

## Instructional Guide

Grade Level Ninth Grade

Subject English Language Arts

School System Pickens County

School Year 2011-2012

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Taught throughout the year					
	R-IV-2,3 Preview, predict; discern organizational patterns	9.1.a. Identify genre among short stories, drama, and poetry to comprehend recreational reading materials 9.1.B.1. Reading predominantly world literature	Throughout the text... Short stories, drama (Romeo and Juliet), novels (Great Expectations)		
	R-IV-2,3 Preview, predict; discern organizational patterns	9.1.b Identify tone among short stories, drama, and poetry to comprehend recreational reading materials 9.1.B.1. Reading predominantly world literature	Throughout the text  PH text-R19, 5, 14, 388, 390, 398, 4 5, 416		

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	R-IV-2,3 Preview, predict; discern organizational patterns	9.1.c. Identify plot (exposition, conflict, rising action, climax, falling action, denouement) among short stories, drama, and poetry to comprehend recreational reading materials 9.1.B.1. Reading predominantly world literature	Throughout the text  Graphics to identify parts of plot PH text- R16, 704, 46, 50, 53, 55, 58, 64, 68, 4, 12, 184, 188, 193		

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	R- III-2 Analyze literary elements R-III-3 Understand figurative language	9.2.b Compare the use of literary elements and devices including tone and plot in various selections, cultures, and genres. Examples: literary elements and devices--flashback, personification 9.2.B.1 Interpreting symbolism and other figurative language 9.2. B.2 Recognizing foreshadowing to anticipate events 9.2.B.3 Making inferences about characters and their motives 9.2.B.5 Recognizing use of analogy	Text- Personification- 552, 554, 560, 564, 574, 582, R16 Flashback- 948, 954, 984, 987, 988, R13 Foreshadowing- 46, 50, 53, 55, 58, 64, 68, R13 Analogy- 492, 495, 510, R10 Irony- R14, 814, 816, 819, 820, 825, 826, 828, 830, 882, 888, 244, 251, 252, 257, 258, 260, 261, 262		

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	L-III-1 Correct sentence structure R- III-2 Analyze literary elements	9.4. Identify literary components that contribute to authors' styles. Examples: length and complexity of sentences, diction, Standard English usage versus dialect	Prentiss Hall 94, 118  Throughout the text Grammar 57, 921 PH reading kit 32-33, 284-285, 102-103, 26-27, 244-245		
	R. IV-1 Determine the meaning of words R- IV-4 Demonstrate reference material usage	9.6.a. Determine word meaning in world literature selections using word analysis. 9.6.B.1 Identifying the etymology of words	Prentiss Hall rd. kit. 136-137, 112-113, 162-163, 186-187, 36-37, 62-63, 268-269, 218-219, 292-293, 12-13, 86-87, 246-247 reading kit- 136-137, 112-113, 162-163, 186-187, 36-37, 62-63, 268-269, 218-219, 292-293, 12-13, 86-87, 246-247 Prentiss Hall text- wood roots, word origins, prefixes, suffixes- all found on page R57 in Index of Skills Grammar- 823-824, 795, 823-826		

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	R. IV-1 Determine the meaning of words R- IV-4 Demonstrate reference material usage	9. 6.b Determine word meaning in world literature selections using word context clues	Prentiss Hall text- 947, 990, 1020, 1047, 1092, 1110, 1039, 1131 Grammar- 821-822		
	L Std. V-1 Paragraph progression and completeness R- IV-2,3 Preview, predict; organizational patterns	9.8. Critique paragraphs for logical progression of sentences.	Grammar- 88-91, 943-944, 80-84 Reading kit 108-109		

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First Nine Weeks	R- IV-4 Demonstrate reference material usage	9. 9. Identify factors that influence the development of language. Examples: geographic location, wars and revolutions, technology, mass media	Grammar- Chapter 22- 782-797, 782-797, 806-810		
	L- III-1 Correct sentence structure R- III-2 Analyze literary elements R-III-3 Understand figurative language	9.2.a Compare the use of language including rhythm and rhyme scheme in various selections, cultures, and genres. Examples: language--Standard English usage versus dialect, length and complexity of sentences, diction 9.2.B.1 Interpreting symbolism and other figurative language 9.2.B.4 Determining effectiveness of diction	“The Washwoman,” “Athena,” “Rosemary,” “Blues Ain’t No Mockin’ Bird” PH reading kit 170-178, 4-5 Text-Symbols- 348,350,351,353,354,356,357 ,359-361,363-354,366-367 metaphors- 552,564,574,582,R14 similes- R17, 522,564, 574, 582, R16 rhyme scheme- 552, 656, 661, 664, 672, R17 diction- R12, 520, 531, 390, 402, 412, 420		

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First Nine Weeks	L- I-8 Correct use of modifiers L- II-1 Clear, vivid, precise language L- II-2 Formal and informal language L.- III-1 Correct sentence structure L- V-1 Paragraph progression and completeness R-III-3 Understand figurative language	9.7.b Write in expository mode using figurative language and imagery, including simile and metaphor, when effective and appropriate. 9.7.B.1 Using an abbreviated writing process to write an essay in timed and untimed situations 9.7. B.2 Using verbals to increase sentence complexity 9.7. B.3 Using a variety of patterns to organize information in multi-paragraph writings Examples: chronological order, cause and effect, order of importance 9.7. B.4 Developing an effective voice suitable for audience and purpose 9.7. B.5 Using a variety of sentence patterns Example: diagramming selected sentences to illustrate structural variety 9.7. B.6 Using active voice and passive voice when appropriate	Prentiss Hall text- 947, 990, 1020, 1047, 1092, 1110, 1039, 1131 Grammar- 821-822 Reading kit- 104-105		

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First Nine Weeks	L- Std. IV-2 Correct use of commas	9.10.a. Determine correct use of commas with appositives and within direct quotations.	To teach quotation marks in a dialogue, cut the frames of a comic strip from the daily newspaper and have students write the dialogue applying rules. This forces students to include information on who is speaking as well as correct punctuation. Prentiss Hall rd. kit- 296-297 Prentiss Hall text-1092 Grammar- 755 Reading kit-294-295, 188-189		
	L- Std. IV-3 Use of colons & semicolons	9.10.b. Determine correct use of colons to introduce lists.	Prentiss Hall text- 1110, R50 Grammar 733, 820 Reading kit-296-297		
	L- Std. IV-3 Use of colons & semicolons	9.10.c. Determine correct use of semicolons with a series of elements separated by commas.	Prentiss Hall 1110, R 48 Grammar-735 Reading kit-296-297		



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First Nine Weeks	L- Std. IV-4 Quotation marks and underlining	9.10.d. Determine correct use of punctuation for a divided quotation.	Grammar 751-752 Reading kit-78-79		
	L- Std. I-2 Verb forms L- Std. I-5 Verb shifts	9.11.b Identify incorrect verb tense shifts within sentences. 9.11.B.2 Identifying incorrect verb tense shifts within paragraphs	Prentiss Hall rd. kit 68-69 Text R45 Reading kit- 68-69 Grammar-594		
	L- Std. I-2 Verb forms L- Std. I-4 Recognize pronoun-antecedent L- Std. I-1 Correct noun forms	9.11.c. Identify correct number and tense in verb forms, including regular and irregular verbs. 9.11.B.4 Recognizing subject-verb agreement with indefinite pronouns 9.11.B.3 Identifying correct verb form for agreement with collective nouns based on context	Prentiss Hall rd. kit- 92-93 Prentiss Hall text- 377, 1020, 622, 1139, 876  Grammar- 582, 452, 585-607, 927 399, 619, 393, 614		
	L. Std. I-1 Correct noun forms	9.11.d. Identify correct forms of compound nouns, including singular, plural, and possessive forms.	Prentiss Hall text- 90 Grammar- 760, 440, 44		

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First Nine Weeks	L- Std. I-3 Recognize subject-verb agreement	9.12.a Apply the correct use of subject-verb agreement with collective nouns when verb forms depend on the rest of the sentence.	Grammar 393, 614 Reading kit- 92-93		
	L- Std. I-3 Recognize subject-verb agreement	9.12.b Apply the correct use of subject-verb agreement with compound subjects, including those joined by or with the second element as singular or plural	Prentiss Hall text- 377, 1020, 622, 1139, 876 Reading kit- 92-93 Grammar- 394-396, 616-617		
	L- Std. I-3 Recognize subject-verb agreement	9.12.c Apply the correct use of subject-verb agreement with the subjunctive mood.	Reading kit- 92-93 Grammar- 585-607		

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Second Nine Weeks	R- II-4 Propaganda; Fact from opinion	9. 5. Identify persuasive strategies, including propaganda, in world literature selections.	“Carry Your Own Skis” Dolan “Libraries Face Sad Chapter” Hamill “I Have a Dream” King “First Inaugural Address” (FDR) Prentiss Hall rd. kit 126-129 Reading kit-126-129 Prentiss Hall- 472, 514, 492, 498, 500, 504, 474, 476, 478, 479, 480, 488, 491, 513, 519, 532 Grammar- 296-299, 321, 294, 304, 314, 316-319		

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Second Nine Weeks	L.- Std. I-8 Use of modifiers L- Std. II-1 Clear, vivid, precise language L- Std. II-2 Formal/informal language L- Std. III-1 Correct sentence structure L- Std. V-1 Paragraph progression and completeness R-III-3 Understand figurative language	9.7.a Write in narrative mode using figurative language and imagery, including simile and metaphor, when effective and appropriate. Examples: essay, letter of complaint 9.7. B.1 Using an abbreviated writing process to write an essay in timed and untimed situations 9.7. B.2 Using verbals to increase sentence complexity 9.7. B.3 Using a variety of patterns to organize information in multi-paragraph writings Examples: chronological order, cause and effect, order of importance 9.7. B.4 Developing an effective voice suitable for audience and purpose 9.7. B.5 Using a variety of sentence patterns Example: diagramming selected sentences to illustrate structural variety 9.7. B.6 Using active voice and passive voice when appropriate	Prentiss Hall rd. kit 152-153 Writers Inc. “Metaphor Central” p. 25, 51, 52 Prentiss Hall text- Verbals- 876 Writing- Chronological order-374, 875, 919 Order of importance- 374, 538 Point-by-point-1136 Spatial/time-order- 621 Step by step-875 Narrative writing- 24, 27, 28, 32, 389, 390, 189 Sentence patterns- 622, 1139 Voice- 342 Grammar- 174-221 Reading kit-280-281, 2-3, 298-299, 270-271, 222-223, 190-191, 220-221		

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Second Nine Weeks	L. Std. III-2 Demonstrate internal parallelism	9.11.a. Identify correct use of parallel words. 9.11.B.1 Identifying correct parallelism in phrases and clauses 9.11.B.5 Using parallel structure with verbals	Prentiss Hall rd. kit 142-143 Opening paragraphs of <i>A Tale of Two Cities</i> “I Have a Dream” by King Lincoln’s “Gettysburg Address” Biblical passages: Matthew 5: 3-11 (Beatitudes), Matthew 6: 9-13 (Lord’s Prayer), Deuteronomy 5: 6-21 (Ten Commandments), Ecclesiastes 3: 1-8 (a time for..) “The Twelve Days of Christmas” (song) JFK’s “Inaugural Address” (1/20/61) Declaration of Independence, Constitution Prentiss Hall- 541 Grammar- 90,91, 94, 270, 364, 375, 924, 941-942		

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Second Nine Weeks	R-II-2 Draw conclusions	9.13.a Demonstrate paraphrasing of primary and secondary sources and various methods of note taking.	Prentiss Hall rd. kit 214-215 Prentiss Hall text 620, 917  Grammar- 326-329, 837-838		
	L. Std. IV-4 Quotation marks and underlining	9.13.b Demonstrate quoting of primary and secondary sources and various methods of note- taking.	Prentiss Hall rd. kit 214-215 Prentiss Hall text 620, 917, 918 Grammar 327-329, 350-355		
	R-II-2 Draw conclusions	9.13.c Demonstrate summarizing of primary and secondary sources and various methods of note taking.	Reading kit- 216-217 Grammar- 327-329, 350-355		
	R-IV -2,3 Preview, predict; Discern organizational patterns R- IV-4 Demonstrate reference material usage	9.14.a Use the research process to locate information to support a thesis on a nonliterary topic.	Prentiss Hall rd. kit- 256-257 Prentiss Hall text 928, 689, 918, 921 Grammar 324-333, 950-955		

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Second Nine Weeks	R-IV -2,3 Preview, predict; Discern organizational patterns R- IV-4 Demonstrate reference material usage	9.14.b Use the research process to select information to support a thesis on a nonliterary topic.	Grammar 330-337, 950-955		
	R-IV -2,3 Preview, predict; Discern organizational patterns R- IV-4 Demonstrate reference material usage	9.14.c. Use the research process to retrieve information to support a thesis on a nonliterary topic. 9.14.B.2. Managing information by using available technology	Grammar 333-340, 801-810		
	R-IV -2,3 Preview, predict; Discern organizational patterns R- IV-4 Demonstrate reference material usage	9.14.d Use the research process to evaluate information to support a thesis on a nonliterary topic.	Grammar- 950-955, 324-329		

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Second Nine Weeks	L- Std. V-1 Paragraph progression and completeness R-IV -2,3 Preview, predict; Discern organizational patterns R- IV-4 Demonstrate reference material usage	9.14.e Use the research process to organize information to support a thesis on a nonliterary topic. 9.14. B.3 Using paraphrasing and documentation of sources to avoid plagiarism 9.14.B.1 Following a style format to standardize the presentation of information	Prentiss Hall text 918  Grammar 330-333, 950-955		
	R- II-4 Propaganda; Fact from opinion	9.15.a Identify persuasive strategies in oral presentations. 9.15.B.1 Identifying types of propaganda	Grammar- 885-887, 288-291, 296-299 Reading kit-128-129		
	R- II-4 Propaganda; Fact from opinion	9.15.b Identify persuasive strategies in visual presentations. 9.15.B.1 Identifying types of propaganda	Grammar 315, 321, 925, 951 Reading kit- 128-129		



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Second Nine Weeks	L- II-1 Clear, vivid, precise language L- II-2 Formal and informal language	9.16.a Evaluate a speech for use of presentation skills, including use of visual aids. Examples: eye contact, projection, tone, inflection, tempo 9.16.B.1 Applying oral presentation skills in formal situations. Examples: debates, classroom discussions, dramatic activities 9.16.B.2 Applying oral presentation skills in informal situations	Grammar 888-890		
	L- Std. V-1 Paragraph progression and completeness	9.17.a Use supporting details to present a position to an argument.	Grammar 288-292		
	L- Std. V-1 Paragraph progression and completeness	9.17.b Use supporting details to respond to an argument.	Grammar- 288-292		