

Grade 9 Reading R-9.1	KAS Standard: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). READING STANDARDS FOR LITERATURE	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Determine the meaning, tone and <u>cumulative</u> impact of figurative and connotative words and phrases as they are used in text.		
What does the student need to know to begin? (pre-requisite skills) <ul style="list-style-type: none"> • Identify different types of texts (e.g. poem, story, lyrics) • Identify vocabulary for figurative language, connotative (feelings or images word evokes) words (E.g. synonyms and antonyms) • Identify literal meanings of words • Understand content specific vocabulary (figurative and connotative words and phrases) • Identify and use context clues 		
What will the student be able to do? (student outcomes) To determine how the author uses words and phrases to influence the overall tone of the text		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) Use of graphic organizers, distinguish positive words and negative words using T-chart, apply emotions to words (e.g. snake – fear; bunny – comfort; earthquake – fear; gentle rain- soothing), pair multi-sensory activities (e.g. touch, hear, see, smell, & taste) for meanings of word, Frayer model- (concept maps) (www.tantasqua.org), Use of semantic maps, use of expository text and connect to real life, use of high interest materials, use of shadow boxes or diorama, use of highlighting, teacher models variations in tone while reading text, model tone		
What materials will be needed? <ul style="list-style-type: none"> • technology (Board maker, Smart board, writing with symbols) • grade level adapted text • vocabulary modules from literacy trainings • Five components of reading • CODE vocabulary strategies, and before-during-after strategies • Marzano strategies 		

What will daily checks for understanding look like (formative assessment)?
What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

Grade 9 Reading R-9.2	KAS Standard: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. READING STANDARDS FOR LITERATURE	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Analyze how characters develop over the course of a text, interact with other characters, and advance the plot.		
What does the student need to know to begin? (pre-requisite skills) <ul style="list-style-type: none"> • make initial predictions about the story • content specific vocabulary • sequencing main events in the story • determine relevant information • understand supporting ideas • identify characters and plot in the text • 		
What will the student be able to do? (student outcomes) Identify characters, their interactions, and ways they change throughout text, identify how the changes in the characters impacts the plot in a text		
How will you task analyze the skill?		

How will you teach this? (SDI, strategies)

- use of repeated story line, repeated reading, familiar concepts
- use of preview text,
- reduce amount of text, paraphrase
- use of priming & explicit teaching (e.g. I do, we do, you do)
- use of “get the gist” strategy
- use of graphic organizers to show character/character and character/plot interactions
- modeling over time to show how characters interact with other characters and how a character changes throughout a story
- modeling over time to show how characters move the plot along

What materials will be needed? Grade level adapted text, visual manipulatives (objects, photos...), 3-2-1 Strategies (or KWL strategies) for summarizing, Marzano strategies, Story-based lesson steps, Coach & Ladders books

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 9 Reading R-9.3

KAS Standard: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

READING STANDARDS FOR LITERATURE

Accommodations and Supports (Should align with IEP)

KAS-KAAP Content Assessment Standard: Determine a theme of a text and analyze its development over the course of the text including how it is refined by details; provide an objective summary.

What does the student need to know to begin? (pre-requisite skills)

- Identify basic literary elements (e.g. character, plot, setting, & theme) in a story
- Prior knowledge of content specific vocabulary
- Sequencing main events in text

- 3) determine relevant information
- 4) able to summarize
- 5) determine specific details leading to refinement

What will the student be able to do? (student outcomes) Identify the main idea and how it changes during the story. provide personal summary of the text

How will you task analyze the skill?

How will you teach this? (SDI, strategies)

- 1) use of graphic organizers
- 2) use of 3-2-1 or (KWL) strategies to determine main idea
- 3) use of repeated story line, repeated reading, familiar concepts
- 4) use of preview text, 5) reduce amount of text, paraphrase
- 6) 7) use of priming, explicit teaching (e.g. I do, we do, you do)
- 9) use of “get the gist” strategy
- 10)

What materials will be needed?

Grade level adapted text
visual manipulatives (objects, photos...)
Marzano strategies
Coach & Ladders books
News to you, Weekly Reader
Appendix B from Common Core Standards document

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 9 Reading R-9.4	KAS Standard: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. READING STANDARDS FOR INFORMATIONAL TEXT	Accommodations and Supports (Should align with IEP)
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KAS-KAAP Content Assessment Standard: Determine a central idea of text and analyze its development over the course of the text, including how it is refined by details; provide an objective summary.

What does the student need to know to begin? (pre-requisite skills)

- 1) content specific vocabulary
- 2) sequencing
- 3) determine relevant information
- 4) able to summarize
- 5) able to make inference
- 6) determine specific details leading to refinement

What will the student be able to do? (student outcomes)

How will you task analyze the skill?

How will you teach this? (SDI, strategies)

- 1) graphic organizers
- 2) 3-2-1 determine main idea
- 3) repeated story line, repeated reading, familiar concepts
- 4) preview text, adapted text
- 5) reduce amount of text, paraphrase
- 6) visual manipulatives (objects, photos...)
- 7) change question format
- 8) priming, explicit teaching
- 9) "get the gist" strategy

10) Marzano, ELSB, Coach, Ladders, News to you, Weekly Reader
What materials will be needed?
What will daily checks for understanding look like (formative assessment)?
What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

Grade 9 Reading R-9.5	KAS Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text. READING STANDARDS FOR INFORMATIVE TEXT	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Cite details from the text that support inference.		
What does the student need to know to begin? (pre-requisite skills) 1) basic knowledge of what and analysis and inference are 2) ability to identify details		
What will the student be able to do? (student outcomes)		

How will you task analyze the skill?
How will you teach this? (SDI, strategies) 1) model how to cite textual evidence 2) highlighting, paraphrasing 3) graphic organizers
What materials will be needed?
What will daily checks for understanding look like (formative assessment)?
What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

Grade 9 Reading R-9.6	KAS Standard: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view of purpose. READING STANDARDS FOR INFORMATIVE TEXT	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Determine an author's purpose in a text and analyze how an author uses rhetoric to advance the purpose.		
What does the student need to know to begin? (pre-requisite skills) 1) identify different points of view 2) recognize supporting evidence from author's point of view 3) recognize own point of view 4) differentiate between persuade, inform, and entertain		

What will the student be able to do? (student outcomes)

How will you task analyze the skill?

How will you teach this? (SDI, strategies)

- 1) pre-teach vocabulary
- 2) connect to prior knowledge
- 3) direct instruction in various persuasive techniques, entertaining texts and informational texts
- 4) adaptive text
- 5) graphic organizers

What materials will be needed?

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)