <ul style="list-style-type: none"> <i>Rhode Island PreK-12 Literacy Policy</i> <i>Reader's Handbook</i> <i>Write Source 2000</i> <i>Writer's, Inc.</i> <i>Warriner's</i> <i>Reader's Notebook</i> (Prentice Hall) PreK-12 RI Literacy Policy (RIDE) <i>How to Differentiate Instruction in Mixed Ability Classrooms</i>, Tomlinson <i>Handbook of Literacy Strategies</i>, Brown <i>Infusing Critical Thinking Skills in the Content Area</i> (graphic organizers) <i>Strategies that</i> 	<p>SUGGESTED</p> <p>Anecdotal records</p> <p>Book response sheets</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p> <p>Learning logs</p> <p>Literature Circles</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> role playing, short plays (bodily kinesthetic) graphic organizing, sketch journals/ cartooning (visual) collaboration/conferencing (interpersonal) songs, lyrics (musical) <p>Oral presentations</p>

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		<p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), standardized tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>Collaborates with specialists (reading, SPED) to differentiate instruction for ALL students</p> <p>READING STRATEGIES</p> <p>Employs ELA best practice reading strategies e.g.</p> <ul style="list-style-type: none"> reading aloud think aloud shared reading guided reading self-selected reading <p>Facilitates comprehension strategies</p> <ul style="list-style-type: none"> making connections questioning visualizing inferring determining importance synthesizing information self-monitoring or fix-up predicting and inferring <p>Facilitates Literature Circles™ and Socratic Seminar</p> <p>Models a variety of graphic</p>	<p><i>Work</i> Harvey, Goudais</p> <ul style="list-style-type: none"> <i>Strategies that Work, Non Fiction Matters.</i> Harvey <i>Classroom Instruction That Works,</i> Marzano <i>Content-Area Reading,</i> Daniels <p>Technology</p> <ul style="list-style-type: none"> ACE Reader SharePoint Services iText Artslit.org Success Tracker Inspiration™ <p>Materials</p> <ul style="list-style-type: none"> clear expectations posters 6 Traits™ charts <p>School library resources</p>	<p>Performance/problem-based tasks</p> <p>R.A.F.T. Role, Audience, Format, Topic</p> <p>Reading log</p> <p>Rubrics</p> <ul style="list-style-type: none"> Reading comprehension Initial understanding, analysis, interpretation <p>Tests and quizzes</p> <p>Writing Assessments</p> <ul style="list-style-type: none"> Response to literature Narrative (personal and fictional) Informational <ul style="list-style-type: none"> reports procedures persuasive Reflective Poetry

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			<p>organizing strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.)</p>	<ul style="list-style-type: none"> • Infotrac • Proquest • OPAC • RILINK • Titlewave • Lexile™ • Research databases <p>Community</p> <ul style="list-style-type: none"> • Barrington Public Library 	
<p>READING</p> <p>1.1 Reading Fluency and Accuracy (R-11)</p>		<p>Students read grade-level appropriate material at an instructional level with</p> <p>1.1.1 ACCURACY - Reading material appropriate for grade 9 with at least 90-94% accuracy, (R-10-11.1).</p> <p>1.1.2 FLUENCY - Reading with appropriate silent and oral reading fluency rates as determined by text demands, and purposes for reading (R-10-11.2). Suggested rates 150-180 (oral) and 235-270 (silent).</p> <p>1.1.3 FLUENCY - Reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (R-10-11.3).</p> <p>Note: Students are identified with standardized tests by</p>	<p>Teacher may use</p> <p>(Accuracy) modeling, repeated reading, choral reading, partner reading, Reader's Theater, audio recording, independent reading, and extensive reading</p> <p>(Fluency) modeling, read aloud, think aloud, and guided oral reading</p> <p>(Fluency) modeling, Reader's Theater™, poetry performance, choral reading, and Arts Lit activities</p>	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p>	<p>(Accuracy) informal assessment of read aloud activities</p> <p>(Fluency) timed silent reading</p> <p>(Fluency) Reader's Theater, poetry performance, choral reading, and ArtsLit activities</p> <p>REQUIRED STANDARDIZED TESTS</p>

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		reading specialists for Personal Literacy Plans (PLP) as indicated in the assessment column.			<ul style="list-style-type: none"> Prentice Hall Assessments (Success Tracker™) Gates-MacGinitie SDRT GSRT Bader BRI (Basic Reading Inventory)
<p>READING</p> <p>1.2 Vocabulary strategies (R-2)</p>		<p>Students identify the meaning of unfamiliar vocabulary by</p> <p>1.2.1 Using strategies to unlock meaning e.g.</p> <ul style="list-style-type: none"> knowledge of word structure, including prefixes/suffixes, base words, common roots, word origins, context clues general and specialized print or electronic resources including dictionaries, glossaries or thesaurus to determine definition, pronunciation, etymology (b) prior knowledge (R-10-2.1) <p>1.2.2 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experiences, e.g.</p> <ul style="list-style-type: none"> Who am I? What is important to me? How do I express myself? Whom do I care about? 	<p>Teacher may model and/or facilitate use of</p> <ul style="list-style-type: none"> pre-teaching vocabulary multiple exposures (reading extensively) contextual clues concept maps dictionary and reference materials morphemic analysis <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p>Concept map</p> <p>Vocabulary in context quizzes</p> <p>Response to Essential Questions, e.g.</p> <ul style="list-style-type: none"> Who am I? What is important to me? How do I express myself? Whom do I care about? <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam

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					<ul style="list-style-type: none"> Final exam <p>PORTFOLIO EVIDENCE</p> <ul style="list-style-type: none"> <i>What are my strengths and weaknesses as a reader and thinker?</i> Portfolio exhibits may include: <ul style="list-style-type: none"> Reflective piece Narrative reading piece Poetry reading piece Research piece Oral/non written Student-selected piece <p>SCHOOL-WIDE RUBRICS</p>
<p><u>READING</u></p> <p>1.3 Breadth of vocabulary (R-3)</p>		<p>Students show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by (R-10-3.2)</p> <p>1.3.1 Identifying:</p> <ul style="list-style-type: none"> synonyms antonyms homonyms/homophones shades of meaning analogies word origins, including words from dialects (D) or other languages that have been adopted into our language/standard English (D) e.g. denouement (state assessment grade 10) (R-10-3-1) idioms 	<p>Teacher may model and/or facilitate use of</p> <p>Word identification activities:</p> <ul style="list-style-type: none"> analogies word weaving sketch to stretch word rap Pictionary cloze, charades acrostics 	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p>

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		<p>1.3.2 Selecting appropriate words or explaining the use of words in context, including</p> <ul style="list-style-type: none"> • connotation or denotation (D) • shades of meanings of words/nuances • idioms(D) • use of precise or technical vocabulary (D) including content vocabulary, or words with multiple meanings (state assessment grade 10) (R-10-3.2) <p>1.3.3 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>Dictionary/thesaurus activities</p> <p>Word choice criteria on <i>6+1Traits of Writing™</i> rubrics</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p><i>Creating Writers 6+1Traits of Writing™</i></p>	<p>Response to Essential Questions, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO EVIDENCE</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> • Portfolio exhibits may include: <ul style="list-style-type: none"> • Reflective piece • Narrative reading piece • Poetry reading piece • Research piece • Oral/non written

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					<ul style="list-style-type: none"> Student-selected piece SCHOOL-WIDE RUBRICS
<p>READING</p> <p>1.4 Initial understanding of literary text (R-4)</p>		<p>Students demonstrate initial understanding of elements of literary texts by...</p> <p>1.4.1 Identifying or describing or making logical predictions about</p> <ul style="list-style-type: none"> character(s) such as <u>protagonist</u> or <u>antagonist</u> (D) setting problem/solution plots/subplots, as appropriate to text identifying any significant changes in character <u>relationships</u> (D) or setting over time identifying rising action, climax, or falling action (state assessment, grade 10) (R-10-4.1) <p>1.4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (state assessment, grade 10) (R-10-4.2)</p> <p>1.4.3 Using a variety of organizers, e.g.</p> <ul style="list-style-type: none"> written (outline, GIST, and one sentence summary) visual (graphic organizers and visual imagery) 	<p>Teacher may model and/or facilitate use of</p> <ul style="list-style-type: none"> story mapping story boards graphic organizers indirect characterization charts character cards KWL plot hill <p>Written paraphrasing and summarizing strategies</p> <ul style="list-style-type: none"> outline, journaling, GIST, and one sentence summary <p>Visual paraphrasing and summarizing strategies</p> <ul style="list-style-type: none"> graphic organizers, e.g. plot hill, story map, character maps, Focus-Question-Response (FQR), KWL, 5-3-1, compare/contrast (Venn Diagrams), evaluation organizers, relational 	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p> <p><i>Inspiration™</i></p> <p>iText (Prentice Hall)</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p>Plot hill</p> <p>Story map</p> <p>Character maps</p> <p>Focus-Question-Response (FQR) KWL</p> <p>5-3-1</p> <p>Compare/contrast (Venn Diagrams)</p> <p>Evaluation organizers</p> <p>Relational organizers (fishbone)</p>

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		<p>1.4.4 Generating questions before, during, and after reading to enhance understanding and recall (R-10-4.3)</p> <p>1.4.5 Identifying the characteristics of a variety of types/genres of literary text, e.g.</p> <ul style="list-style-type: none"> • poetry • drama • short story • novel/novella • literary non-fiction (R-10-4.4) <p>1.4.6 Identifying literary devices as appropriate to genre:</p> <ul style="list-style-type: none"> • rhyme schemes • alliteration • simile • metaphors • imagery • flashback • onomatopoeia • repetition • personification • hyperbole • foreshadowing • symbolism • <u>allusion (D)</u> • <u>diction (D)</u> 	<p>organizers (fishbone)</p> <ul style="list-style-type: none"> • visual imagery, e.g. visual vocabulary, comic strips <p>Anticipation guide</p> <p>KWL</p> <p>Discussion strategies (talk format) e.g.</p> <ul style="list-style-type: none"> • Socratic method/seminar • shared inquiry discussion (Great Books) • Questioning the Author (QtA) <p>Direct instruction, use of exemplar text, and other supporting/contextual materials</p> <p>Creation of text</p>		<p>Socratic seminar with "entrance ticket" (pre-writing)</p> <p>journal responses classroom discussion Socratic seminar Literature Circles™ tests and quizzes oral presentations creation of text</p>

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		<ul style="list-style-type: none"> • <u>syntax</u> (D) • <u>bias</u> (D) • <u>point of view</u> (D) (R-10-4.5) <p>1.4.2 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	Student comprehension, analysis, synthesis, and evaluation by using Essential Questions		<p>Response to Essential Questions</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO EVIDENCE</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> • Portfolio exhibits may include: <ul style="list-style-type: none"> • Reflective piece • Narrative reading piece • Poetry reading piece • Research piece • Oral/non written • Student-selected piece <p>SCHOOL-WIDE RUBRICS</p>
<u>READING</u>		Students analyze and interpret elements of literary	Teacher may model and/or facilitate use of any and/or all	Teacher and students may make	Students may be asked to demonstrate proficiency using

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1.5 Analysis of literary text (R-5)		<p>texts, citing evidence where appropriate by</p> <p>1.5.1 Explaining <u>and (D)</u> supporting logical predictions or <u>logical outcomes (D)</u> (e.g. drawing conclusions based on interactions between characters or evolving plot) (state assessment, grade 10) (R-10-5.1)</p> <p>1.5.2 <u>Examining</u> characterization e.g.</p> <ul style="list-style-type: none"> • stereotype • antagonist • protagonist • motivation • interactions • citing thoughts, words, actions that reveal characters' traits, motivations, or changes over time (state assessment grade 10) (R-10-5.2) <p>1.5.3 Making inferences about cause/effect, internal or external conflicts e.g.</p> <ul style="list-style-type: none"> • person versus self • person versus person • person versus nature/society/fate • or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (state assessment grade 10) (R-10-5.3) <p>1.5.4 Explaining how the narrator's point of view or <u>author's style (D)</u> is evident affects the reader's interpretation (state assessment grade 10) (R-10-5.4), e.g. if the story were told from another</p>	<p>of the following strategies for 1.5</p> <p>Direct instruction</p> <p>Use of exemplar texts, and Other texts</p> <p>Supporting/contextual materials</p> <p>Tag team journal</p> <p>Journaling to a prompt</p> <p>Guided reading</p> <p>Classroom discussion</p> <p>Socratic seminar</p> <p>Literature Circles™</p> <p>Think alouds</p> <p>Five methods of indirect characterization</p> <p>Concept mapping</p> <p>Viewing guide for multimedia</p>	<p>use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p>	<p>any and/or all of the following assessments for 1.5</p> <p>Journal responses</p> <p>Classroom discussion</p> <p>Socratic seminar</p> <p>Literature Circles™</p> <p>Tests and quizzes</p> <p>Oral presentations</p> <p>Creation of text</p> <p>Concept map</p> <p>Debates</p>

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		<p>character's point of view, how would the reader's interpretation be different?</p> <p>1.5.5 Explaining how the author's message or theme (which may include universal themes) is supported within the text (state assessment, grade 10) (R-10-5.5)</p> <p>1.5.6 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>		<p>Response to Essential Questions, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO EVIDENCE</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> • Portfolio exhibits may include: <ul style="list-style-type: none"> • Reflective piece • Narrative reading piece • Poetry reading piece • Research piece • Oral/non written • Student-selected piece

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					SCHOOL-WIDE RUBRICS
<p><u>READING</u></p> <p>1.6 Analysis of literary text (R-6)</p>		<p>Students analyze and interpret author's craft, citing evidence where appropriate by...</p> <p>1.6.1 Demonstrating knowledge of <u>author's style (D)</u> or use of literary elements and devices i.e.</p> <ul style="list-style-type: none"> • imagery • repetition • flashback • foreshadowing • personification • hyperbole • symbolism • allusion • <u>diction (D)</u> • <u>syntax (D)</u> • <u>genre (D)</u> • <u>bias (D)</u> • or use of punctuation to analyze literary works (<u>state assessment, grade 10</u>) (R-10-6.1) <p>1.6.2 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>Teacher may model and/or facilitate use of</p> <p>Direct instruction exemplar text, and other supporting/contextual materials</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p>Response to Essential Questions, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> <p style="text-align: center;">REQUIRED COMMON LOCAL ASSESSMENTS</p>

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					<ul style="list-style-type: none"> • Mid-term exam • Final exam PORTFOLIO EVIDENCE <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> • Portfolio exhibits may include: <ul style="list-style-type: none"> • Reflective piece • Narrative reading piece • Poetry reading piece • Research piece • Oral/non written • Student-selected piece SCHOOL-WIDE RUBRICS
READING 1.7 Analysis of literary text/citing evidence (R-16)		Generates a personal response to what is read through a variety of means 1.7.1 Comparing stories to <ul style="list-style-type: none"> • their texts • related personal experiences • prior knowledge • other books (R-10-16.1) 1.7.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (R-10-16.2) 1.7.3 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and	Teacher may model and/or facilitate use of Journaling Reflective writing Oral presentation Socratic seminar Student comprehension, analysis, synthesis, and evaluation by	Teacher and students may make use of any/all of the following resources <i>Prentice Hall Penguin</i> <i>Prentice Hall Supplementary Materials</i> <i>All forms of media, e.g.</i>	Students may be asked to demonstrate proficiency using any of the following assessments <ul style="list-style-type: none"> • journaling • reflective writing • oral presentation Paragraph and essay writing Response to Essential Questions, e.g.

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		evaluation of various texts, discussions, and life experience, e.g. <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	using Essential Questions	<ul style="list-style-type: none"> • newspaper • magazine • films • music • personal experience • TV • art 	<ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO EVIDENCE</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> • Portfolio exhibits may include: <ul style="list-style-type: none"> • Reflective piece • Narrative reading piece • Poetry reading piece • Research piece • Oral/non written • Student-selected piece <p>SCHOOL-WIDE RUBRICS</p>
<p>READING</p> <p>1.8 Initial Understanding of</p>		<p>Students demonstrate initial understanding of informational texts (expository and practical texts) by</p> <p>1.8.1 Obtaining information from text features, e.g.</p> <ul style="list-style-type: none"> • table of contents • glossary 	<p>Teacher may model and/or facilitate use of the following strategies for 1.8</p> <p>Library/Internet research materials</p>	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p>Anecdotal record</p> <p>Informal classroom</p>

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<p>informational text (R-7)</p>		<ul style="list-style-type: none"> • index • transition words /phrases • transitional devices <u>(including use of white space)</u> (D) • bold or italicized text • headings, subheadings • graphic organizers, charts, graphs, or illustrations (state assessment, grade 10) (R-10-7.1) <p>1.8.2 Recognizing and identifying text structure e.g.</p> <ul style="list-style-type: none"> • sequence/chronology • proposition/support • compare/contrast • problem/solution • cause/effect • investigation <p>1.8.3 Using information from the text to</p> <ul style="list-style-type: none"> • answer questions • state the main/central ideas • provide supporting details • <u>explain visual components supporting the text</u> (D) • <u>interpret maps, charts, timelines, tables, or diagrams</u> (D) (state assessments, grade 10) (R-10-7.2) <p>1.8.4 Organizing information to show understanding or relationships among facts, ideas, and events e.g.</p> <ul style="list-style-type: none"> • representing main/central ideas • details within text through charting, mapping, paraphrasing, summarizing, 	<p>Preview, Analyze, Investigate, Review (PAIR method)</p> <p>Graphic organizers</p> <p>TBD (QUESTION ABOUT SOCIAL STUDIES ASSUMING RESPONSIBILITY)</p> <p>Direct instruction, use of exemplar texts, and other supporting/contextual materials</p> <p>Graphic organizers</p>	<p><i>Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p> <p>Library</p> <p>Internet</p> <p>eText</p>	<p>conversation</p>

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		<p>comparing/contrasting</p> <ul style="list-style-type: none"> outlining connecting information with related ideas <p>(D) (state assessment, grade 10) (R-10-7.3)</p> <p>1.8.5 Generating questions before, during, and after reading to enhance understanding and recall (R-10-7.4)</p> <p>1.8.6 Identifying the characteristics of a variety of types of text, e.g.</p> <ul style="list-style-type: none"> references: reports, magazines, newspapers, textbooks, biographies, websites, <u>legal documents (e.g. Supreme Court case decision, lease agreements)</u>, (D) public documents (driver's manuals) and discourse, essays (including literary criticisms), (D) articles, technical manuals, editorials/commentaries, primary source documents, periodicals, job-related materials, speeches, on-line reading, documentaries (D) practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules, <u>memos, applications</u>, (D) catalogues (R-10-7.5) 	<p>KWL</p> <p>Focus-Question-Response (FQR)</p> <p>Direct instruction</p>	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p> <p>On-line research databases</p>	<p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam Final exam <p>PORTFOLIO EVIDENCE</p> <ul style="list-style-type: none"> <i>What are my strengths and weaknesses as a reader and thinker?</i> Portfolio exhibits may include: <ul style="list-style-type: none"> Reflective piece Narrative reading piece Poetry reading piece Research piece Oral/non written Student-selected piece <p>SCHOOL-WIDE RUBRICS</p>

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		1.8.7 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g. <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	Student comprehension, analysis, synthesis, and evaluation by using Essential Questions	eText Library assistant 6-Trait Reading Rubrics	Response to Essential Questions <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i>
READING 1.9 Analysis and interpretation of informational texts/citing evidence (R-8)		Students analyze and interpret informational text, citing evidence as appropriate by 1.9.1 Explaining connections about information within a text, across texts, or to related ideas, e.g. compare information presented in two textural excerpts (state assessments, grade 10) (R-10-8.1) 1.9.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (state assessment, grade 10) (R-10-8.2) 1.9.3 Drawing inferences about text, including <ul style="list-style-type: none"> • author's purpose (e.g., to inform, explain, entertain, persuade) or message • or explaining how purpose may affect the interpretation of the text • or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (state assessment, grade 10) (R-10-8.3) 	Teacher may model and/or facilitate use of the following strategies for 1.9 Direct instruction Graphic organizers Jigsaw activities Text based discussion, e.g. Socratic seminar	Teacher and students may make use of any/all of the following resources <i>Prentice Hall Penguin</i> <i>Prentice Hall Supplementary Materials</i> Library Online research	Students may be asked to demonstrate proficiency using any of the following assessments Annotated bibliography Paragraph and essay writing Research paper REQUIRED COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> • Mid-term exam • Final exam PORTFOLIO EVIDENCE <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a</i>

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		<p>1.9.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (R-10-8.4), e.g. in an <i>American Plague</i> how does Jim Bishop show that the disaster brings out the best and the worse in everyone</p> <p>1.9.5 Making inferences about causes <u>and</u> (D) effects (R-10-8.5)</p> <p>1.9.6 <u>Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments (b) (state assessments, grade 10)</u> (R-10-8.6)</p> <p>1.9.7 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>Student analysis, synthesis, and evaluation by using Essential Questions</p>		<p><i>reader and thinker?</i></p> <ul style="list-style-type: none"> • Portfolio exhibits may include: <ul style="list-style-type: none"> • Reflective piece • Narrative reading piece • Poetry reading piece • Research piece • Oral/non written • Student-selected piece <p>SCHOOL-WIDE RUBRICS</p> <p>Response to Essential Questions</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i>
<p>READING</p> <p>1.10 Strategies for Monitoring and</p>		<p>Students demonstrate the ability to monitor comprehension for different types of text and purposes by</p> <p>1.10.1 Using a range of self-monitoring and self-correction approaches, e.g.</p> <ul style="list-style-type: none"> • predicting and confirming 	<p>Teacher may model and/or facilitate use of the following strategies for 1.10</p> <p>"Fix-up strategies":</p> <ul style="list-style-type: none"> • using prior knowledge • sampling a page for readability 	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p>

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Adjusting (R-12)		<ul style="list-style-type: none"> • rereading • adjusting rate • sub-vocalizing • consulting resources • questioning • skimming • scanning • <u>using flexible note taking/mapping systems (b)</u> (R-10-12.1) <p>1.10.2 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<ul style="list-style-type: none"> • summarizing • predicting and making text based inferences • determining importance • generating literal, clarifying, and inferential questions • constructing sensory images (making pictures in one's mind) • making connections (text to self, text to text, and text to world) • taking notes • locating, using and analyzing text features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, formal use of language, arguments used) • using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, logical/sequential) (R-10-13) 	<p><i>Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p>	<ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO EVIDENCE</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> • Portfolio exhibits may include: <ul style="list-style-type: none"> • Reflective piece • Narrative reading piece • Poetry reading piece • Research piece • Oral/non written • Student-selected piece <p>SCHOOL-WIDE RUBRICS</p>
<p>READING</p> <p>1.11 Strategies for Reading Comprehension (R-13)</p>		<p>Students</p> <p>1.11.1 Apply comprehension strategies before, during, and after reading literary and information text by</p> <ul style="list-style-type: none"> • using prior knowledge • sampling a page for readability • summarizing • predicting and making text based inferences 	<p>Teacher may model and/or facilitate the following strategies</p> <p>Metacognition strategies for understanding text see addendum</p> <p>Self-selection of reading</p>	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall</i></p>	<p>Assessments/evidence same as above REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • MID-TERM EXAM • FINAL EXAM

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		<ul style="list-style-type: none"> determining importance generating literal, clarifying, and inferential questions constructing sensory images (making pictures in one's mind) making connections (text to self, text to text, and text to world) taking notes locating and using text discourse features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, format, use of language, arguments used) using cues for text structures (e.g., chronological, cause/effect, compare/contrast, proposition and support) (R-12-13) 	materials Lexile™ supported text Fix -up strategies as needed (1.10)	<i>Supplementary Materials</i>	Success Tracker™ (pre assessment)
<u>READING</u> 1.12 Breadth of Reading widely (R-14)		Students demonstrate the habit of reading widely by 1.12.1 Reading with frequency including <ul style="list-style-type: none"> in school out of school and summer reading (R-10-14.1) 1.12.2 Reading from a wide range of genres/kinds of text including primary and secondary sources, and a variety of authors (e.g. literary informational, and practical/functional texts) (R-10-14.2)	Teacher may model and/or facilitate use of the following strategies for 1.11 Self-selection of reading materials Lexile™ supported text	Teacher and students may make use of any/all of the following resources <i>Prentice Hall Penguin</i> <i>Prentice Hall Supplementary Materials</i>	Students may be asked to demonstrate proficiency using any of the following assessments Reading logs Summer reading test

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		<p>1.12.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (R-10-14.3)</p> <p>1.12.4 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>		<p>Response to Essential Questions, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO EVIDENCE</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> • Portfolio exhibits may include: <ul style="list-style-type: none"> • Reflective piece • Narrative reading piece • Poetry reading piece • Research piece • Oral/non written • Student-selected piece <p>SCHOOL-WIDE RUBRICS</p>
		<p>Students read multiple sources of research (including</p>	<p>Teacher may model and/or</p>	<p>Teacher and</p>	<p>Students may be asked to</p>

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<p>READING</p> <p>1.13 Breadth of reading: Reading for Research Across Content Areas (R-15)</p>		<p>print and non-print) to solve a problem, or to make a decision, or to formulate a judgment, or to support a <u>thesis</u> by</p> <p>1.13.1 Identifying potential sources of information (R-10-15.1)</p> <p>1.13.2 Evaluating and selecting (D) information presented in terms of relevance, and validity (D) (R-10-15.2)</p> <p>1.13.3 Organizing, analyzing, and interpreting the information (R-10-15.3)</p> <p>1.13.4 Using evidence to support conclusions (R-10-15.4)</p> <p>1.13.5 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>facilitate use of the following strategies for 1.12</p> <p>Identification and selection of text appropriate to research topic/area of interest</p> <p>Library, electronic media and/or databases</p> <p>Graphic organizer or source information sheets</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p>students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p> <p>Library</p> <p>Electronic media</p> <p>Online research databases</p>	<p>demonstrate proficiency using any of the following assessments</p> <p>student conferencing</p> <p>Research paper</p> <p>Response to Essential Questions</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO EVIDENCE</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> • Portfolio exhibits may include: <ul style="list-style-type: none"> • Reflective piece • Narrative reading

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					piece <ul style="list-style-type: none"> • Poetry reading piece • Research piece • Oral/non written • Student-selected piece SCHOOL-WIDE RUBRICS
<p style="text-align: center;"><u>WRITING</u></p> <p>GSE WRITTEN COMMUNICATION CLUSTERS</p> <ul style="list-style-type: none"> • Habits of Writing • Structures of Language • Reading-Writing Connection • Expressive Writing (narratives, poetry, reflective) 		<p style="text-align: center;"><u>NECAP GRADE SPAN EXPECTATIONS</u></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GSE includes three parts:</p> <ul style="list-style-type: none"> • A statement in bold. called the "stem" is at the beginning of each GSE. Each "stem" is the same or similar across the grades for a given GSE, and is meant to communicate the main curriculum and instructional focus of the GSE across the grades. • The unbolded text within a GSE indicates how the GSE is specified at a given grade level. There are often several indicators for each GSE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment • Differences between adjacent grades are underlined. Sometimes nothing is 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL)®</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Applies principles of Disciplinary Literacy</p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments 	<p><u>Textbook</u></p> <ul style="list-style-type: none"> • <i>Prentice Hall Penguin</i> <p><u>Core Books</u> (protected)</p> <ul style="list-style-type: none"> • <i>Lord of the Flies</i> • <i>Of Mice and Men</i> • <i>The House on Mango Street</i> • <i>To Kill a Mockingbird</i> • <i>Romeo and Juliet</i> • <i>The Odyssey</i> • <i>If You Come Softly</i> • <i>The Body Of Christopher Creed</i> • <i>Rules of the Read</i> • <i>Staying Fat for Sarah Byrnes</i> • <i>Lexile supported Text™</i> <p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> • <i>BHS Writing Handbook</i> • <i>Reader's Handbook</i> • <i>Write Source 2000</i> • <i>Writer's, Inc.</i> • <i>Warriner's</i> • <i>PreK-12 RI Literacy Policy (RIDE)</i> • <i>Creating Writers, Spandell</i> • <i>How to Differentiate Instruction in Mixed</i> 	<p><u>REQUIRED</u></p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective piece • Narrative writing piece • Poetry writing piece • Paragraph writing piece • Research piece • Oral/non written • Revised/improved piece <p>STANDARDIZED TESTS</p> <ul style="list-style-type: none"> • Prentice Hall Assessments <p>SCHOOL-WIDE RUBRICS</p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Book response sheets</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p>

English Language Arts Grade 9

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<ul style="list-style-type: none"> Information Writing (reports, procedures, persuasive) Writing conventions 		<p>underlined within a GSE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GSE₂.</p> <ul style="list-style-type: none"> Each GSE is coded for the content area, the grade level, the GSE "stem" number, and specific indicator for that GSE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 5), 6 (6th GSE stem), 2 (the second specific indicator for the 6th GSE stem). <p>If an outcome does not have a GSE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all WRITING GSEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), standardized tests, and</p>	<ul style="list-style-type: none"> jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p>WRITING STRATEGIES</p> <p>Employs writing process</p> <ul style="list-style-type: none"> prewriting drafting revising editing publishing <p>Employs 6+1 Traits of Writing™</p> <ul style="list-style-type: none"> organization idea voice sentence fluency convention word choice presentation <p>Facilitates Literature Circles™ and Socratic Seminar</p> <p>Models a variety of graphic organizing</p>	<p><i>Ability Classrooms</i>, Tomlinson</p> <ul style="list-style-type: none"> <i>Handbook of Literacy Strategies</i>, Brown <i>Infusing Critical Thinking Skills in the Content Area</i> (graphic organizers) <i>Strategies that Work</i> Harvey, Goudais <i>Strategies that Work, Non Fiction Matters</i> Harvey <i>Classroom Instruction That Works</i>, Marzano <i>Content-Area Reading</i>, Daniels <p>Technology</p> <ul style="list-style-type: none"> ACE Reader SharePoint iText Artslit.org <p>Materials</p> <ul style="list-style-type: none"> clear expectations posters 6 Traits™ charts <p>School library resources</p> <ul style="list-style-type: none"> Infotrac Proquest OPAC RILINK Titlewave Lexile™ <p>Community Barrington Public Library</p>	<p>Learning logs</p> <p>Literature Circles</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> role playing, short plays (bodily kinesthetic) graphic organizing, sketch journals/ cartooning (visual) collaboration/ conferencing interpersonal songs, lyrics (musical) <p>Oral presentations</p> <p>Performance/problem-based tasks</p> <p>R. A. F. T. Role, Audience, Format, Topic</p> <p>Rubrics</p> <ul style="list-style-type: none"> Response to literary or informational text Narrative Informational (report, procedural, persuasive) <p>Tests and quizzes</p> <p>Written Responses</p> <ul style="list-style-type: none"> Narrative Informational (report, persuasive, procedural) Poetry Reflective <p>"Yes Test"</p>

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		<p>portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>strategies e.g. KWL, paragraph charts, organizers for:</p> <ul style="list-style-type: none"> • sequence/chronology, • proposition/support • compare/contrast, • problem/solution, • cause/effect • investigation, et. 		
<p><u>WRITING</u></p> <p>2.1. Habits of Writing: Writing Process, Writing Extensively (W-10, W-11)</p>		<p>Students</p> <p>2.1.1 Understand and demonstrate use of writing process:</p> <ul style="list-style-type: none"> • prewriting: <ul style="list-style-type: none"> ○ establish purpose ○ generate ideas ○ organize ideas ○ establish genre format • drafting: <ul style="list-style-type: none"> ○ produce a written draft for a specific audience • revising content (emphasis): <ul style="list-style-type: none"> ○ reflect, add, delete, define content by self, teacher and peer • editing conventions and mechanics: <ul style="list-style-type: none"> ○ check for correctness with self, teacher, and peer ○ read aloud with self, teacher, and peer • publishing <ul style="list-style-type: none"> ○ share final draft with 	<p>Teacher may model and/or facilitate use of the following strategies</p> <p>Writing process</p> <p>Graphic organizers</p> <p>Outlining</p> <p>Thesis brainstorming and work shopping</p> <p>Exemplars</p> <p>Peer editing</p> <p>Teacher student conferencing</p> <p>Publishing opportunities for authentic audiences and publication</p> <p>"Yes Test"</p>	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p> <p><i>Inspiration™</i></p> <p><i>OWL at Perdue</i></p> <p><i>"Yes Test"</i></p> <p><i>CitationMaker.com</i></p> <p><i>Turn-It-In.com</i></p> <p><i>Writers Inc,</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><u>REQUIRED</u></p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective piece • Narrative writing piece • Poetry writing piece • Paragraph writing piece • Research piece • Oral/non written • Revised/improved piece

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		<p style="text-align: center;">intended audience (W-10-10)</p> <p>2.1.2 Know and apply the <i>6+1 Traits of Writing™</i> at the appropriate points in the writing process</p> <ul style="list-style-type: none"> • idea/development • organization • sentence fluency • word choice and terminology • convention • voice • presentation (format) 	School-wide Rubrics	<p><i>6+1 Traits of Writing™</i></p> <p><i>Creating Writers</i></p>	<p>STANDARDIZED TESTS</p> <ul style="list-style-type: none"> • Prentice Hall Assessments <p>Senior Project Writing Rubric</p> <p>"Yes Test"</p>
<p><u>WRITING</u></p> <p>2.2. Structures of Language - Applying understanding of sentences, paragraphs, text structures (W-1)</p>		<p>Students demonstrate command of the structures of sentences, paragraphs, and text by</p> <p>2.2.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.2.2 Using varied sentence length and structure (sentence fluency) to enhance meaning (e.g., including phrases and clauses) (state assessment, grade 10) (W-10-1.1)</p> <p>2.2.3 Using paragraph structures appropriately, e.g. block or indented format (state assessment grade 10) (W-10-1.2)</p> <p>2.2.4 Recognizing a variety of organizational structures within paragraphs or within texts across content areas e.g. of text structures</p> <ul style="list-style-type: none"> • description, • sequential chronology 	<p>Teacher may model and/or facilitate use of the following strategies</p> <p>Writing process</p> <p>Exemplars</p> <p>Peer editing</p> <p>Teacher/ student conferencing</p> <p>Exemplars from student work</p> <p>Exemplars from established text</p>	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p> <p><i>Inspiration™</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p>"Yes Test"</p> <p>Paragraph and essay writing for a variety of audiences and purposes</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p>

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		<ul style="list-style-type: none"> • proposition/support • compare/contrast • problem/solution • cause/effect • investigation • deductive/inductive (W-10-1.3) <p>2.2.5 Applying a format and text structure appropriate to purpose, audience, and context (W-10-1.4) e.g. letters, essay, story, poems, journal entry, etc</p>	Exemplars from student work and established text		<ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective piece • Narrative writing piece • Poetry writing piece • Paragraph writing piece • Research piece • Oral/non written • Revised/improved piece <p>STANDARDIZED TESTS</p> <ul style="list-style-type: none"> • Prentice Hall Assessments <p>SCHOOL-WIDE RUBRICS</p>
<p><u>WRITING</u></p> <p>2.3 Writing in Response to Literary or Informational Text - Showing Understanding of Ideas in Text (W-2)</p>		<p>Students show in literary and informational text an understanding of plot/ideas/concepts by (W-10-2)</p> <p>2.3.1 Use the writing process (prewriting, drafting, revising, editing, and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.3.2 Selecting and summarizing key ideas to set context appropriate to audience (D) (state assessment, grade 10) (W-10-2.1)</p>	<p>Teacher may model and/or facilitate use of the following strategies for 2.3</p> <p>Writing process</p> <ul style="list-style-type: none"> • Outlines • Graphic organizers (such as plot mountain, story map, character maps, Focus-Question-Response (FQR), 5-3-1, compare/ contrast 	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <ul style="list-style-type: none"> • Outlines • Graphic organizers (such as plot mountain, story map, character maps, Focus-Question-Response (FQR), 5-3-1, compare/

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		<p>2.3.3 Connecting what has been read (plot/ideas/ concepts) to:</p> <ul style="list-style-type: none"> • prior knowledge • other texts • or the broader world of ideas (W-10-2.3) <p>2.3.4 Referring to and explaining relevant ideas or themes (D) (state assessment, grade 10) (W-10-2.3)</p> <p>2.3.5 Writing a response or a summary of key concepts, personal reaction to the text and an analysis of the author's craft after reading a literary text</p> <p>2.3.6 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>(Venn Diagrams) evaluation organizers, relational organizers (fishbone)</p> <ul style="list-style-type: none"> • Visual imagery (visual vocabulary, comic strips) <p>Reflective writing, tag team journal, journaling to a prompt, guided reading, classroom discussion, Socratic seminar, Literature Circles™, think alouds</p> <p>Reflective writing, tag team journal, journaling to a prompt, guided reading, classroom discussion, Socratic seminar, Literature Circles™, think alouds</p> <p>Reflective writing, tag team journal, journaling to a prompt, guided reading, classroom discussion, Socratic seminar, Literature Circles™, think alouds</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p><i>Inspiration™</i></p> <p><i>BHS Writing Handbook</i></p>	<p>contrast (Venn Diagrams) evaluation organizers relational organizers (fishbone)</p> <ul style="list-style-type: none"> • Visual imagery (visual vocabulary, comic strips) <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective piece • Narrative writing piece • Poetry writing piece • Paragraph writing piece • Research piece • Oral/non written • Revised/improved piece <p>STANDARDIZED TESTS</p> <ul style="list-style-type: none"> • Prentice Hall Assessments <p>SCHOOL-WIDE RUBRICS</p> <p>Response to Essential Questions</p> <ul style="list-style-type: none"> • <i>Who am I?</i>

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					<ul style="list-style-type: none"> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i>
<p>WRITING</p> <p>2.4 Writing in Response to Literary or Informational Text - Making analytical judgments about text in Text (W-10-3)</p>		<p>In response to literary or informational text, students make an support analytical judgements about text by</p> <p>2.4.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.4.2 <u>Establishing an interpretive claim in the form of a thesis, when responding to a given prompt (D) (state assessment, grade 10)</u> (W-10- 3.1a)</p> <p>2.4.3 <u>Establishing an interpretive claim in the form of a thesis (D)</u> (W-10-3.1b)</p> <p>2.4.4 Making inferences about the relationship(s) among content, events, characters, setting, point of view, theme, or author's craft (W-10-3.2) e.g.</p> <ul style="list-style-type: none"> • making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres <p>2.4.5 Using specific details and references to text or relevant citations to support <u>thesis, conclusions, or interpretations (D) (state assessment, grade 10)</u> (W-10-3.3)</p>	<p>Teacher may model and/or facilitate the following strategies</p> <p>Prewriting, drafting, modeling, questioning, peer conferencing/review, chalk talk, journaling, think pair and share, and reflecting</p> <p>Prewriting, drafting, modeling, questioning, peer conferencing/review, chalk talk, journaling, think pair and share, and reflecting</p> <p>Prewriting, drafting, modeling, questioning, peer conferencing/review, chalk talk, journaling, think pair and share,</p>	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective piece • Narrative writing piece • Poetry writing piece • Paragraph writing piece • Research piece • Oral/non written • Revised/improved piece <p>STANDARDIZED TESTS</p> <ul style="list-style-type: none"> • Prentice Hall Assessments <p>SCHOOL-WIDE RUBRICS</p>

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		<p>2.4.6 Organizing ideas, using transition words/phrases and drawing a conclusion by synthesizing information, e.g. demonstrate a connection to the broader world of ideas (state assessment, grade 10) (D) (W-10-3.4)</p> <p>2.4.7 Formulating responses to Essential Questions using analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>and reflecting</p> <p>Prewriting, drafting, modeling, questioning, peer conferencing/review, chalk talk, journaling, think pair and share, and reflecting</p> <p>Facilitates student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>		<p>Response to Essential Questions</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i>
<p><u>WRITING</u></p> <p>2.5 Narrative Writing - Creating a Story Line (W-10-4)</p>		<p>In written narratives, students organize and relate a story line/plot/series of events by</p> <p>2.5.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.5.2 Creating a clear and coherent (logically consistent) story line (W-10-4.1) that may include</p> <ul style="list-style-type: none"> • exposition • conflict/inciting incident • rising action • climax • falling action • resolution • denouement 	<p>Teacher may model and/or facilitate the following strategies for 2.5</p> <p>Exemplar texts and graphic organizers</p>	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p> <p><i>Inspiration™</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p>Narrative writing, process and product</p> <p>"Yes Test"</p> <p>Reading circle</p> <p>Rubric - narrative writing</p>

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		<p>2.5.3 Establishing context, character motivation, problem/conflict/challenge, and resolution, <u>significance of setting</u> (e.g. exposition, conflict/inciting incident) (D) and maintaining point of view (W-10-4.2)</p> <p>2.5.4 Using a variety of effective transitional devices, (e.g. ellipses; <u>time transitions (D): flashback or foreshadowing</u>; white space; words/phrases) to enhance meaning (W-10-4.3)</p> <p>2.5.5 Using a variety of effective literary devices (i.e., <u>flashback or foreshadowing, figurative language imagery</u>) to enhance meaning (b) (W-10-4.3)</p> <p>2.5.6 <u>Establishing and maintaining theme</u> (e.g. conflict and resolution and denouement) (D) (W-10-4.5)</p> <p>2.5.7 <u>Providing a sense of closure</u> (resolution, d) (b) (W- 10-4.6)</p> <p>2.5.8 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>Original or adapted narrative development: prewriting, story mapping, character development, drafting, peer review, editing, revision, publishing</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>		<p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective piece • Narrative writing piece • Poetry writing piece • Paragraph writing piece • Research piece • Oral/non written • Revised/improved piece <p>STANDARDIZED TESTS</p> <ul style="list-style-type: none"> • Prentice Hall Assessments <p>SCHOOL-WIDE RUBRICS</p> <p>Response to Essential Questions</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i>
WRITING		Students demonstrate use of narrative strategies to	Teacher may model and/or	Teacher and	Students may be asked to

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2.6 Narrative Writing - Applying Narrative Strategies (W-10.5)		<p>engage the reader (D) by</p> <p>2.6.1 Creating images, using <u>relevant and descriptive details (D)</u> and sensory language to advance the plot/story line (W-10-5.1)</p> <p>2.6.2 Using dialogue to advance plot/story line (W-10-5.2)</p> <p>2.6.3 Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate (W-10-5.3)</p> <p>2.6.4 Using voice appropriate to purpose (W-10-5.4)</p> <p>2.6.5 Maintaining a focus (W-10-5.5)</p> <p>2.6.6 Controlling the pace of the story (W-10-5.6)</p> <p>2.6.7 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>facilitate the following strategies</p> <p>Exemplar texts and graphic organizers</p> <p>Original or adapted narrative development: prewriting, story mapping, character development, drafting, peer review, editing, revision, publishing</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p>students may make use of any/all of the following resources</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p> <p><i>Inspiration™</i></p>	<p>demonstrate proficiency using any of the following assessments</p> <p>Narrative writing</p> <p>Rubric - narrative</p> <p>Response to Essential Questions</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective piece • Narrative writing

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		<p>(e.g. of figurative language: simile, personification, alliteration, onomatopoeia, metaphor) (D) (W-13.2)</p> <p>2.7.6 <u>Selecting and manipulating words, phrases or clauses, for connotation/shades of meaning and impact</u> (D) (W-10-13.3)</p> <p>2.7.7 <u>Using a variety of poetic forms</u> (D) (W-10-13.4)</p> <p>2.7.8 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>sculpture garden,</p> <p>Comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<ul style="list-style-type: none"> • ArtsLit.org • Rhyme.com • Dictionaries • Thesauruses 	<p>piece</p> <p>STANDARDIZED TESTS</p> <ul style="list-style-type: none"> • Prentice Hall Assessments <p>SCHOOL-WIDE RUBRICS</p> <p>Poetry writing</p> <p>Rubric -poetry</p> <p>Response to Essential Questions, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i>
<p><u>WRITING</u></p> <p>2.9 Expressive Writing: Reflective Essay (W-14)</p>		<p>In reflective writing, students explore and share thoughts, observations, and impressions by:</p> <p>2.8.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.8.2 <u>Engaging the reader by establishing context (purpose)</u> (D) (W-10-14.1)</p> <p>2.8.3 <u>Analyzing a condition or situation of significance or developing a commonplace, concrete occasion as the basis for the reflection</u> (D) (W-10-14.2)</p>	<p>Teacher may model and/or facilitate the following strategies 2.8:</p> <p>Journaling</p> <p>Self-to-text</p> <p>Exemplar texts and a range of student work</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>Journals</p> <p>Reflective writing</p>

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		<p>2.8.4 <u>Using an organizational structure that allows for a progression of ideas to develop</u> (D) (W-10-14.3)</p> <p>2.8.5 <u>Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus</u> (D) (W-10-14.4)</p> <p>2.8.6 <u>Providing a closure - leaving the reader with something to think about</u> (D) (W-10-14.5)</p> <p>2.8.7 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>Graphic organizers</p> <p><i>6+1 Traits of Writing™</i> Idea Development and other elaboration strategies (e.g. TS/CD/CM/CS)</p> <p>Peer response</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>		<p>Rubrics - reflective writing</p> <p>Response to Essential Question</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective piece • Narrative writing piece • Poetry writing piece • Paragraph writing piece • Research piece • Oral/non written • Revised/improved piece <p>STANDARDIZED TESTS</p> <ul style="list-style-type: none"> • Prentice Hall Assessments

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					SCHOOL-WIDE RUBRICS
<p><u>WRITING</u></p> <p>2.9 Informational Writing (Reports, Procedures, or Persuasive Writing) - Organizing and Conveying Information (W-10-6)</p>		<p>In informational writing students organize ideas/concepts by:</p> <p>2.9.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.9.2 Using a text structure appropriate to focus/controlling idea or thesis (D) e.g. chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning (D) (state assessment, grade 10) (W-10-6.1)</p> <p>2.9.3 Selecting appropriate and relevant (D) information (excluding extraneous details) to set context (state assessment, grade 10) (W-10-6.2)</p> <p>2.9.4 Using transition words or phrases appropriate to organizational text structure (state assessment, grade 10) (W-10-6.3)</p> <p>2.9.5 Drawing a conclusion by synthesizing information, e. .g. reports and persuasive - something discovered/new insights (aha!) or stating the significance (so what?); in procedures -conclusion advances readers' knowledge (state assessment, grade 10)</p>	<p>Teacher may model and/or facilitate the following strategies 2.9: Exemplar texts and a range of student work</p> <p>Graphic organizers for thesis development, e.g. Venn diagrams, compare/contrast, KWL</p> <p><i>6+1 Traits of Writing™</i> Idea Development and Organization as well as other organizational and elaboration strategies</p> <p>Peer response</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p> <p><i>6+1 Traits of Writing™</i> Idea Development and Organization</p> <p><i>Writer's, Inc.</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective piece • Narrative writing piece • Poetry writing piece • Paragraph writing piece • Research piece • Oral/non written • Revised/improved piece <p>STANDARDIZED TESTS</p> <ul style="list-style-type: none"> • Prentice Hall Assessments <p>SCHOOL-WIDE RUBRICS</p>

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p>(W-10-6.4)</p> <p>2.9.6 <u>Synthesizing information from multiple research studies, including primary sources</u> (D) (W-10-6.5)</p> <ul style="list-style-type: none"> • explains something • supports it with accurate information • does not speak directly to the audience, but has a silent presence behind the words • makes an assertion about the topic and develops the assertion text structure appropriate the topic and purpose • sounds academic <p>2.9.7 <u>Listing and citing sources using standard format</u> (D) (W-10-6.6)</p> <p>2.9.8 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>		<p>Response to Essential Questions</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i>
<p><u>WRITING</u></p> <p>2.10 Informational Writing (Reports, Procedures, or</p>		<p>In informational writing, students effectively convey purpose by</p> <p>2.10.1 Stating and maintaining a focus/controlling idea/<u>thesis</u> (W-10-7.2)</p>	<p>Teacher may model and/or facilitate the following strategies 2.10:</p>	<p>Teacher and students may make use of any/all of the following resources:</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED</p>

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Persuasive Writing) - Organizing and Conveying Information (W-10-7)		2.10.2 Writing with a sense of audience, when appropriate (W-10-7.3) 2.10.3 <u>Establishing an authoritative voice</u> (W-8-7.4) 2.10.4 <u>Using precise and descriptive language that clarifies and supports intent</u> (W-10-7.5) 2.10.5 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g. <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	Student comprehension, analysis, synthesis, and evaluation by using Essential Questions	<i>Prentice Hall Penguin</i> <i>Prentice Hall Supplementary Materials</i>	COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> • Mid-term exam • Final exam PORTFOLIO <ul style="list-style-type: none"> • Reflective piece • Narrative writing piece • Poetry writing piece • Paragraph writing piece • Research piece • Oral/non written • Revised/improved piece STANDARDIZED TESTS <ul style="list-style-type: none"> • Prentice Hall Assessments SCHOOL-WIDE RUBRICS
<u>WRITING</u> 2.11 Informational Writing (Reports, Procedures, or Persuasive Writing) - Using Elaboration Strategies		In informational writing students use of a range of elaboration strategies by: 2.11.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i> 2.11.2 Including facts and details relevant to focus/controlling idea or thesis (D) , and excluding extraneous information (state assessment, grade 10) (W-10-8.2)	Teacher may model and/or facilitate the following strategies for 2.11: Exemplar texts and a range of student work Graphic organizers , e.g. fishbone, color coding research notes per outline	Teacher and students may make use of any/all of the following resources: <i>Prentice Hall Penguin</i> <i>Prentice Hall Supplementary Materials</i>	Students may be asked to demonstrate proficiency using any of the following assessments: REQUIRED COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> • Mid-term exam • Final exam PORTFOLIO <ul style="list-style-type: none"> • Reflective piece

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(W-10-8)		<p>2.11.1 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, <u>contrasting</u>, or <u>using visual images to support intended (D) purpose (state assessment, grade 10)</u> (W-10-8.3)</p> <p>2.11.4 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience <u>(state assessment, grade 10)</u> (W-10-8.4)</p> <p>2.11.5 Commenting on the significance of the information (<u>in reports, throughout the piece; in procedural or persuasive writing, as appropriate</u>) (D) (W-10-8.5)</p> <p>2.11.6 Formulating responses to Essential Questions using analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i> 	<p><i>6+1 Traits of Writing™</i> Idea Development and Organization as well as other organizational and elaboration strategies</p> <p>Peer response</p> <p>Annotating resources, research notes, drafting</p> <p>Facilitates student analysis, synthesis, and evaluation by using Essential Questions</p>		<ul style="list-style-type: none"> • Narrative writing piece • Poetry writing piece • Paragraph writing piece • Research piece • Oral/non written • Revised/improved piece <p>STANDARDIZED TESTS</p> <ul style="list-style-type: none"> • Prentice Hall Assessments <p>SCHOOL-WIDE RUBRICS</p> <p>Response to Essential Questions</p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What is important to me?</i> • <i>How do I express myself?</i> • <i>Whom do I care about?</i>
<p><u>WRITING</u></p> <p>2.12 Applying rules of Grammar and Usage, and</p>		<p>In independent writing, students demonstrate command of appropriate English conventions by:</p> <p>2.12.1 Applying rules of standard English usage to correct grammatical errors <u>(state assessment, grade 10)</u> (W-10-9-1), e.g.</p>	<p>Teacher may model and/or facilitate the following strategies for 2.12:</p>	<p>Teacher and students may make use of any/all of the following resources:</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p>

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<p>Mechanics (W-10-9)</p>		<ul style="list-style-type: none"> • complete/run-on sentences • subject/verb agreement • pronoun-antecedent (D) • consistency of verb tense • use of pronouns (D) (e.g. who/whom) (state assessment) (W-10-9.1) <p>2.12.2 Applying capitalization rules (state assessment, grade 10) (W-10-9.2)</p> <ul style="list-style-type: none"> • direct quotation in a sentence <p>2.12.3 Applying appropriate punctuation to various sentence patterns to enhance meaning</p> <ul style="list-style-type: none"> • quotation marks • apostrophes - contractions vs., possessives • commas appositives, interrupting words, conjunctions, word phrases • colon, semi colon • hyphens (D) • dashes (D) • parentheses (D) (state assessment, grade 10) (W-10-9.4) <p>2.12.4 Applying conventional and word-derivative spelling patterns/rules, e.g. identifying relationships among roots and common pre/suffixes, including foreign derivation (state assessment, grade 10) W-10-9.5</p>	<p>Mini lesson (e.g. warm-ups)</p> <p>Exemplars from existing student work</p> <p>Identification of patterns of error</p>	<p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials Schoolhouse Rock™</i></p> <p><i>Warriner's</i></p> <p><i>Writer', Inc.</i></p> <p><i>6+1 Traits of Writing™</i></p>	<p>Quizzes, tests</p> <p>Rubric (conventions writing rubric of <i>the 6+1 Traits of Writing™</i>)</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam <p>PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective piece • Narrative writing piece • Poetry writing piece • Paragraph writing piece • Research piece • Oral/non written • Revised/improved piece <p>STANDARDIZED TESTS</p> <ul style="list-style-type: none"> • Prentice Hall Assessments <p>SCHOOL-WIDE RUBRICS</p>

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<p>ORAL COMMUNICATION</p> <p>GSE CLUSTERS</p> <ul style="list-style-type: none"> Listening Speaking 		<p>NECAP GRADE SPAN EXPECTATIONS</p> <p>All of the concepts and skills identified at a given grade level are “fair game” for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GSE includes three parts:</p> <ul style="list-style-type: none"> A statement in bold. called the “stem” is at the beginning of each GSE. Each “stem” is the same or similar across the grades for a given GSE, and is meant to communicate the main curriculum and instructional focus of the GSE across the grades. The unbolded text within a GSE indicates how the GSE is specified at a given grade level. There are often several indicators for each GSE stem. Each indicator is coded and indicated fair game for “state” or “local” assessment Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GSE. In these situations, differences in adjacent grades “assumes increasing text complexity” and is noted for those GSE. 	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>The teacher Employs strategies of “best practice” (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> problem solving communication tools information tools self-management tools working with others <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Applies principles of Disciplinary Literacy</p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. 	<p>Textbook</p> <ul style="list-style-type: none"> <i>Prentice Hall Penguin</i> <p>Core Books (protected)</p> <ul style="list-style-type: none"> <i>Lord of the Flies</i> <i>Of Mice and Men</i> <i>The House on Mango Street</i> <i>To Kill a Mockingbird</i> <i>Romeo and Juliet</i> <i>The Odyssey</i> <i>If You Come Softly</i> <i>The Body Of Christopher Creed</i> <i>Rules of the Read</i> <i>Staying Fat for Sarah Byrnes</i> <i>Lexile™ Supported Text</i> <p>Supplementary books/material</p> <ul style="list-style-type: none"> <i>Reader's Handbook</i> <i>Write Source 2000</i> <i>Writer's, Inc.</i> <i>Warriner's</i> <i>Reader's Notebook</i> PreK-12 RI Literacy Policy (RIDE) <i>How to Differentiate Instruction in Mixed Ability Classrooms</i>, Tomlinson <i>Handbook of Literacy Strategies</i>, Brown <i>Infusing Critical Thinking Skills in the Content Area</i> (graphic organizers) 	<p>Anecdotal records</p> <p>Interviews</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> role playing, short plays (bodily kinesthetic) graphic organizing, sketch journals/ cartooning (visual) collaboration/ conferencing interpersonal songs, lyrics (musical) <p>Oral presentations</p> <p>Rubrics</p> <ul style="list-style-type: none"> Accountable Talk Oral presentation

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		<ul style="list-style-type: none"> Each GSE is coded for the content area, the grade level, the GSE "stem" number, and specific indicator for that GSE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 5), 6 (6th GSE stem), 2 (the second specific indicator for the 6th GSE stem). <p>If an outcome does not have a GSE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all ORAL COMMUNICATION GSEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), standardized tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or</p>	<p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p> <p>Collaborates with specialist to differentiate instruction for ALL students</p> <p>Facilitates Literature Circles and Socratic Seminar</p> <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.</p>	<ul style="list-style-type: none"> <i>Strategies that Work</i> Harvey and Goudais <i>Strategies that Work, Non Fiction Matters.</i> Harvey <i>Classroom Instruction That Works</i>, Marzano <i>Content-Area Reading</i>, Daniels <p>Technology</p> <ul style="list-style-type: none"> ACE Reader SharePoint iText Artslit.org <p>Materials</p> <ul style="list-style-type: none"> clear expectations posters 6 Traits™ charts <p>School library resources</p> <ul style="list-style-type: none"> Infotrac Proquest OPAC RILINK Titlewave Lexile™ <p>Community</p> <ul style="list-style-type: none"> Barrington Public Library 	

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.			
<u>ORAL COMMUNICATION</u> 3.1 Listening (OC-10)		<p>In oral communication, students demonstrate interactive listening skills by:</p> <p>3.1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (OC-10-1.1) (D)</p> <p>3.1.2 Summarizing and paraphrasing, questioning, or contributing to information presented (OC-10-1.2) (D)</p> <p>3.1.3 Identifying the topic of a presentation and determining the essential elements of elaboration (OC-10-1.3) (D)</p> <p>3.1.4 Participating in large and small group discussions showing respect for a range of individual ideas (OC-10-1.4) (D)</p> <p>3.1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (OC-10-1.5) (D)</p>	<p>Teacher may model and/or facilitate the following strategies 3.1:</p> <p>Small and a large group discussion</p> <p>Cooperative learning</p> <p>Think, pair, share</p> <p>Socratic seminar, Junior Great Books</p> <p>QtA</p> <p>Conferencing</p> <p>Fish-bowl</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>Junior Great Books™</p> <p>Fish-bowl</p> <p>Observation</p> <p>Rubrics - Accountable Talk</p> <p>Small and large group instruction</p> <p>Socratic seminars</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective Cover letter: <i>What are my strengths and weaknesses as a reader, writer, thinker, and speaker?</i>
<u>ORAL</u>		In oral communication, students make oral presentations by	Teacher may model and/or facilitate the following	Teacher and students may make	Students may be asked to demonstrate proficiency using

English Language Arts Grade 9

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<p>COMMUNICATION</p> <p>3.2 Speaking (OC-2)</p>		<p>3.2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (OC -10-2.1)</p> <p>3.2.2 Maintaining a consistent focus (OC-10-2.2)</p> <p>3.2.3 Including smooth transitions, supporting thesis with well chosen details, and providing a coherent conclusion (OC-10-2.3). Examples of support and elaboration by using</p> <ul style="list-style-type: none"> • anecdotes • analogies • illustrations • visuals • detailed descriptions • restatements • paraphrases • examples • comparisons • artifacts <p>3.2.4 Effectively responding to audience questions and feedback, e.g. fielding questions from class after research presentation (OC-10-3.4) (D)</p> <p>3.2.5 Using a variety of strategies of address e.g.</p> <ul style="list-style-type: none"> • eye contact • speaking rate • volume • articulation 	<p>strategies 3.2:</p> <p>Small and a large group Discussion</p> <p>Cooperative learning</p> <p>Think, pair, share</p> <p>Socratic seminar, Junior Great Books™</p> <p>QtA</p> <p>Conferencing</p> <p>Fish-bowl</p> <p>Exemplars</p>	<p>use of any/all of the following resources:</p> <p><i>Prentice Hall Penguin</i></p> <p><i>Prentice Hall Supplementary Materials</i></p>	<p>any of the following assessments:</p> <p>Fish-bowl</p> <p>Observation</p> <p>Junior Great Books™</p> <p>Small and large group instruction</p> <p>Socratic seminars</p> <p>Oral presentations (individual and cooperative)</p> <p>Rubrics - Accountable Talk</p> <p>Rubric - school-wide oral presentation</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective Cover letter: <i>What are my strengths and weaknesses as a reader, writer, thinker, and speaker?</i>

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		<ul style="list-style-type: none"> • enunciation pronunciation • inflection • voice modulation • intonation • rhythm • gesture (OC-10-3.5) (D) <p>3.2.6 Using tools of technology to enhance message (OC-10-2.6), e.g. PowerPoint™</p>			