

English Language Arts 2018 ©

Ninth Grade

Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Goals
Unit 1 Coming of Age	What does it mean to “come of age”? How do authors and speakers persuade and influence an audience?	strategize inference transcript claim counterclaim	EA 1: Writing and Presenting an Interview Narrative EA 2: Writing an Argumentative Essay	<ul style="list-style-type: none"> To understand the concept of coming of age To identify diction, syntax, imagery, and tone--and to understand the way they work together to convey an author’s or speaker’s voice To incorporate voice effectively in one’s own writing To analyze and use rhetorical appeals and evidence to present an argument to an audience To support an inference or claim using valid reasoning and relevant and sufficient evidence
Unit 2 Defining Style <i>Edward Scissorhands</i> (Film)	What makes a good story? How does an artist define his or her style?	commentary textual commentary	EA 1: Writing a Short Story EA 2: Writing a Style Analysis Essay	<ul style="list-style-type: none"> To identify specific elements of an author’s style To review and analyze elements of fiction and write a short story To analyze syntactical structure and use clauses to achieve specific effects To develop close reading skills To identify cinematic techniques and analyze their effects
Unit 3 Coming of Age in Changing Times <i>To Kill a Mockingbird</i> (Novel)	How can context contribute to the understanding of a novel? How does a key scene from a novel contribute to the work as a whole?	context primary source secondary source plagiarism parenthetical citations valid rhetoric bibliography annotated bibliography evaluate censor censorship	EA 1: Historical Investigation and Presentation EA 2: Writing a Literary Analysis Essay	<ul style="list-style-type: none"> To gather and integrate relevant information from multiple sources in order to answer research questions To present findings clearly, concisely, and logically, making strategic use of digital media To analyze how literary elements contribute to the development of a novel’s themes To write a literary analysis, citing textual evidence to support ideas and inferences
Unit 4 Exploring Poetic Voices <i>Selected Poems</i>	What is Poetry? What can a writer learn from studying an author’s craft and style?	complementary emulate interpretation oral interpretation elaborate (v.)	EA 1: Creating a Poetry Anthology EA 2: Analyzing and Presenting a Poet	<ul style="list-style-type: none"> To develop the skills and knowledge to analyze and craft poetry To analyze the function and effects of figurative language To write original poems that reflect personal voice, style, and an understanding of poetic elements To write a style analysis essay To present an oral interpretation of a poem
Unit 5 Coming of Age on Stage <i>Romeo and Juliet</i> (Drama)	How do actors and directors use theatrical elements to create a dramatic interpretation? Why do we study Shakespeare?	vocal delivery visual delivery synthesis counterclaim concession refutation hook concluding statement call to action	EA 1: Presenting a Dramatic Interpretation EA 2: Writing a Synthesis Argument	<ul style="list-style-type: none"> To cite textual evidence to support analysis of a dramatic text To analyze the representation of key scenes in text, film, and other mediums To collaborate with peers on an interpretive performance To conduct research to answer questions and gather evidence To analyze how an author uses rhetoric to advance a purpose To write an argument to support a claim

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<p style="text-align: center;">KEY TEXTS</p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>	<p style="text-align: center;">STRATEGIES FOCUS</p> <p style="text-align: center;">Explicit teaching of effective strategies that provide scaffolding for all students while moving toward Instructional reading</p>	
<p>Short Story: "Marigolds," by Eugenia Collier</p> <p>Poetry: "Race' Politics," by Luis J. Rodriguez</p> <p>Memoir: from <i>Always Running</i>, by Luis J. Rodriguez</p> <p>Speech: Remarks by the President in a National Address to America's Schoolchildren</p> <p>Editorial: "An Early Start on College," <i>Star Tribune</i></p>	<ul style="list-style-type: none"> • Double Entry Journal • RAFT • SOAPStone • SMELL • Diffusing 	<ul style="list-style-type: none"> • SIFT • Levels of Questions • QHT • TWIST
<p>Poetry: "Fire and Ice," by Robert Frost</p> <p>Short Story: "The Gift of the Magi," by O. Henry</p> <p>Short Story: "The Cask of Amontillado," by Edgar Allan Poe</p> <p>Film: <i>Charlie and the Chocolate Factory</i> (2005), directed by Tim Burton</p> <p>Informational Text: "Jim Crow: Shorthand for Separation," by Rick Edmonds</p> <p>Informational Text: Jim Crow Laws, Martin Luther King, Jr. National Historic Site</p>	<p style="text-align: center;">LANGUAGE AND WRITER'S CRAFT/LANGUAGE CHECKPOINTS</p> <p style="text-align: center;">Instruction that provides grammar support and in the context of actual reading and writing Each unit contains additional grammar instruction in Grammar and Usage call-out boxes</p>	
<p>Novel: <i>To Kill a Mockingbird</i>, by Harper Lee</p> <p>Film: Clips from <i>To Kill a Mockingbird</i>, directed by Robert Mulligan</p> <p>Poetry: "Ode to My Socks," by Pablo Neruda</p> <p>Poetry: "Abuelito Who," by Sandra Cisneros</p> <p>Poetry: "Combing," by Gladys Cardiff</p> <p>Poetry: "I Wandered Lonely as a Cloud," by William Wordsworth</p> <p>Poetry: "Harlem," by Langston Hughes</p> <p>Drama: <i>Romeo and Juliet</i>, by William Shakespeare</p> <p>Nonfiction: from <i>How Shakespeare Changed Everything</i>, by Stephen Marche</p> <p>Article: "Why it's Time to Give the Bard Heave-ho," by Brandon Robshaw</p> <p>Film: Two film interpretations of <i>Romeo and Juliet</i></p>	<ul style="list-style-type: none"> • Verb Mood • Parallel Structure • Clauses • Combining Sentences • Transitions • Citing Sources • Footnotes and Endnotes • Incorporating Quotations • Topic Sentences and Transitions • Verbals • Rhetorical Questions • Using and Citing Sources • Understanding Verb Voice and Mood • Using Punctuation Within Sentences • Using Pronouns 	

See Unit "Planning the Unit" for a complete listing of resources.

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