



## Grade 9 ELA – Quarter 4 Reading

### Holt 3<sup>rd</sup> Course

**STANDARDS**

Key Ideas, Major Understandings, Performance Indicators, Competencies

**Holt Resources**

**Pacing Days**  
(Plan #)

**ADDITIONAL RESOURCES**

Print, Visual, Technology, Manipulatives

**ASSESSMENT**

Evidence & Scoring Guides

<b>Information and Understanding</b>				
<ul style="list-style-type: none"> <li>Identify and evaluate the validity of informational sources, with assistance.</li> </ul>			“Of Mice and Men” and/or “The Pigman” and/or “A Christmas Carol” “Great Expectations”  + Six full-length works per school year	TV & Radio Reviews  Body Language  Persuasive Essay  Critical Lens Essay  <i>Use student writing to identify E.L.A. placements</i>
<ul style="list-style-type: none"> <li>Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies.</li> </ul>	1.1.2			
<b>Literary Response and Expression</b>				
<ul style="list-style-type: none"> <li>Recognize relevance of literature to personal events and situations.</li> </ul>				
<b>Critical Analysis and Evaluation</b>				
<ul style="list-style-type: none"> <li>Select, reject, and reconcile ideas and information in light of prior knowledge and experiences.</li> </ul>	3.1.3			
<b>Social Interaction</b>				
<ul style="list-style-type: none"> <li>Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts.</li> </ul>	4.2.1			
<ul style="list-style-type: none"> <li>Consider the age, gender, social position, and cultural traditions of the writer.</li> </ul>	4.2.3			



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<ul style="list-style-type: none"> <li>Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and e-mail conventions) that are appropriate to social communication.</li> </ul>	4.2.2			<p><i>Quarterly 4<sup>th</sup> Benchmark "Mini-Research"</i></p>
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