

	English Language Arts	Grade 9 Year-at-a-Glance			
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	Students will...	CCSS Reading	CCSS Writing	CCSS Speaking & Listening	CCSS Language
<p>Draft of Sample Unit Available</p> <p>1st Unit – Historical Narrative</p> <p>Suggested Extended Text—<i>Of Mice and Men</i> by John Steinbeck A variety of short stories and informational texts about stories, author biography, and historical background, The Great Depression, Migrant Workers</p> <p>Approximately 6 weeks</p>	<p>Review knowledge of text types and elements of narrative—short story and novel, and informational, texts. Increase their abilities to comprehend complex texts, engage in analysis, and develop their interpretation and academic discussion skills.</p> <p>Students will set up their academic notebooks and become familiar with the expectations of belonging to a high school academic community.</p> <p>Reading</p> <ul style="list-style-type: none"> • Read, take notes and annotate a wide variety of complex texts, including informational, short story and novel • Determine theme or central idea of texts; support with textual evidence • Answer text-dependent questions independently and in small groups <p>Writing</p> <ul style="list-style-type: none"> • Write several accurate summaries • Set-up academic journals/notebooks for note-making and to support independence • Use writing as thinking daily, including quick writes, reflections on learning • Write literary analysis essay (argument) stating a claim and backing it up with evidence from the text • Write a narrative, based on analysis of style, characters, and narrative plotline <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Daily opportunities for academic discussions; come to discussions prepared, having read material ahead of time <p>Language</p> <ul style="list-style-type: none"> • Determine the meaning of unknown and multiple meaning words and phrases • Develop academic vocabulary for use in speaking and writing 	<p>RL 9-10.1 Cite strong and thorough textual evidence.</p> <p>RL 9-10.2 Determine theme.</p> <p>RL 9-10.3 Analyze how complex characters develop, interact, and advance the plot or develop theme.</p> <p>RL 9-10.4 Determine meaning of words and phrases as they are used in text and analyze the impact on meaning and tone.</p> <p>RL 9-10.5 Analyze how author’s choices create such effects as mystery, tension, or surprise.</p> <p>RI 9-10.1 Cite strong and thorough textual evidence.</p> <p>RI 9-10.2 Determine central idea.</p> <p>RI 9-10.3 Analyze how author unfolds an analysis or series of ideas or events.</p> <p>RI 9-10.6 Determine an author’s point of view or purpose and analyze use of rhetoric.</p>	<p>W 9-10.1 Write arguments using valid reasoning and relevant evidence.</p> <p>W 9-10.2 Write informative/explanatory texts using effective selection, organization, and analysis of content.</p> <p>W 9-10.3 Write narratives using effective technique, well-chosen details, and well-structure event sequences.</p> <p>W 9-10.9 Draw evidence from literary and informational texts to support analysis, reflection, and research.</p>	<p>SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions on grades 9-10 topics, texts, and issue, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL 9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.</p>	<p>L 9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L 9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>L 9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

Unit 1 Resources: Common Core Standards Aligned Unit
<http://safari.sandi.net/SAFARI/montage/playlistedit.php?SearchType=my&Action=MakeActive&playlistkeyindex=6699&location=local&newlessonfromplaylist=f>

English Language Arts

Grade 9 Year-at-a-Glance

	Students will...	CCSS Reading	CCSS Writing	CCSS Speaking & Listening	CCSS Language
<p>Draft of Sample Unit available 2nd Unit – Narrative as Social/Political Commentary</p> <p>Suggested Extended Text <i>To Kill a Mockingbird</i> by Harper Lee Variety of informational texts of historical background—the Depression and Civil Rights Biographical Texts and Speeches</p> <p>Approximately 7-8 weeks</p>	<p>Deepen their skills at analyzing narrative texts and synthesizing information from informational and literary texts. Use their knowledge of the structure of the novel and informational text to assist them in developing ideas about both plot and themes. They will also continue to build their collaboration and academic discussion skills as they analyze text with partners and in small groups.</p> <p>Reading</p> <ul style="list-style-type: none"> • Read and analyze a novel independently • Determine theme, citing textual evidence to support claims • Analyze how characters change as the plot unfolds and moves toward resolution • Analyze writing style • Explore the motivations for authors to write novels, the effects novels can have on society and the ways authors use historical background in their novels <p>Writing</p> <ul style="list-style-type: none"> • Develop writing style through imitation • Write complete answers to text dependent questions • Write literary analysis essay, stating a claim and backing it up with evidence from the texts • Use writing as thinking daily, including quick writes, reflections on learning <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Participate and initiate academic discussion groups to analyze and discuss texts, building on the ideas of others <p>Language</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meaning • Use appropriate academic language of literary analysis in discussion and writing 	<p>Continued from previous unit: RL 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5 RI 9-10.1, 9-10.2, 9-10.3, 9-10.6</p> <p>In addition: RI 9-10.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>	<p>Continued from previous unit: W 9-10.1, 9-10.2, 9-10.9</p>	<p>Continued from previous unit: SL 9-10.1, 9-10.4</p>	<p>Continued from previous unit: L 9-10.3, 9-10.4, 9-10.5</p>

Unit 2 Resources: Common Core Standards Aligned Unit

<http://safari.sandi.net/SAFARI/montage/playlistedit.php?SearchType=my&Action=MakeActive&playlistkeyindex=6700&location=local&newlessonfromplaylist=f>

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English Language Arts **Grade 9 Year-at-a-Glance**

	Students will...	CCSS Reading	CCSS Writing	CCSS Speaking & Listening	CCSS Language
<p>Resources in Development 3rd Unit – The Journey</p> <p>Suggested Text The Odyssey by Homer</p> <p>Variety of informational and argument texts</p> <p>Focused on: How do societies define “hero” across time and cultures?</p> <p>Approximately 4-5 weeks</p>	<p>Deepen understanding of historical text forms such as the epic poem as well as themes that can be analyzed across different media and text types.</p> <p>Reading</p> <ul style="list-style-type: none"> Read and analyze an epic poem as well as additional texts about the hero’s journey Study epic poetry, Greek mythology, and analyze the relevance of these works on the modern concept of hero <p>Writing</p> <ul style="list-style-type: none"> Write an informational essay Write an argument essay Use writing as a thinking and reflecting tool <p>Speaking and Listening</p> <ul style="list-style-type: none"> Participate and initiate academic discussion groups to analyze and discuss texts, building on the ideas of others <p>Language</p> <ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships, and nuances in word meaning Develop problem-solving skills for determining meaning of unknown words and phrases in context 	<p>Continued from previous unit: RL 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5 RI 9-10.1, 9-10.2, 9-10.3, 9-10.6</p> <p>In addition: RL 9-10.7 Analyze the representation of a subject or key scene in two different artistic mediums RL 9-10.9 Analyze how an author draws on and transforms source material. RI 9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined. RI 9-10.8 Delineate and evaluate the argument and specific claims in a text; identify false statements and fallacious reasoning.</p>	<p>Continued from previous unit: W 9-10.1, 9-10.2, 9-10.9</p> <p>In addition: W 9-10.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources, demonstrating understanding of the subject under investigation. W 9-10.8 Gather relevant information from multiple authoritative sources; assess the usefulness in the research; integrate information into the text to maintain the flow of ideas and follow a standard format for citation.</p>	<p>Continued from previous unit: SL 9-10.1, 9-10.4</p> <p>In addition: SL 9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each. SL 9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. SL 9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Continued from previous unit: L 9-10.4</p> <p>In addition: L 9-10.6 Acquire and use accurately general academic and domain-specific words and phrase, sufficient at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Unit 3 Resources:					
<p>Resources in Development 4th Unit – Drama, the Effect of Shakespeare on Modern Literature</p> <p>Suggested Text <i>Romeo and Juliet</i> and a variety of informational texts and</p>	<p>Read and analyze a Shakespearean Drama and make links to the lasting effects Shakespeare’s work has on modern literature</p> <p>Reading</p> <ul style="list-style-type: none"> Read and analyze Romeo and Juliet Read informational text and view video clips on the life of Shakespeare Read and analyze informational works to think about how the beliefs and practices common in Elizabethan England informed Shakespeare’s beliefs Conduct research into the effect Shakespeare has on modern English Language and modern works of literature <p>Writing</p> <ul style="list-style-type: none"> Write an informational research-based essay 	<p>Continued from previous unit: RL 9-10.1, 9-10.3, 9-10.4, 9-10.59-10.7 RI 9-10.1, 9-10.2, 9-10.3, 9-10.5</p> <p>In addition: RL 9-10.6 Analyze a point of view or cultural experience in a work of literature from outside the US. RI 9-10.7 Analyze various accounts of a subject in different mediums.</p>	<p>Continued from previous unit: W 9-10.1, 9-10.2, 9-10.7, 9-10.8, 9-10.9</p>	<p>Continued from previous unit: SL 9-10.1, 9-10.2, 9-10.4</p>	<p>Continued from previous unit: L 9-10.4</p>

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	Students will...	CCSS Reading	CCSS Writing	CCSS Speaking & Listening	CCSS Language
modern texts influenced by Shakespeare Approximately 6-7 weeks	<ul style="list-style-type: none"> • Write an argument essay <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Participate and initiate academic discussion groups to analyze and discuss texts, building on the ideas of others • Perform or complete a dramatic reading of a scene or part of a scene 				

Unit 4 Resources:

<p>Sample Unit Available</p> <p>5th Unit – Argument</p> <p>Variety of argument texts on current, relevant issues Could be issues/topics raised in their study this year</p> <p>Approximately 5-6 weeks</p>	<p>Students will build knowledge of how to independently read and evaluate argument text. By the end of the unit, students will be able to identify the elements of argument text, analyze and evaluate author’s position and types of supporting evidence, synthesize to gain deeper understanding of author’s position and problem solve unfamiliar vocabulary using context. After an in-depth study of argument, students will write a researched argument essay.</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Read and analyze a variety of argument texts, tracing and evaluating the argument and specific claims • Distinguish claims that are supported by reasons and evidence from claims that are not • Determine author’s point of view or purpose and explain how it is conveyed in text • Compare and contrast one author’s presentation of events with that of another <p><u>Writing</u></p> <ul style="list-style-type: none"> • Research a topic, gathering information from multiple sources • Assess the credibility of each source • Write an argument essay based on research • Cite and integrate sources 	Continued from previous unit: RL 9-10.5 RI 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.9	Continued from previous unit: W 9-10.1, 9-10.2, 9-10.7, 9-10.8, 9-10.9	Continued from previous unit: SL 9-10.1, 9-10.2, 9-10.4, 9-10.5	Continued from previous unit: L 9-10.3, 9-10.5
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	Students will...	CCSS Reading	CCSS Writing	CCSS Speaking & Listening	CCSS Language
	<p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Engage in academic discussions around their work Participate in a debate and/or Socratic Seminar Use formal language and appropriate oral presentation skills <p><u>Language</u></p> <ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, and listening Choose flexibly from a variety of strategies to determine or clarify the meaning of unknown words or phrases 				

Unit 5 Resources: Common Core Standards Aligned Unit
<http://safari.sandi.net/SAFARI/montage/playlistedit.php?SearchType=my&Action=MakeActive&playlistkeyindex=6981&location=local&newlessonfromplaylist=f>