

Wylie ISD Curriculum

Subject Area	English Language Arts, Grade	Bundle #:	1
Grade/Level	9 th Grade	Weeks:	1
Overview			
Focus on the impact of setting in a text. Analyze characters, and identify time and point of view.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	9.11B Analyze the relevance of setting and time frame to text’s meaning	<p>Recognize Setting of a Text or Portion of a Text</p> <ul style="list-style-type: none"> • Time <ul style="list-style-type: none"> ○ historical time/period ○ calendar/clock time • Place <ul style="list-style-type: none"> ○ real ○ imaginary <p><u>Recognize the Purpose/Significance of Setting</u></p> <ul style="list-style-type: none"> • to establish the mood, tone, or atmosphere of a text <p>TAKS NOTE: TAKS questions typically ask some variation of the question, “Why is the setting important/significant?”</p>	
	9.11C Analyze characters and identify time and point of view	<p><u>Point of View</u></p> <p>Author’s Perspective Including:</p> <ul style="list-style-type: none"> • describe why the author included certain pieces of text (e.g., introduction), • describe why the author chose to tell the story from a narrator’s point of view • describe why the author wrote the text (e.g., to inform, to persuade, to entertain) • Recognize Point of View as the author’s perspective/attitude/stance toward an event, issue, another character 	
	9.11E Analyze the development of plot in narrative text	<p>Including:</p> <p>Recognize Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is</p>	

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		<p>more than simply the arrangement of happenings.... It is the result of the writer's deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”</p> <p>Analyze Plot Elements (when they are used and for what purpose)</p> <ul style="list-style-type: none">• Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view)• Narrative Hook (inciting incident; introduction of the conflict or the story problem)• Rising Action (events leading up to climax)• Climax (highest point of interest or the turning point)• Falling Action (leading down to the resolution of the story problem/line)• Resolution/Denouement (conclusion or end) <p>Including analyzing text in order to determine:</p> <ul style="list-style-type: none">• How does author build suspense• The story problem?• When the story problem begins• How the author develops (the plot) of the passage• How the point of view influences the reader's understanding of a character• The cause of the conflict(s)
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Subject Area Grade/Level	English Language Arts, Grade 9th Grade	Bundle #: 2 Weeks: 2
Overview		
Use pronouns correctly. Recognize the development of plot. Identify basic conflicts.		
TEKS - Texas Knowledge & Skills		
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification
(9.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:	3B Demonstrate control over grammatical elements. pronoun reference (pronoun/antecedent agreement for gender and number) <i>such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism</i>	(see grade-level choices from “universe of grammar”)
(9.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11D Identify basic conflicts	1. Conflicts: Types <ul style="list-style-type: none"> • Man v. Man • Man v. Society • Man v. Nature • Man v. Self (internal) • Man v. Fate (particularly in mythology)
	11E Analyze the development of plot in a narrative text.	including: Recognize Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.” Analyze Plot Elements (when they are used and for what purpose)

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		<ul style="list-style-type: none">• Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view)• Narrative Hook (inciting incident; introduction of the conflict or the story problem)• Rising Action (events leading up to climax)• Climax (highest point of interest or the turning point)• Falling Action (leading down to the resolution of the story problem/line)• Resolution/Denouement (conclusion or end) <p>Including analyzing text in order to determine:</p> <ul style="list-style-type: none">• How does author build suspense• The story problem?• When the story problem begins• How the author develops (the plot) of the passage• How the point of view influences the reader's understanding of a character• The cause of the conflict(s) <p>1. Conflicts: Types</p> <ul style="list-style-type: none">• Man v. Man (external)• Man v. Society (external)• Man v. Environment (external)• Man v. Fate (such as mythology or drama)• Man v. Self (internal) <p>2. Conflicts: How they are addressed and resolved</p> <ul style="list-style-type: none">• Everybody wins• Flight/run away/avoid• Fight /resist
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		<ul style="list-style-type: none">• Death• Compromise• Someone wins; someone loses• Acceptance• Unresolved <p>Including:</p> <ul style="list-style-type: none">• analyzing individual characters and• comparing/contrasting characters <p>Including:</p> <p>Flashback as "... a way of presenting scenes or incidents that took place before the opening scene. The flashback can be introduced in a number of ways. A character may tell another character about past events, have a dream about them, or simply think back to the events.... The advantage of using a flashback is that the story can start in the middle or near the end, get the reader involved, and then fill in what led up to that point.</p> <p>Foreshadowing as "...giving hints or clues that suggest or prepare for events that occur later in the work. ... Foreshadowing creates suspense, prepares the reader for what happens next, and makes final outcomes seem inevitable.</p> <p>TAKS Note: The majority of the open-ended/constructed response items involve analysis of characters or conflicts between/among characters.</p> <p>Analyze Plot Development Devices/ Story Telling Technique (literary text) Real Timed/ Chronological events in the order in which they occur</p>
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Subject Area	English Language Arts, Grade	Bundle #:	3
Grade/Level	9 th Grade	Weeks:	3
Overview			
Evaluate the impact of setting on a text.			
Identify basic conflicts.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11B Analyze the relevance of setting and time frame to text’s meaning	<ul style="list-style-type: none"> • to establish or develop unique conflicts and/or resolution of conflicts • to establish symbols or evoke an emotional response from reader. 	
	11D Identify basic conflicts	2. Conflicts: How they are addressed and resolved <ul style="list-style-type: none"> • Everybody wins • Flight • Fight • Death • Compromise • Someone wins; someone loses • Loses • Acceptance • Unresolved 	

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Subject Area	English Language Arts, Grade		Bundle #:	4
Grade/Level	9 th Grade		Weeks:	4
Overview				
Analyze characters and identify time and point of view.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(9.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11C Analyze characters and identify time and point of view	<p><u>Point of View</u></p> <p>Author’s Perspective Including:</p> <ul style="list-style-type: none"> • describe why the author included certain pieces of text (e.g., introduction), • describe why the author chose to tell the story from a narrator’s point of view • describe why the author wrote the text (e.g., to inform, to persuade, to entertain) • Recognize Point of View as the author’s perspective/attitude/stance toward an event, issue, another character <p><u>1st Person</u>—“The narrator stands inside the story. The narrator may be the protagonist, a minor character, or a character who is not directly involved in the action but who functions as an observer and recorder. ... Employing first person point of view has several advantages. One of these is credibility. A strange or fantastic story is easier to believe if told by someone who is supposedly relating a first-hand experience. And it is far more natural for a character to reveal her own thoughts than it is for the author to tell us what she is thinking and feeling. Another advantage is in intimacy. The ‘I’ narrator seems to address the reader directly and from the heart, sharing his personal observations and insights with an interested listener. But first-person narration also has disadvantages. The reader can see, hear, and know only what the narrator sees, hears, and knows. The reader’s perceptions of other</p>		

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		<p>characters are colored by the narrator’s predispositions, prejudices, and personal limitations.”</p> <p><u>3rd Person/ Omniscient</u>—This is the most common 3rd person narrative perspective. “Here the narrator, standing outside the story, assumes a god-like persona, moving about freely in time and space, revealing the thoughts and motives of all the characters, knowing the past, present and future, and (sometimes) commenting on or interpreting the actions of the characters. The major advantage of this approach is its obvious freedom and unlimited scope. Its major disadvantage is a relative loss of vividness, involvement and intimacy. This disadvantage is overcome somewhat if the narrator assumes limited omniscience?</p> <p><u>3rd Person/Limited Omniscience</u>—In 3rd person limited omniscience, the narrator focuses on the “thoughts of a single character and presents the other characters only externally. This more restricted approach surrenders the privileges of seeing and knowing everything and typically follows one character throughout the story, presenting only those incidents in which the character is involved.”</p> <p>[NOTE: The text for this week is written from this point of view.]</p> <p><u>3rd Person/Objective</u>—This point of view “is an even more restricted type of 3rd person limited omniscience that prevents any subjective commentary by the author.... (This approach) also abandons freedom of movement in time and space, examination of motives, and revelation of thoughts, and restricts the narrator to only those objective details that can be seen and heard by an invisible witness. (This is sometimes) called the scenic method or the fly-on-the-wall technique.</p>
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Subject Area	English Language Arts, Grade		Bundle #:	5
Grade/Level	9 th Grade		Weeks:	5
Overview				
Defend responses and interpretations using the elements of text.				
Recognize the theme as a general observation about life and human nature within a text.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(9.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	10B Use elements of text to defend his/her own responses and interpretations.	<p>Including multiple choice and open-ended/constructed response:</p> <ul style="list-style-type: none"> • Analyze Characters <ul style="list-style-type: none"> ○ Motivation ○ Traits ○ Conflict ○ Changes They Undergo • Analyze Point of View (omniscient, first person, third person limited, objective, stream of consciousness) • Analyze Setting • Analyze and Interpret Literary Language • Analyze and explain cause/effect relationships • Compare/Contrast other literary elements such as symbols <p>And support those responses with accurate, connected text evidence.</p> <p>TAKS Note:</p> <ul style="list-style-type: none"> • multiple choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion with text evidence. (e.g., "Which of the following 		

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		<p style="color: red;">sentences/statements from the passage supports the conclusion” (that was given in the question)</p> <ul style="list-style-type: none"> • open-ended/constructed response: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text • 3’s on TAKS are most likely to be: <ul style="list-style-type: none"> ○ Deep, thoughtful ○ Clearly connected text evidence ○ Sometimes unconventional responses and/or unconventional use of text evidence
<p>(9.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:</p>	<p>11A Recognize the theme as a general observation about life and human nature within a text.</p>	<ul style="list-style-type: none"> • Including recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject.

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Subject Area	English Language Arts, Grade	Bundle #:	6
Grade/Level	9 th Grade	Weeks:	6
Overview			
Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:	3A Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization. <i>such as italics and ellipses</i>	Including: <ul style="list-style-type: none"> • quotation is introduced indirectly in the text (The teacher called the students' behavior "an embarrassment to the school.") • the part of the quotation resumed within the same sentence ("I hope," Mary said, "we can visit this afternoon.") • a partial quotation ("...the cherished companion of my life, in whose affections, unabated on both sides, I had lived the last ten years in unchequered happiness." -Thomas Jefferson) • quote at end of sentence (Mary said, "I went to the store.") • quotes inside of quotes (single quotation marks) • quote at first of sentence ("I went to the store," said Mary.) • divided quotes ("I went," Mary said, "to the store.") • Commas in a quotation 	

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Subject Area	English Language Arts, Grade		Bundle #:	7
Grade/Level	9 th Grade		Weeks:	7
Overview				
The students will analyze non-fiction and compare two speeches made by famous world leaders.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(9.4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to:	4D Represent information in a variety of ways such as graphics, conceptual maps, and learning logs.			
(9.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	7E Use text structures Compare and contrast, cause and effect, and chronological ordering	<p>Including:</p> <ul style="list-style-type: none"> • recognize what text structure an author used for the entire text (e.g., compare/contrast, cause/effect, and chronological ordering). • Recognize how an author organized a <u>portion</u> of the text, e.g., a <u>single significant event in the plot</u> and then asking, “Why did that happen?”. <p>TAKS Note: The rationale for recognizing how the author organized a <u>portion</u> of the text/a <u>single significant event in the plot</u> is that the plot of narrative text generally progresses through a series of cause-and-effect relationships. Many of these cause/effect questions are identical to questions that assess motivation of characters—why a character did something? The vast majority of TAKS questions reflect this approach: the questions are cause/effect questions.</p>		
	7G Summarize texts	<p>Including write and identify best summary that includes:</p> <ul style="list-style-type: none"> • 2-4 sentences • the main idea of the passage • multiple, accurate details that support that main idea details that come from the beginning, middle, and end of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage) 		
(9.12) Reading/analysis/evaluation. The student reads critically to evaluate texts. The student is expected	12A Analyze the characteristics of text including its structure, word choice and intended audience	<p>Including the author’s:</p> <ul style="list-style-type: none"> ○ Sentence Structure (syntax) <ul style="list-style-type: none"> ○ Why the author capitalizes words in the text ○ Why does author uses exclamation points 		

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<p>to:</p>	<p>(see 8.12I, above, for alignment with “text structure”)</p>	<ul style="list-style-type: none"> ○ Why does the author italicize certain words ● Use of Tone, such as identifying/explaining <ul style="list-style-type: none"> ○ The specific tone ○ Why the tone changes from one part of the text to another ○ Similarities/differences in tone between texts ● Intended Audience & Message ● Organization/Structure, such as <ul style="list-style-type: none"> ○ Explaining how/why the author switches back and forth between the past and the present and ○ Identifying the turning point in a text ● Word Choice (diction), such as: The author’s use of descriptive/figurative language ● Other Characteristics of Text, such as <ul style="list-style-type: none"> ○ Explaining the significance of the author’s change of time frame and ○ Explaining the significance of the author’s use of questions <p>Identify: Style as the “writer’s characteristic way of saying things. Style includes arrangement of ideas, word choice, imagery, sentence structure and variety, rhythm, repetition, coherence, emphasis, unity and tone. On TAKS, questions have been about what an author’s statement (“The victory, however, was only partial”) means, why the author used a series of questions, and the effect of the author’s use of certain words to create mood or tone.</p>
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Subject Area	English Language Arts, Grade	Bundle #:	8
Grade/Level	9 th Grade	Weeks:	8
Overview			
Identify main ideas and their supporting ideas of an expository text.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9.4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to:	4A Use writing to formulate questions, refine topics, and clarify ideas	Including: <ul style="list-style-type: none"> • Differentiate between researchable and non-researchable questions • Frame clear, researchable questions • Revise questions to make them researchable 	
	4C Compile information from primary and secondary sources in systematic ways using available technology.		
	4F Compile written ideas and representations into reports, summaries, and other formats and draw conclusions.		
(9.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	7F Identify main ideas and their supporting details.	Including: <ul style="list-style-type: none"> • Determine the Main Idea of Entire Expository Passage (e.g., what the passage is mainly/about?) • Determine the Main Idea of a Single Narrative or Expository Paragraph or Set of Paragraphs • Identify the Text Support for A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning • Produce plot summaries of narrative texts and summaries of expository text. 	
		TAKS Note: <i>The vast majority of questions that give</i>	

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		<p><i>a main idea in the question and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions in Objective 4. TAKS questions <u>provide the main idea in the question</u> and then ask students to choose an answer that <u>supports</u> that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because--.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, "Why did this happen?"</i></p>
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Subject Area	English Language Arts, Grade		Bundle #:	9
Grade/Level	9 th Grade		Weeks:	9
Overview				
The combination of poetry and other pieces of literature will be used to discover, organize, support, clarify, and remember important details. Students will use literature and rely on context to determine meanings of words and phrases.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(9.4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to:	4B Use writing to discover, organize, and support what is known and what needs to be learned about a topic.			
	4E Use writing as a study tool to clarify and remember information.			
(9.6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:	6B Rely on context to determine meanings of words and phrases. such as <ul style="list-style-type: none"> ○ figurative language, ○ idioms, ○ multiple meaning words, and ○ technical vocabulary 	<p style="color: red;">Including recognizing context clues (synonym/antonym, definition, description, and example)</p> <p style="color: red;">TAKS Notes:</p> <ul style="list-style-type: none"> • ON TAKS, figurative language is treated as language that is colorful or descriptive rather than strictly “figurative (e.g., metaphors, similes, etc. .)” Examples of words tested include: <ul style="list-style-type: none"> ○ croup ○ regaled ○ avail ○ deluge ○ ritual ○ provocative ○ poignant ○ calumny ○ sullen ○ verity • Idioms were not tested at any grade level in 2003 or 2004 		
(9.11) Reading/literary concepts. The student analyzes literary elements for	11G Recognize and interpret poetic elements like metaphor, simile,	<p style="color: red;">Including:</p> <ul style="list-style-type: none"> • the author’s purpose in using a specific simile, • the purpose of the author’s use of rhythms/repetition in a 		

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<p>their contributions to meaning in literary texts. The student is expected to:</p>	<p>personification, and the effect of sound on meaning.</p>	<p>narrative passage,</p> <ul style="list-style-type: none"> • the author's purpose in using a specific metaphor • the author's use of "figurative/vividly descriptive language" such as specific images and vivid adjectives/adverbs <p>And other literary language such as</p> <ul style="list-style-type: none"> ○ epic simile/Homeric simile ○ epithets ○ parables
<p>(9.15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performances and presentations. The student is expected to:</p>	<p>15B Identify and analyze the effect of artistic elements within literary texts. <i>such as rhyme, imagery and language</i></p>	

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Subject Area	English Language Arts, Grade	Bundle #:	10
Grade/Level	9 th Grade	Weeks:	10
Overview			
Read, write, present, listen, and provide feedback.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	10A Respond to informational and aesthetic elements of texts <i>Discussions, journals, oral interpretations, and dramatizations</i>	Including: <ul style="list-style-type: none"> • Recognize and use titles, subheadings, and other features of informational text and • Recognize that aesthetic elements of text refer to elements that evoke a sensory response (e.g., to sight, smell, hearing, and touch) 	
(9.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11F Recognize and interpret important symbols	Recognize Symbolism as "... anything that signifies or stands for something else. In literature, a symbol is usually something concrete—an object, a place, a character, an action—that stands for or suggests something abstract.	
(9.12) Reading/analysis/evaluation. The student reads critically to evaluate texts. The student is expected to:	12B Evaluate the credibility of information sources and determine the writer’s motive (see 12A, above, for alignment with “purpose of different kinds of texts”)	Including analyzing "Why (or how) did the author do something" such as how/why the author: <ul style="list-style-type: none"> • supports an idea, • describes a character, event, of scene, or • chooses a particular allusion or symbol. TAKS Note: This student expectation was not tested at any grade level in 2003 or 2004.	
(9.17) Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive oral messages. The student is expected to:	17D Use effective verbal and nonverbal strategies <i>Such as pitch and tone of voice, posture, and eye contact,</i>	and gestures	

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Subject Area Grade/Level	English Language Arts, Grade	Bundle #:	11
	9 th Grade	Weeks:	11
Overview			
Use language effectively to produce legible work that shows correct use of punctuation.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(9.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:</p>	<p>3A Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses</p>	<p>Including: (grade-level choices from “universes of capitalization and punctuation”) academic degrees (Jean Mcknight, Ph.D.) academic and religious titles (Doctor, Bishop, Professor, Dean, Reverend) when preceding a name.) separate name from title or degree (Jane Doe, M.D.) set off contrasted word, phrase or clause (Saving, not spending, is the way of security.)</p>	
<p>(9.6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:</p>	<p>6F Identify the relation of word meanings in analogies, synonyms/antonyms, and connotation/denotation</p>	<p>Including:</p> <ul style="list-style-type: none"> • Recognizing that: <ul style="list-style-type: none"> ○ Connotative Meaning of Words/Phrases/Sentences is the emotional content, significance or implied meaning of a word, phrase, or sentence. ○ Denotative Meaning of Words/Phrases/Sentences is the actual, literal, explicit meaning of a word, phrase, or sentence. • Recognizing that the most basic test 	

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		<p style="color: red;">of the validity of an analogy is to determine whether or not there are more similarities or differences between the two persons/places/things/events that are analogized.</p>
<p>(9.16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:</p>	<p>16B Use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task</p>	
	<p>16D Use effective verbal and nonverbal strategies in presenting oral message</p>	<p style="color: red;">Including:</p> <ul style="list-style-type: none"> • Use standard pronunciation and correct grammar in oral presentations • Use language that is appropriate to the purpose, audience and occasion • Use effective tone, pace, volume, inflection, gestures, and facial expressions that are appropriate to the purpose, audience and occasion

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Subject Area	English Language Arts, Grade		Bundle #:	12
Grade/Level	9 th Grade		Weeks:	12
Overview				
Analyze purpose, audience, and occasion to choose effective verbal and non-verbal strategies. Use conventions of oral language effectively. Listen and evaluate performances of peers to provide informative feedback.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(9.12) Reading/analysis/evaluation. The student reads critically to evaluate texts. The student is expected to:	12C Analyze text to evaluate logical argument and to determine mode of reasoning used such as induction and deduction	<p>Including: Applying the concepts: Inductive process: draw conclusions and then validate/support it with text</p> <ul style="list-style-type: none"> • evidence, primarily direct quotations from the text • Deductive process: when given a conclusion or generalization, validate/support them with text evidence (primarily direct quotations from the text) and/or [with personal experience/prior learning] <p>TAKS Note: Since TAKS is a text-dependent test, conclusions must be supported with <u>text evidence</u>.</p> <p>Analyzing expository text and recognizing:</p> <ul style="list-style-type: none"> • Emotional appeals that are valid • Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid • Personality as a valid proof source • Symbols • Logical fallacies, such as <ul style="list-style-type: none"> ○ Glittering generalities/over-generalization ○ False cause/effect relationships 		

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		<ul style="list-style-type: none"> ○ False analogies ○ Invalid use/interpretation of statistics ○ Invalid use of emotional proof (“Appeal to the Crowd”) ○ Invalid use of personality proof (“Wise Men Can Be Wrong”) ○ bandwagon
(9.14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:	14A Focus attention on the speaker’s message	<p>Including:</p> <ul style="list-style-type: none"> ● Identifies the speaker’s message(s)—both verbal and non-verbal ● Identifies the speaker’s purpose (e.g., to inform, to persuade, to entertain) ● Analyzes the speaker’s point of view, bias, and credibility
	14C Monitor speaker’s message for clarity and understanding such as asking relevant questions to clarify understanding	<p>Including asks himself/herself questions such as:</p> <ul style="list-style-type: none"> ● What is the speaker’s purpose? ● What is the speaker’s main idea(s)? ● Does the speaker support/elaborate the main ideas? ● Is the support fact or opinion? ● What is not clear to me? ● What else do I need to know?
	14D Formulate and provide effective verbal and nonverbal feedback	<p>Including providing constructive feedback on the speaker’s:</p> <ul style="list-style-type: none"> ● Verbal and non-verbal techniques ● Success in communicating the major message(s) ● Use of language (style, e.g., diction and tone) ● Persuasive devices (e.g., examples, statistics, emotional appeals, citations of valid authorities, etc.)
(9.15) Listening/speaking/evaluation. The student listens to analyze,	15A Listen and respond appropriately to presentations and performances of	<p>Including:</p> <ul style="list-style-type: none"> ● Analyzing criteria for evaluation of the type

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<p>appreciate, and evaluate oral performances and presentations. The student is expected to:</p>	<p>peers or published works such as original essays or narratives, interpretations or poetry, or individual or group performances or scripts</p>	<p>of presentation (e.g., for speeches, oral interpretations of published work, etc.)</p> <ul style="list-style-type: none"> • Provide constructive feedback to the speaker, based on the criteria
	<p>15C Evaluate informative and persuasive presentations of peers, public presenters, and media presentations</p>	<p>Such as:</p> <ul style="list-style-type: none"> • Analyzing criteria for the evaluation of persuasive presentations, with an emphasis on the use of <ul style="list-style-type: none"> ○ persuasive devices (logic, emotion, and authority) and ○ logical fallacies (e.g., overgeneralizations, faulty use of statistics, false analogies, fallacious use of emotional appeals, and fallacious use of authority) and • Evaluating the presentation based on the criteria
	<p>15D Evaluate artistic performances of peers, public presenters, and media presentations</p>	<p>Such as:</p> <ul style="list-style-type: none"> • Analyze unique criteria for the evaluation of artistic performances such as plays, dramatic readings, etc. • Evaluate the presentation based on the criteria
	<p>15E Use audience feedback to evaluate his/her own effectiveness and set goals for future presentations</p>	<p>Such as:</p> <ul style="list-style-type: none"> • Analyzing the feedback • Evaluating changes that could be made and • Setting goals for future presentations based on the feedback
<p>(9.16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:</p>	<p>16A Use conventions of oral language effectively</p>	<p>Including: A set student/teacher criterion or rubric of effective language.</p>

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	16F Make relevant contributions in conversations and discussions	Including formal and informal class discussions of issues raised in response to a variety of narrative and expository texts
(9.18) Listening/speaking/literary interpretation. The student prepares, organizes, and presents literary interpretations. The student is expected to:	18B Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies	Such as pitch and tone of voice, posture, and eye contact and incorporate the analysis into an oral presentation for the identified audience

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Subject Area	English Language Arts, Grade		Bundle #:	13
Grade/Level	9 th Grade		Weeks:	13
Overview				
Analyze characters and identify time and point of view. Draw inferences and support them with text evidence and experience				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(9.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	7H Draw inferences such as conclusions or generalizations and support them with text evidence and experience.	<p>Including:</p> <ul style="list-style-type: none"> • Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.] • Draw and Support Conclusions With and Without Text Evidence: A statement about an <u>individual</u> person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.: <ul style="list-style-type: none"> ○ a statement about an <u>individual</u> person, place, thing, or event; ○ a statement/conclusion about the future = prediction; and ○ a statement/conclusion about why something happened = cause/effect • Form Generalizations: A statement about a <u>group/class</u> of persons, places, things, or events supported by accurate information. [Note: On TAKS, that information must come from the text.] There are many different kinds of generalizations, e.g.: 		

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		<ul style="list-style-type: none"> ○ a straightforward statement about a <u>group/class</u> of persons, places, things, or events ○ a statement/generalizations about the future = prediction ○ a statement/generalization about why something happened = cause/effect <ul style="list-style-type: none"> • Deductive process: validate/support conclusions and generalizations with text evidence (primarily direct quotations from the text) • Inductive process: draw conclusions and then validate/support it with text evidence, primarily direct quotations from the text <p>TAKS Note: Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning.</p> <p>TAKS Note: Open-ended questions on TAKS in grades 9-11 are inductive thinking.</p>
<p>(9.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:</p>	<p>11C Analyze characters and identify time and point of view</p>	<p>Analyzing Types of Characters</p> <ul style="list-style-type: none"> • Round • Flat • Dynamic • Static • Protagonist • Antagonist • Foil • Confidante • Archetypes • “Allusions” refer to classical, mythological, religious texts, topical,

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Subject Area Grade/Level	English Language Arts, Grade	Bundle #:	14
	9 th Grade	Weeks:	14
Overview			
Analyze characters and identify time and point of view			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:	3A Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses	Including: (grade-level choices from “universes of capitalization and punctuation”) Brackets: enclose words and phrases independent of the sentence (explanatory notes, omissions and comments not written by the author) (The following year [1620] the Pilgrims landed at Plymouth.) Ellipses: omission of words or paragraphs from a quotation	
(9.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11C Analyze characters and identify time and point of view	Analyzing Relationships <ul style="list-style-type: none"> • Between/among other characters • With self • With society • With nature/ environment • With fate/destiny • With a higher power Analyzing Change <ul style="list-style-type: none"> • Intellectual • Emotional • Physical • Change From beginning to end • Change before an event and after an event in the plot • Spiritual How the reader knows about the character <ul style="list-style-type: none"> • What the character says • What the character does or does not do • What other characters tell us about 	

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		<p>the character</p> <ul style="list-style-type: none">• What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations)• Other characters' reactions to the character
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Subject Area	English Language Arts, Grade		Bundle #:	15
Grade/Level	9 th Grade		Weeks:	
Overview				
Students will respond to literature and film.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(9.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	10C Compare reviews of literature, film, and performance with his/her own responses	(from Strand 10: Reading/Literary Response, above) Including answering questions to: <ul style="list-style-type: none"> • Connect ideas • Compare and contrast characters • Compare ideas • Compare themes 		

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Subject Area	English Language Arts, Grade	Bundle #:	16
Grade/Level	9th Grade	Weeks:	16
Overview			
Students will analyze relationships, ideas, and cultures as represented in media, and they will use more involved sentences to produce legible work by using accurate spelling and conventions.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:	3A Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization <i>such as italics and ellipses</i>	Including: (grade-level choices from “universes of capitalization and punctuation”) when to capitalize proper adjectives (French, Dutch, American industry, Panama hat) Commas: compound sentence when to use comma after introductory prepositional phrases (In regard to your request for an extension, it is likely that it will be granted. During the last twenty years the company's profits have tripled.) after introductory participial and absolute phrases (The matter being decided, the director continued his report. Generally speaking, his successes go unnoticed.) when to use a comma with an introductory dependent clause (Before the sale is advertised, the store will open for the regular customers. The store will open for the regular customers before the sale is advertised. Before I began to teach school, I spent many years in school.) when to use a comma with a dependent clause within the sentence: (Engraved stationery, which conveys the impression of dignity and reliability, adds to the attractiveness of correspondence. Anyone who as not learned to appreciate classical music is unfortunate.) setting off appositives when to use a comma with verbal phrases within the	

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		<p>sentence Types of sentences: complex compound-complex Subordinate conjunctions: subordinate conjunctions (as, because, inasmuch as, now, that . . .) Conjunctions: coordinate conjunctions (<i>and, but, or, nor, for, so, yet</i>)</p>
	<p>3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</p>	<p>Types of sentences: complex compound-complex (see grade-level choices from “universe of grammar”) Subordinate conjunctions: subordinate conjunctions (as, because, inasmuch as, now, that . . .) Conjunctions: coordinate conjunctions (<i>and, but, or, nor, for, so, yet</i>)</p>
<p>(9.19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to:</p>	<p>19B Analyze relationships, ideas, and cultures as represented in various media</p>	<p>Such as:</p> <ul style="list-style-type: none"> • why someone chose to use an item of media • a comparison of information in the media <p>Analysis of relationships, ideas and cultures as found in:</p> <ul style="list-style-type: none"> • Photographs from newspapers, magazines, and advertisements • Cartoons • Advertisements/Flyers/Brochures • Posters • Informational Charts/Graphs/Tables • Paintings/Drawings • Signs • Web Pages • PowerPoint (or other slide show presentation)

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Subject Area	English Language Arts, Grade	Bundle #:	17
Grade/Level	9 th Grade	Weeks:	17
Overview			
Students will evaluate and deconstruct media and text to describe how meanings are communicated through elements of design and get the main idea of the content.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9.19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to:	19A Describe how meanings are communicated through elements of design, Such as shape, line, color, and texture	Including analysis of book illustrations, age-appropriate political cartoons, print and electronic advertisements to identify <ul style="list-style-type: none"> • Illustrator’s choice of style (e.g., realistic, imaginary, literal, humorous) influence the text’s meaning 	
	19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements	Such as: Analyzing the purpose of various visual media: <ul style="list-style-type: none"> • Photographs from newspapers, magazines, and advertisements • Cartoons • Advertisements/Flyers/Brochures • Posters • Informational Charts/Graphs/Tables • Paintings/Drawings • Signs • Web Pages • PowerPoint (or other slide show presentation) Determining the purpose such as: <ul style="list-style-type: none"> • The purpose of this advertisement is to — • The reader can tell that the movie’s primary purpose is to — • The artist of this cartoon probably wants readers to — • The primary purpose of this chart is to — 	

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		<p>Analyzing an overall medium to draw conclusions about the message (i.e., purpose) the creator was trying to convey such as:</p> <ul style="list-style-type: none"> • The attitude of the girl in the cartoon can best be described as — • What can the reader conclude about the group that sponsored this ad?
<p>(9.20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to:</p>	<p>20B Deconstruct media to get the main idea of the messages content</p>	<p>Such as:</p> <p><u>Identify the Intended Audience of Media</u> [e.g., The reader can conclude that the movie is primarily intended for an audience of — (C* families)]</p> <p><u>Identify the Main Idea of Media</u></p> <ul style="list-style-type: none"> • Why are the drawings of the plants an essential part of the chart? [F* They aid in identifying the plants.] • What is the primary message of the cartoon? [D* Personal experience can teach lessons in a difficult way.] <p>One underlying message of the poster is that — [A* many cultures contribute to our society.]</p> <ul style="list-style-type: none"> • What is the poster’s slogan? [D* Cultivate Your Roots] <p><u>Identify the Artist’s Purpose in Using Media</u></p> <ul style="list-style-type: none"> • Determine the message(s)/main idea(s), slogans, messages, etc. • Determine the editor's/artist's purpose(s) • Provide information • Determine the effect of the media (or elements of the media) on the audience

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Subject Area	English Language Arts, Grade	Bundle #:	18
Grade/Level	9 th Grade	Weeks:	18
Overview			
Evaluate and critique the persuasive techniques of media messages			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9.20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to:	20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols	<p>Such as:</p> <p>Analyze expository text and recognize:</p> <ul style="list-style-type: none"> • Emotional appeals that are valid • Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid • Testimonial from a famous person as a valid proof source • Symbols • Logical fallacies, such as <ul style="list-style-type: none"> ○ Glittering generalities/over-generalization ○ False cause/effect relationships ○ False analogies ○ Invalid use/interpretation of statistics ○ Invalid use of emotional proof (“Appeal to the Crowd”) ○ Invalid use of personality proof (“Wise Men Can Be Wrong”) ○ Bandwagon <p>Respond to questions such as:</p> <ul style="list-style-type: none"> • An underlying message of the ad is that — • The designer of the ad uses photographs to — • The fact that most of the names on the wall are out of focus suggests that the photographer — • One assumption in the text of the flyer is that most people — 	