



GRADE 9- ELA MARKING PERIOD 4

Key Terms for Students

- plagiarism
- interpretive essay
- responsive essay
- imagery
- genre
- controlling idea

Genres

- Informational Texts
- Fiction/Non Fiction
- Essays
- Speech
- Poetry
- Short Story

Benchmark Quarterly – Critical Lens Essay

STANDARD	PERFORMANCE INDICATORS	ASSESSMENTS/EVALUATIONS	RESOURCES
READING			
	Information and Understanding		
9RS.1G	<ul style="list-style-type: none"> ● Students identify and evaluate the validity of informational sources, with assistance. 	Student/Teacher Conferencing	
9RS.1H	<ul style="list-style-type: none"> ● Students distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance. 	Persuasive discussions	Holt 1.1.4
9RS.1I	<ul style="list-style-type: none"> ● Students analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies 	Large/Small Discussion Groups	Holt 1.1.2
9RS.1IA	<ul style="list-style-type: none"> ● employ a range of post-reading practices 	Large/Small Discussion Groups	Holt 1.1.2
	Literary Response and Expression		
9RS.2E	<ul style="list-style-type: none"> ● Students compare a film, video, or stage version of a literary work with the written version. 		Teacher Choice
9RS.2F	<ul style="list-style-type: none"> ● Students read literary texts aloud to convey an interpretation of the work 	Model Reading/Shared Reading/Reading Circles – Teacher	



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		observation	
9RS.2F1	<ul style="list-style-type: none"> engage in a variety of shared reading experiences, such as choral reading and reader's theatre 	See above	
	Critical Analysis and Evaluation		
9RS.3L	<ul style="list-style-type: none"> Students analyze and evaluate fiction 		Holt 3.1.1
9RS.3L1	<ul style="list-style-type: none"> the development of a central idea or theme 	Identification and Articulation of central theme (see writing)	Holt 3.1.1
9RS.3L2	<ul style="list-style-type: none"> the development of characters and their actions 	Character analysis/group discussion	Holt 3.1.1
9RS.3L3	<ul style="list-style-type: none"> the elements of the plot, such as conflict, climax, and resolution 	Identification of elements of plot/graphic organizer – see writing	Holt 3.1.1
9RS.3L4	<ul style="list-style-type: none"> the significance of the title 	Identify implications – irony, imagery, etc.	Holt 3.1.1
	Social Interaction		
9RS.4C	<ul style="list-style-type: none"> Students recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication. 	Identify the difference between types of spoken language in literature. Reword informal vocabulary to formal.	
WRITING			
	Information and Understanding		
9WS.1G	<ul style="list-style-type: none"> Students cite primary and secondary sources of information in bibliography and citations, using an approved style sheet. 	Formal Bibliography in MLA style	Holt, MLA Handbook, OWL Purdue online resources
9WS.1H	<ul style="list-style-type: none"> Students define the meaning of and understand the consequences of plagiarism. 	Definition/Persuasive writing	Holt 1.2.6



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9WS.1I	<ul style="list-style-type: none"> Students use paraphrase and quotation in order to communicate information most effectively. 	Double Entry Journal	Holt 1.2.6
	Literary Response and Expression		
9WS.2B	<ul style="list-style-type: none"> Students write interpretive and responsive essays of approximately three pages 	Controlling Idea Essay Rubric	6+1 trait writing, Writer's Workshop
9WS.2B1	<ul style="list-style-type: none"> express judgments and support them through references to the text, using direct quotations and paraphrase 	Controlling Idea Essay Rubric	6+1 trait writing, Writer's Workshop
9WS.2B2	<ul style="list-style-type: none"> explain how the author's use of literary devices affects meaning 	Controlling Idea Essay Rubric	6+1 trait writing, Writer's Workshop
9WS.2B3	<ul style="list-style-type: none"> engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights 	Employ use of graphic organizers, 6+1 trait writing	6+1 trait writing, Writer's Workshop
9WS.2B4	<ul style="list-style-type: none"> compare and contrast the treatment of literary elements in different genres and by more than one author 	Controlling Idea Essay Rubric	6+1 trait writing, Writer's Workshop
	Critical Analysis and Evaluation		
9WS.3C	<ul style="list-style-type: none"> Students use strategies designed to influence or persuade 	Controlling Idea Essay Rubric	6+1 trait writing, Writer's Workshop
9WS.3D	<ul style="list-style-type: none"> Students maintain a writing portfolio that includes writing for critical analysis and evaluation 	Student Portfolio Rubric	6+1 trait writing, Writer's Workshop
	Social Interaction		
9WS.4E	<ul style="list-style-type: none"> Students distinguish between the conventions of academic writing and the conventions of email. 	Students employ correct grammar, spelling and sentence structure in Controlling Idea Essay Rubric	
LISTENING			



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	Information and Understanding		
9LS.1D	<ul style="list-style-type: none"> Students recognize appropriate voice and tone. 		
	Literary Response and Expression		
9LS.2D	<ul style="list-style-type: none"> Students recognize historical and contemporary social and cultural conditions in presentation of literary texts. 	Identify the difference between types of spoken language in literature. Reword informal vocabulary to formal.	Holt 2.1.1
	Critical Analysis and Evaluation		
9LS.3D	<ul style="list-style-type: none"> Students evaluate the content and organization of the presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details. 	Identify the difference between types of spoken language in literature. Reword informal vocabulary to formal.	Holt 2.1.1
9LS.3E	<ul style="list-style-type: none"> Students evaluate the possible bias of the speaker, in order to judge the validity of the content. 		Holt 2.1.1
	Social Interaction		
9LS.4D	<ul style="list-style-type: none"> Students encourage the speaker with appropriate facial expressions and gestures. 		
SPEAKING			
	Information and Understanding		
9SS.1C	<ul style="list-style-type: none"> Students express a point of view, providing supporting facts. 	Teacher Observation/Student Conferencing	
	Literary Response and Expression		
9SS.2D	<ul style="list-style-type: none"> Students use media to support presentation of original and interpretive texts. 		
	Critical Analysis and Evaluation		



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9SS.3D	<ul style="list-style-type: none"> Students present arguments from different perspectives. 	Employ affirmative and negative positions during presentations and debates	
9SS.3E	<ul style="list-style-type: none"> Students speak extemporaneously to clarify or elaborate. 		
9SS.3F	<ul style="list-style-type: none"> Students respond to constructive criticism 		
	Social Interaction		
9SS.4E	<ul style="list-style-type: none"> Students use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting. 		
9SS.4F	<ul style="list-style-type: none"> Students select language and behavior appropriate to the purpose, occasion, and listener. 		