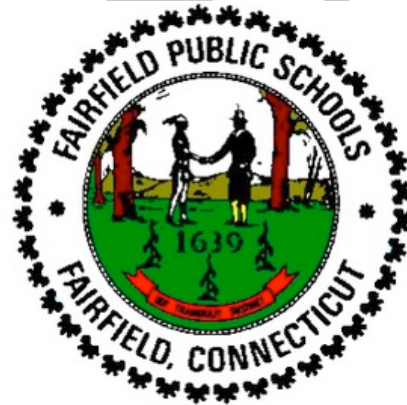


Fairfield Public Schools English Curriculum

Reading, Writing, Speaking and Listening, Language

Grade 9



Grade 9 English Overview

Description

This course emphasizes the development of individual interpretations of sophisticated literary texts in increasingly autonomous ways, as students begin the year by forming their own evaluative questions and exploring those questions in collaboration with others. Since, based on their reading, students are proficient with thesis-based writing, the focus on expository writing is on each student to write exploratory essay, narrative of thought essay, and metacognitive analysis of their choices as writers. In the second half of the year, students will write literary analysis, based on their own evaluative questions and exploration of ideas.

The upper level 9th grade course assumes students are able to work more independently, read more complex literature, complete longer assignments in reading, writing, and vocabulary study at an accelerated pace, and write more complex essays based on abstract and original thinking.

Grade 9 English Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. Launch	<ul style="list-style-type: none"> recognize and analyze their own assumptions and question their thinking through collaboration. process and analyze ideas, literature, and class discussion through initial 	<ul style="list-style-type: none"> connect with texts through initial written responses and extend that thinking through finalized written responses. develop individual thesis statements which demonstrate an 	Review of major 9 th grade concepts	Narrative <ul style="list-style-type: none"> This I Believe Fictional/Personal tale of a change/realization Argument Essay <ul style="list-style-type: none"> Lit. Analysis Comment and argue against a classmate's interpretation of

	<p>responses, note-taking, and finalized responses.</p> <ul style="list-style-type: none"> ● apply their understanding of multiple symbolic, figurative and metaphorical meanings of texts. ● recognize and analyze archetypal Paradise and Fall in literature. ● identify essential elements of allegory and determine how its conventions function in texts. ● demonstrate familiarity with words, unfamiliar to them, drawn from literary texts. ● demonstrate understanding of multiple symbolic, 	<p>understanding of the philosophical concepts offered by a text.</p> <ul style="list-style-type: none"> ● integrate textual support in order to support and embellish their thesis statements. 		<p>text</p> <p>Informative-Explanatory (Lit Analysis)</p>
--	--	--	--	---

	figurative, and metaphorical meanings of texts.			
2. Individual vs. Group	<ul style="list-style-type: none"> • articulate their personal, social, and moral/ethical responsibilities. • analyze the conflict between desire and responsibility in the lives of characters in literature. • determine the psychological motivations of the characters as they try to resolve the conflicts within the texts. • demonstrate how character is revealed through dialogue. • apply their understanding of multiple symbolic, figurative and 	<ul style="list-style-type: none"> • The structure the Informational Essay –focus on topic development and support 	Passive and active voice Compound Sentences Colon and Semicolon	The “Defining Moment” Narrative Essay Informational essay: How does the author convey theme using: Elements of Language (e.g., figurative language, diction, imagery, characterization) or Structure (e.g., P.O.V., multiple storylines, patterns/motifs)

	metaphorical meanings of texts.			
3. Rebellling Against the One / Trials and Tribulations of the Hero	<ul style="list-style-type: none"> Analyze the origins of the archetypal story of the individual versus society (<i>The Book of Job</i>) Make inferences about characters. Compare and contrast characters, conflicts, and events in the text. Identify how authors create omnipotent characters 	Informational Essay – Extended Literary Analysis	Sophisticated use of transitions	<p>Argumentative Essay</p> <p>Informative-Explanatory (Lit Analysis)</p>
4. Comedy and Tragedy	<ul style="list-style-type: none"> Analyze the purpose and effect of the two genres Identify the elements of Shakespearean tragedy and comedy and 	The Literary Argument Claim and counter-claim	Demonstrate correct pronoun agreement (number) and pronoun case.	<p>Argumentative- Essay/presentation interpreting the “teenage issue” faced by the teenagers of <i>Romeo and Juliet</i></p> <p>Essay arguing which character or force is to</p>

	<p>understand how its conventions function in a dramatic work.</p> <ul style="list-style-type: none"> Analyze the difference between the Tragic Hero versus Comic Protagonist Identify and analyze the <i>Tragic Struggle</i> versus <i>Comic Struggle</i> Identify and analyze <i>Tragic Methods</i> versus <i>Comic Methods</i> Use evidence from a text to support an interpretation. 			blame for the tragedy of Romeo and Juliet
5. Reading my World – Social Issues: How do these characters/their journeys change their environment/world?	<ul style="list-style-type: none"> Reading with a critical lens, identify issues of power within a text Identify the <i>struggles</i> that 	<ul style="list-style-type: none"> Connect with texts through initial written responses and extend that thinking through finalized written 	Place modifiers correctly. Punctuate complex sentences.	Extended Informational Essay

	<p>characters face and the external forces that shape them.</p> <ul style="list-style-type: none"> • Compare how this struggle is represented in other media. • Analyze how this struggle or issue evolves through a longer text • Formulate thematic or philosophic questions from a text as they read. • Generate inquiry about those questions. 	<p>responses.</p> <ul style="list-style-type: none"> • Develop controlling ideas for informational writing which demonstrate an understanding of the social issues offered by a text. • Recognize and use stylistic tools to enhance their personal voice in writing. 		
6. Reflection	Evaluate contents of literacy folder to determine portfolio entries.	Written self-reflective	Review and self-assessment	Final Portfolio

<p>Reading Resources <i>FPS Units of Study for Grade 9</i> Anchor Texts Book Club Texts by level</p>	<p>Writing Resources <i>FPS Units of Study for Grade 9</i> <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen <i>Image Grammar, 2nd Edition</i> by H. Noden</p>
--	---

--	--

Grade 9 Overview: Reading and Writing
--

<p>Central Understandings Students will learn to:</p> <ul style="list-style-type: none"> ● establish guidelines for discussion and seminar. ● demonstrate analytical thinking ● engage in classroom dialogue. ● extend and broaden their thinking through collaboration. ● formulate and communicate personal responses to literary texts. ● analyze how an author expresses who he/she is in writing. ● articulate self-definition in writing. ● make connections between events in their own lives and literary themes. ● formulate different types of questions about literature: plot questions, interpretive questions, and evaluative questions. ● note confusions and explain surprises in texts. ● make connections to other texts. ● explore an idea using personal experience and a literary text. 	<p>Course Essential Questions</p> <ul style="list-style-type: none"> ● How do personal experiences shape identity? ● How does collaboration extend, challenge, and broaden our thinking? ● How do I express who I am and what I think in writing? ● How do authors convey purpose and meaning in literature? ● How does literature contribute to an understanding of self and others? ● How do your experiences as readers shape meaning in a text? ● How does collaboration extend, challenge, and broaden one’s ideas? ● How do the choices that characters make shape their identities? ● How can a quote from the text exemplify an abstract idea within the text? ● How do I identify gaps in my understanding? ● How do I use technology to extend my knowledge? 	<p>Assessments:</p> <ul style="list-style-type: none"> ● Fairfield Public Schools benchmark Reading Assessments ● Portfolio
---	--	--

- communicate initial responses to literature to others.
- collaborate to formulate and respond to questions.
- create multiple evaluative questions about a text.
- acknowledge multiple perspectives about a text.
- infer how specific places and scenes in a text influence interpretation.
- interpret unfamiliar passages in a text through collaboration (Think Alouds).
- assess how their questions are influenced and strengthened through class discussion and collaboration.
- gain a new understanding, see new perspectives, and expand the questions by close rereading of texts.
- create their own individual “story” of reading a text.
- use narrative writing to interpret a text.
- question characters’ motivations.
- make inferences about characters.
- compare literary texts to visual art.
- recognize and describe patterns and relationships in the text.
- select appropriate voice for different texts they write.
- articulate in writing the choices they

- How do I evaluate information for relevancy and reliability?
- How can I explain my knowledge to others?
- How do I write to express deductive, inductive, and narrative thinking as a means for interpreting literature?
- How do I write persuasively?

<p>make in their own creative writing.</p> <ul style="list-style-type: none">● use a literary text to explain their creative writing.● incorporate quotes effectively into analytical writing.● use evidence from a text to support an interpretation.● acknowledge multiple perspectives about a text.● identify patterns in texts.● analyze connotations and denotations of words.● demonstrate deductive thinking to prove a thesis.● develop their initial questions into multi-layered questions.● identify and analyze key lines in order to interpret a text as a whole.● explain significance of key lines as they reveal character or relate to a particular scene.● demonstrate how the lines contribute to forming an interpretation of the text as a whole.● collaborate to consider multiple perspectives.● determine correlation of research to literary text.● note confusions and gaps in knowledge.		
---	--	--

<ul style="list-style-type: none"> ● research to gain information. ● select information by discerning its relevancy and accuracy. ● demonstrate oral presentation strategies. ● reflect and extend their thinking based on presentations of others. ● persuade an audience about an issue, using informed, credible research. ● evaluate the presentations of others. ● analyze the literary devices as demonstrated in examples of published memoirs. ● interpret text through relevant research 		
<p>Standards Common Core State Standards</p>		<p>National Assessments:</p>

Draft 2

Grade 9 Unit 1: *Launch*: Establishing a Reading and Writing Life for high school

Unit Overview

Students that enter 9th grade have been in strong reading and writing workshops for the past several years. Our students are knowledgeable about the essential skills of reading and writing. They know how to choose books they can read with ease; they pay attention to characters and to story elements in the stories they read; and they envision, predict, develop theories, and think across books as they read. They also monitor for comprehension, and they have a repertoire of strategies of easy-to-solve methods to draw upon when the book gets hard. As writers, students enter 9th grade confident in their abilities to put pen to paper (or thumb to screen). They have developed the essential skills to communicate ideas that they are passionate about, and they understand the value of their writer's notebooks. Our students are writers who understand the need to write.

In this unit – the first unit as readers and writers in high school – we continue this tradition as our students enter 9th grade, and help our students transition to increasingly complex modes of reading and writing.

Reading Focus

- Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing
- Identify themes as full and complete sentences
- recognize and analyze their own assumptions and question their thinking through collaboration.
- process and analyze ideas, literature,

Writing Focus

- articulate a self-definition in writing.
- formulate and communicate personal responses to literary texts.
- connect with texts through initial written responses and extend that thinking through finalized written responses.
- integrate textual support in order to support and embellish their thesis statements.

Grammar, Usage, and Mechanics Focus

- Review of major 8th grade concepts
- Revise sentence run-ons and fragments

<p>and class discussion through initial responses, note-taking, and finalized responses.</p> <ul style="list-style-type: none"> ● demonstrate analytical thinking about self-identity. ● analyze how an author expresses who he/she is in writing. ● ● 		
--	--	--

<p>Assessments Narrative Essay; Argument Essay; Informative-Explanatory, Metacognitive journal entries</p>

Common Core Standards Emphasized in the Unit
<p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2. 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.</p> <p>RL.9-10.3. 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.</p> <p>RL.9-10.4. 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).</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)</p>

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences,

events, and/or characters.(reflect on the intended use of the technique)

- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Draft

Grade 9 Unit 2: The Hero's Adventure

Unit Overview

In this unit students will analyze the aspects of the archetypal hero, and the classic pattern of the “hero’s journey.” They will be able to answer:

- What is a hero/heroine? How do the myths, legends and stories of a society’s heroes/heroines help us to understand the values of that society?
- What connections can we make between the classic characters, events and themes of *The Odyssey* and the stories of our modern world: our personal experiences and those of others; novels, plays, short stories, poems, movies, TV shows, and current events?

Reading Focus

- recognize and analyze archetypal patterns in literature
- Analyze the concept of the monomyth
- Analyze how point of view influences perspective, theme, and meaning
- identify essential elements of allegory and determine how its conventions function in texts.
- examine how relationships with other people affect who they are.
- make connections between their own lives and literary themes.
- formulate different types of questions: plot questions, interpretive questions,

Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.
- Develop narratives that focus on the development of the archetypal hero.
- Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely
- Relying on partners to help us edit and

Grammar, Usage, and Mechanics Focus

- demonstrate correct pronoun agreement (number) and pronoun case.

<p>and evaluative questions.</p> <ul style="list-style-type: none"> ● note confusions and explain surprises in texts. ● make connections to other texts. ● collaborate to formulate and respond to questions. ● explore an idea, using personal experience and a literary text. 	<p>revise our work</p>	
---	------------------------	--

<p>Assessments</p> <ul style="list-style-type: none"> ● Expository Essay; Argumentative Essay, Narrative Essay
--

<p>Common Core Standards Emphasized in the Unit</p>
<p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2. 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.</p> <p>RL.9-10.3. 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.</p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.9 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and</p>

sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Draft

Grade 9 Unit 3: Rebelling Against the One / Trials and Tribulations of the Hero

Unit Overview

In this unit, students will be introduced to the elements of the archetypal story of the hero who finds himself drawn into a state of opposition to some immense powers, which exercise control over the world in which he lives. This struggle is the core of the hero's identity.

Reading Focus

- Analyze the origins of the archetypal story of the individual versus society (*The Book of Job*)
- Make inferences about characters.
- Compare and contrast characters, conflicts, and events in the text.
- Identify how authors create omnipotent characters
- Recognize and describe patterns and relationships in the text.
- Using student questions to guide whole-class discussion and annotation of shared narrative text.

Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- select appropriate voice for different texts they write
- develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.
- integrate textual support in order to support and embellish their thesis statements.
- Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely
- Relying on partners to help us edit and revise our work

Grammar, Usage, and Mechanics Focus

- subject/verb agreement

--	--	--

Assessments

- Expository Essay; Argumentative Essay, Narrative Essay

Common Core Standards Emphasized in the Unit

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2. 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.

RL.9-10.3. 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.

RL.9-10.4. 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).

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between

claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose,

and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Draft

Grade 9 Unit 4: Comedy and Tragedy

Unit Overview

Students analyze the nuances of the two forms including the difference between: the *Tragic Hero* versus *Comic Protagonist*; the *Tragic Struggle* versus *Comic Struggle*; and *Tragic Methods* versus *Comic Methods*

Reading Focus

- Annotating texts during close re-reading of texts to deepen interpretation of texts and gather evidence to support ideas in writing
- Analyze the purpose and effect of the two genres
- Identify the elements of Shakespearean tragedy and comedy and understand how its conventions function in a dramatic work.
- Analyze the difference between the Tragic Hero versus Comic Protagonist
- Identify and analyze the *Tragic Struggle* versus *Comic Struggle*
- Identify and analyze *Tragic Methods* versus *Comic Methods*
- Use evidence from a text to support an interpretation.
- identify patterns in texts Using student

Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- develop individual thesis statements which demonstrate an understanding of the philosophical and structural concepts offered by a text.
- integrate textual support in order to support and embellish their thesis statements.
- demonstrate deductive thinking to prove a thesis.
- Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely
- Relying on partners to help us edit and revise our work

Grammar, Usage, and Mechanics Focus

- use verb tense consistently and correctly.

questions to guide whole-class discussion and annotation of shared narrative text.		
--	--	--

<p>Assessments</p> <ul style="list-style-type: none"> Literary Essay, Argumentative Essay, Narrative Essay
--

Common Core Standards Emphasized in the Unit
<p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2. 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.</p> <p>RL.9-10.3. 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.</p> <p>RL.9-10.4. 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).</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of

both in a manner that anticipates the audience's knowledge level and concerns.

- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Draft

Grade 9 Unit 5: Reading my World – Social Issues: How do these characters/their journeys change their environment/world?

Unit Overview

In this unit, students will read “beyond the text” – identifying the larger social issues that lie at the heart of all texts. The hero must deal with issues of power in his struggle. To analyze social issues, students will also explore these issues through *Informational* writing where the writer aims to teach readers about a topic. Just as we help students to think about information reading as a way of engaging in a course in which they are learning all about a topic, we need to help them think about information writing as engaging in a course in which they teach all about a topic. An informational writer’s purpose, then, is to help readers become informed on a topic that feels very important to the writer. This is the type of “real-world” writing that our students will tackle in this unit. Further, this is the kind of writing that students will encounter in much of their nonfiction reading, current event articles in published newspapers, and their social studies and science texts.

Reading Focus

- Reading with a critical lens, identify issues of power within a text
- Identify the *struggles* that characters face and the external forces that shape them.
- Compare how this struggle is represented in other media.
- Analyze how this struggle or issue evolves through a longer text
- Formulate thematic or philosophic questions from a text as they read.
- Generate inquiry about those questions.

Writing Focus

- Connect with texts through initial written responses and extend that thinking through finalized written responses.
- Develop controlling ideas for informational writing which demonstrate an understanding of the social issues offered by a text.
- Recognize and use stylistic tools to enhance their personal voice in writing.
- Revising and editing work carefully to

Grammar, Usage, and Mechanics Focus

- place modifiers correctly.
- punctuate complex sentences.

	<p>eliminate errors and communicate ideas clearly and concisely</p> <ul style="list-style-type: none"> • Relying on partners to help us edit and revise our work 	
--	---	--

Assessments

- Expository Essay; Argumentative Essay, Narrative Essay

Common Core Standards Emphasized in the Unit

- RL.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2.** 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.
- RL.9-10.3.** 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.
- RL.9-10.5.** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the

narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Draft

Grade 9 Unit 6: Reflecting

Unit Overview

At the end of the year, student will formally reflect on their progress as readers, writers, and thinkers by asking two important questions:

1. Who am I now, at the end of the school year, as a reader and a writer?
2. How can I tell the story of my growth as a reader and a writer?

Reading Focus

- evaluate contents of literacy folder to determine portfolio entries.
- create a portfolio that demonstrates progress towards literacy goals and evidence of growth.
- articulate their evolution as writers and readers by sharing their portfolio with parent/guardian.
- analyze independently a theme common to more than one text.
- provide textual evidence to support interpretations of themes in their independent reading.

Writing Focus

- write a self-reflective piece in which they analyze the ways in which they use language effectively, appropriately, and conventionally and the ways in which they have to grow in their effective, appropriate, and conventional use of language.

Grammar, Usage, and Mechanics Focus

- Review of major concepts

<ul style="list-style-type: none"> • choose personally challenging independent reading selections and reflect upon these choices. • create personal meaning from their independent reading. 		
---	--	--

<p>Assessments</p> <ul style="list-style-type: none"> • Portfolio

<p>Common Core Standards Emphasized in the Unit</p>
<p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.9-10.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>