

9th Grade Reading Essentials

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
MindPlay/STAR Reading	MindPlay	MindPlay/STAR Reading	MindPlay/STAR Reading
Vocabulary <ul style="list-style-type: none"> - Context Clues (7-8 wks.) - Prefixes-Suffixes, Affixes - Root Words - Content Words - Idioms 	Vocabulary <ul style="list-style-type: none"> - Prefixes-Suffixes, Affixes - Root Words - Content Words - Multiple Meaning Words - Figurative Language 	Vocabulary <ul style="list-style-type: none"> - Prefixes-Suffixes, Affixes - Root Words - Content Words - Multiple Meaning Words 	Vocabulary <ul style="list-style-type: none"> - Prefixes-Suffixes, Affixes - Root Words - Content Words - Multiple Meaning Words - Figurative Language - Context Clues (1-2 wks.)
Reading Strategies <ul style="list-style-type: none"> - Pre-Reading - During-Reading - Post-Reading - Direct Instruction/Guided Modeling/Monitored Peer Instruction/Individual Practice/Reciprocal Learning 	Reading Strategies <ul style="list-style-type: none"> - Pre-Reading - During-Reading - Post-Reading - Direct Instruction/Guided Modeling/Monitored Peer Instruction/Individual Practice/Reciprocal Learning 	Reading Strategies <ul style="list-style-type: none"> - Pre-Reading - During-Reading - Post-Reading - Direct Instruction/Guided Modeling/Monitored Peer Instruction/Individual Practice/Reciprocal Learning 	Reading Strategies <ul style="list-style-type: none"> - Pre-Reading - During-Reading - Post-Reading - Direct Instruction/Guided Modeling/Monitored Peer Instruction/Individual Practice/Reciprocal Learning
Resources <ul style="list-style-type: none"> - Building Vocabulary Skills Txt - Power School Assessment - Leveled Readers - MindPlay Online Program - Teacher Created Resources - Scholastic News - STAR Reading - http://www.doe.virginia.gov/testing/sol/frameworks/english_frameworks/2010/framework_english9-12.doc - A to Z Reading - Marzano Instructional Strategies - Interactive Reading Notebook 	Resources <ul style="list-style-type: none"> - Building Vocabulary Skills Txt - Power School Assessment - Leveled Readers - MindPlay Online Program - Teacher Created Resources - Novels / Short Stories - Scholastic News - STAR Reading - http://www.doe.virginia.gov/testing/sol/frameworks/english_frameworks/2010/framework_english9-12.doc - A to Z Reading - Marzano Instructional Strategies - Interactive Reading Notebook 	Resources <ul style="list-style-type: none"> - Building Vocabulary Skills Txt - Power School Assessment - Leveled Readers - MindPlay Online Program - Teacher Created Resources - Scholastic News - STAR Reading - http://www.doe.virginia.gov/testing/sol/frameworks/english_frameworks/2010/framework_english9-12.doc - A to Z Reading - Marzano Instructional Strategies - Interactive Reading Notebook 	Resources <ul style="list-style-type: none"> - Building Vocabulary Skills Txt - Power School Assessment - Leveled Readers - MindPlay Online Program - Teacher Created Resources - Novels / Short Stories - Scholastic News - STAR Reading - http://www.doe.virginia.gov/testing/sol/frameworks/english_frameworks/2010/framework_english9-12.doc - A to Z Reading - Marzano Instructional Strategies - Interactive Reading Notebook

<p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>d) Identify the meaning of common idioms.</p> <p>9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <p>e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.</p> <p>h) Explain the relationship between the author's style and literary effect</p> <p>k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.</p> <p>l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension</p> <p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>a) Recognize an author's intended purpose for writing and identify the main idea.</p> <p>d) Identify characteristics of expository, technical, and persuasive texts.</p> <p>e) Identify a position/argument to be</p>	<p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>d) Identify the meaning of common idioms.</p> <p>9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <p>e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.</p> <p>h) Explain the relationship between the author's style and literary effect</p> <p>k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.</p> <p>l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension</p> <p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>a) Recognize an author's intended purpose for writing and identify the main idea.</p> <p>d) Identify characteristics of expository, technical, and persuasive texts.</p> <p>e) Identify a position/argument to be</p>	<p>9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages. a) Analyze and interpret special effects used in media messages including television, film, and Internet.</p> <p>b) Determine the purpose of the media message and its effect on the audience.</p> <p>c) Describe possible cause and effect relationships between mass media coverage and public opinion trends. d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content. e) Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>d) Identify the meaning of common idioms.</p> <p>e) Identify literary and classical allusions and figurative language in text.</p> <p>f) Extend general and specialized</p>	<p>9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <p>a) Identify author's main idea and purpose.</p> <p>b) Summarize text relating supporting details.</p> <p>c) Identify the characteristics that distinguish literary forms.</p> <p>d) Use literary terms in describing and analyzing selections.</p> <p>f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.</p> <p>g) Analyze the cultural or social function of a literary text.</p> <p>h) Explain the relationship between the author's style and literary effect. i) Explain the influence of historical context on the form, style, and point of view of a written work.</p> <p>j) Compare and contrast author's use of literary elements within a variety of genres.</p> <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>b) Summarize text relating supporting details.</p> <p>c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.</p>
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<p>confirmed, disproved, or modified.</p> <p>f) Evaluate clarity and accuracy of information.</p> <p>h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <p>i) Differentiate between fact and opinion.</p> <p>9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.</p> <p>a) Generate, gather, and organize ideas for writing.</p> <p>b) Plan and organize writing to address a specific audience and purpose.</p> <p>c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.</p> <p>d) Write clear, varied sentences using specific vocabulary and information.</p> <p>e) Elaborate ideas clearly through word choice and vivid description.</p> <p>g) Use transitions between paragraphs and ideas.</p>	<p>confirmed, disproved, or modified.</p> <p>f) Evaluate clarity and accuracy of information.</p> <p>h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <p>i) Differentiate between fact and opinion.</p> <p>9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.</p> <p>a) Generate, gather, and organize ideas for writing.</p> <p>b) Plan and organize writing to address a specific audience and purpose.</p> <p>c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.</p> <p>d) Write clear, varied sentences using specific vocabulary and information.</p> <p>e) Elaborate ideas clearly through word choice and vivid description.</p> <p>g) Use transitions between paragraphs and ideas.</p>	<p>vocabulary through speaking, reading, and writing.</p> <p>g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p>9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <p>a) Identify author's main idea and purpose.</p> <p>b) Summarize text relating supporting details.</p> <p>c) Identify the characteristics that distinguish literary forms.</p> <p>d) Use literary terms in describing and analyzing selections.</p> <p>f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.</p> <p>g) Analyze the cultural or social function of a literary text.</p> <p>h) Explain the relationship between the author's style and literary effect.</p> <p>i) Explain the influence of historical context on the form, style, and point of view of a written work.</p> <p>j) Compare and contrast author's use of literary elements within a variety of genres.</p> <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>f) Evaluate clarity and accuracy of information.</p> <p>g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.</p> <p>j) Organize and synthesize information from sources for use in written and oral presentations.</p> <p>k) Use the reading strategies to monitor comprehension throughout the reading process.</p> <p>9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.</p> <p>a) Generate, gather, and organize ideas for writing.</p> <p>b) Plan and organize writing to address a specific audience and purpose.</p> <p>c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.</p> <p>d) Write clear, varied sentences using specific vocabulary and information.</p> <p>e) Elaborate ideas clearly through word choice and vivid description.</p> <p>f) Arrange paragraphs into a logical progression.</p> <p>g) Use transitions between paragraphs and ideas.</p> <p>h) Revise writing for clarity of content, accuracy and depth of information.</p> <p>i) Use computer technology to plan, draft, revise, edit, and publish writing.</p>
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Vocabulary Lists

English	Math	Earth Science	WH I
connotation denotation thesis purpose central idea clarity main idea format opening outline persuade prewriting transition plagiarism closing introduction conclusion bias order of importance organize focus word choice revise cliché rebuttal epic epic hero epic simile metaphor personification analogy simile tone setting plot characterization	Domain, Range, Coordinates, Axis, Radicals, Square Root, Cube Root, Operations, Absolute Value, Square Root, Cube Roots, Radical, Radicand, Perfect Square, Exponent, Base, Simplify, Evaluate, Scientific Notation, Quantity, Variable, Algebraic Expression, Numerical expression, Power, Domain, Range, Relation, XIntercept, YIntercept, Coordinate points, Coordinate Plane, X-Axis, Y-Axis, Zeros, Roots, Solutions, Opposites, Additive Inverse, Multiplicative Inverse, Reciprocal, Distributive Property, Term, Constant, Coefficient, Like Terms, Solution of an Equation, Identity, Rate of Change, Slope, Parent function, Linear Parent Function, Linear Equation, Y-Intercept, Slope Intercept Form, Standard Form, Parallel Lines, Perpendicular Lines, Opposite Reciprocals, Dependent Variable, Independent Variable, Input, Output, Function, Linear Function, Nonlinear Function, Continuous Graph, Discrete Graph, Relation, Domain, Range, Vertical Line Test, Function Notation, Equivalent Equations, Addition Property of Equality, Subtraction Property of Equality, Isolate, Inverse Operations, Multiplication Property of Equality, Division Property of Equality, System of Linear Equation, Solution of Linear Equation, Consistent, Inconsistent,	<ul style="list-style-type: none"> • Analyze • Valid • Hypothesis • Variable • Inference • Qualitative • Quantitative • Theory • Vertical • Horizontal • Profile • Satellite • Conduction • Convection • Condensation • Cyclone • Arid • Temperate • Rifts • Upwelling • Inorganic • Fracture • Composition • Intrusive • Extrusive • Solidification • Organic • Compaction • Deposition • Rift • Convergent • Divergent • Transform • Moraines • Outcropping • Meander • Bedrock 	Homo sapiens <ul style="list-style-type: none"> • Nomadic • Migrated • Domesticated • Artifacts • Excavation • Irrigation • Hereditary • Dynasty • Barter • Exile • Bureaucracy • Textiles • Reincarnation • Karma • Patricians • Succession • Expansion • Solidification • Uniform • Prosperity • Doctrine • Martyrs • Pantheon • Forum • Crossroads • Fortified • Liturgy • Patriarch • Celibacy • Prophet • Facilitate • Monasteries • Vassals • Serfs • Stimulated • Credit

<p>myth parable subplot theme point of view tall tale legend allusion flashback genre fable tragic flaw</p>	<p>Independent, Dependent, Substitution, Elimination, Zero Product Property, Equivalent inequalities, Linear Inequality, Solution of Inequality, System of Linear Inequality, Solution of Inequality, Monomial, Degree of a Monomial, Polynomial, Standard Form of a Polynomial, Degree of a Polynomial, Binomial, Trinomial, Factoring by Grouping, Factors, Direct Variation, Constant of Variation, Quartile, Interquartile Range, Box and Whisker Plot, Percentile, Percentile Rank, Median, Mean, Element, Standard Deviation, ZScore, Mean Absolute Deviation, Scatter Plot, Positive Correlation, Negative Correlation, No Correlation, Trend Line, Line of Best Fit, Curve of Best Fit, Correlation Coefficient, Causation</p>	<ul style="list-style-type: none"> • Permeable/ • Cross-cutting • Unconformity • Intrusion • Unconsolidated * Renewable • Non renewable • Advantage • Disadvantage • Thermal • Satellite • terrestrial • Prominence • Mass • Celestial • Parallax 	<ul style="list-style-type: none"> • Usury • Interest • Expedite • Treatise • Patrons • Merged • Tribute • Rituals • Commerce • Colonization • Citizenship • Citizens • Monarchy • Aristocracy • Tyranny • Democracy • Reform • Oligarchy
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<http://www.mcps.k12.va.us/Documents/MCPS/Essential-Vocabulary>