Course: Ninth Grade English

Teacher(s): Taylor Costas and Eva Rediker

**or the year (The critical questions and tensions to explore across the year):**

- How does literature reflect and impact the world around us?
- How does reading literature alter our perspective and inform our decisions?

**or the year (The big ideas grounding the exploration across the year):**

- Literature grows out of particular historical, political, and cultural contexts.
- Fiction and nonfiction can be used to reveal truths, trends, or perspectives about the world in which it was written.
- Authors convey specific messages in literature.
- Readers bring their particular perspectives to literature that influence their interpretations.
- Ultimately, reading can influence and alter the way that people see the world.

**ig skill strands/genres prioritized in your course:**

Reading critically
- Annotating
- Setting deliberate intentions for one’s reading
- Asking relevant questions as you read

Discussion
- Developing informal claims and evidence
- Articulating questions and ideas to an audience
- Listening
- Synthesizing perspectives
- Evaluating perspectives
- Revising thinking
Writing
  ○ Composing claims
  ○ Selecting evidence
  ○ Elaboration
  ○ Context
  ○ Significance

Grading categories and percentages that reflect these priorities:

Work Habits
  ○ Homework
  ○ Classwork
  ○ Listening

Reading
  ○ Comprehension
  ○ Textual Analysis

Writing
  ○ Claim
  ○ Introduction
  ○ Evidence
  ○ Elaboration
  ○ Conclusion / Reflection

Discussion
  ○ Depth of thought
  ○ Selection of evidence
  ○ Preparation

<table>
<thead>
<tr>
<th>essential ion/s &amp; concepts</th>
<th>Key topics &amp; concepts</th>
<th>Common Core Learning</th>
<th>Name the transferable &amp; summative</th>
<th>Authentic summative</th>
<th>Key formative &amp; assessment</th>
<th>Differentiate texts, resources</th>
</tr>
</thead>
</table>
Unit time frame covered that should be captured in the performance task(s) and repeatable stuff

Standards / NGSS hit repeated stuff (i.e. skill spiral buckets from Dept, literary genres, cross cutting concepts and/or enduring understandings) that house the common core & content /concept introduced, repeated, or elevated in the unit (note which) to be applied to performance task/s

performance task/s that frame the learning in unit - think gradebook categories:

opportunities for the skills and content along the way to performance task/s - think gradebook categories:

Capturing Classwork Brainstorm

Annotation Critical Reading Discussion Evidence selection Elaboration Claim

RL 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL 9.5 Analyze

Examine and explore the basic and more complex elements of a short story/ fictional text

Practice writing and reading stamina

Mock Trial in response to Tell Tale Heart (discussion)

Literary Essay Reading Component Writing Component

Socratic seminars Annotations Reading quizzes Informal writing (homework)

Exit cards

Charts of skills learned in middle school that strong readers use while reading (annotation strategies and questions they should ask themselves)
<table>
<thead>
<tr>
<th>RL 9.2</th>
<th>W 9.2</th>
<th>In class essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anayze how an author’s choices concerning how to structure a text, order or events within it, and manipulate time create such effects such as mystery, tension, or surprise.</td>
<td>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately</td>
<td>Sentence starters for discussion</td>
</tr>
<tr>
<td>Create annotation styles for themselves that are helpful and push their thinking.</td>
<td>Explore themes, author’s purpose, and narration styles.</td>
<td>Graphic organizers for discussion prep</td>
</tr>
<tr>
<td>Develop creative thinking skills and then apply them to Socratic Seminars and writing pieces.</td>
<td>Craft and defend initial claims</td>
<td>Word banks, frontloaded vocabulary</td>
</tr>
<tr>
<td>Work collaboratively on different projects and discussions</td>
<td></td>
<td>“Miriam” “Tell Tale Heart” “A Haunted House” “A Rose for Emily”</td>
</tr>
</tbody>
</table>
through the effective selection, organization and analysis of content.

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

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 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<table>
<thead>
<tr>
<th>Practice reading and writing stamina</th>
<th>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice reading and writing stamina</td>
<td>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.</td>
</tr>
<tr>
<td>Practice reading and writing stamina</td>
<td>Analyze in detail how an author's ideas or claims are developed throughout the research process.</td>
</tr>
<tr>
<td>Argument essay (nonfiction) Component Writing Component</td>
<td>Select the best evidence in the context of the overall argument.</td>
</tr>
</tbody>
</table>

**Nonfiction reading**

- Annotation
- Discussion / debate
- Claim
- Evidence selection
- Elaboration
- Context (intro and conclusion)
- Responsible citation

**Socratic seminars**

- Annotations
- Notes
- Informal writing (homework)
- Summaries / comparisons of texts
- Exit cards

**Nonfiction reading lessons + reference charts (in the room and printed for binders)**

- Differentiated sources
- Differentiated topics (small selection of topics for this round) with intentional selection of heterogenous grouping
- Frontloaded vocabulary
- Nonfiction reading lessons + reference charts (in the room and printed for binders)
- Small groups needed
and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6
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 or purpose.

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.

support of one’s claim
Elaborate to help readers see the relevance and significance of evidence and arguments
Draft introductions and conclusions that engage readers and provide necessary context
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.9-10.7
Conduct short as well as more
sustained research projects
to answer a question
(including a self-generated
question) or
solve a problem;
narrow or
broaden the
inquiry when
appropriate;
synthesize
multiple sources
on the subject,
demonstrating
understanding of
the subject under
investigation

SL.9-10.1
Initiate and
participate
effectively in a
range of
collaborative
discussions
(one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

| Studies number - Literacy | Evidence selection | Elaboration | Comparative Analysis | Context (intro and conclusion) | Collaborative discussion | Visual interpretation | Tone, IRL.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). | Literary essay component (Writing Component) | Small group fishbowl discussion | Literary essay | Reading component | Writing Component | Reading component |
|--------------------------|---------------------|-------------|----------------------|---------------------------------|------------------------|---------------------|------------------|-------------------------------------------------|-----------------|------------------|------------------|------------------|
| How do we use visual clues in everyday life to interpret the world around us? | How do strategic stylistic choices produce a given tone or perpetuate a certain message? | In what ways is style used to convey meaning? | | | | | | Understand how images and sound convey messages in visual media. | Analyze the author's message through analysis of tone, dialogue, character portrayal, and point of view. Compare and contrast films and texts as they relate to the aforementioned skills. | | |
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Excerpts from *The Virgin Suicides*

Book clubs:
- *The Outsider*
- *Perks of Being a Wallflower*
- *Push*
- *Lovely Bones*
- *The Help*
- *Friday Night Lights*
What is similar to and different from print text? How does "reading" them together enhance our perspective on both? 

<table>
<thead>
<tr>
<th>Characterization, point of view, dialogue.</th>
<th>place; how it sets a formal or informal tone.</th>
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<tbody>
<tr>
<td>RL.9-10.5</td>
<td>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.</td>
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<tr>
<td>RL.9-10.9</td>
<td>Analyze how an author draws on and transforms source material in a specific work</td>
</tr>
<tr>
<td>W.9-10.9</td>
<td>Draw evidence from literary or informational</td>
</tr>
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</table>

Participate in small and large discussions related to the interpretation of print and visual media both individually and in comparison to one another. 

Select and elaborate on evidence to substantiate interpretations of author’s craft in frequent formal and informal written assignments. 

Elevate analysis and writing through ongoing process of revision and peer review. 

/ summary checks 
Exit cards
texts to support analysis, reflection, and research.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and
<p>| Subject               | Annotation | Close reading | Discussion | Revision of theories | Selection of | 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. | Identify use of literary devices and the impact on readers. | Develop interpretations of author’s message in complex poetry. | Poet Clubs Mini Discussions Reading Poetry Component Discussion Component Poetry Portfolio Draft Poetry Portfolio | Frequent informal short writes on author’s craft (homework) | In class essays in defense of analytical claims | Variety of shared texts, scaffolded for student access. | Author study leveled groups for appropriate difficulty of |</p>
<table>
<thead>
<tr>
<th>evidence</th>
<th>Elaboration</th>
<th>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).</th>
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<tbody>
<tr>
<td>Elaboration</td>
<td>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in order to interpret them through various critical lenses.</td>
<td>Articulate the purpose of one’s own stylistic choices when composing creative writing.</td>
</tr>
<tr>
<td>Creative writing</td>
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<tr>
<td>Critical lenses: feminist, Marxist, racial equity</td>
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<td></td>
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<tr>
<td>Figurative language and metaphor</td>
<td></td>
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<tr>
<td>Alliteration, assonance, juxtaposition, imagery, repetition, hyperbole</td>
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</tbody>
</table>

**Exit cards**
- Frontloaded vocabulary
- Charts and reference materials for close reading (transfer of skills from middle school as well as film unit) as well as annotation strategies
- Background on author’s lives and careers to contextualize information
- Teacher models of both interpretive/analytical work AND creative writing tasks
- Range of supports (from more to less scaffolded) to...
the grades 9-10
text complexity
band proficiently,
with scaffolding
as needed at the
high end of the
range.

W.9-10.2
Write
informative/expl
anatory texts to
examine and
convey complex
ideas, concepts,
and information
clearly and
accurately
through the
effective
selection,
organization,
and analysis of
content.

W.9-10.3
Write narratives
to develop real
or imagined
experiences or
events using
effective

choose from
when it come
structure of
creative writi
(graphic
organizers,
outlines, moc
guidelines)
technique, well-chosen details, and well-structured event sequences.

**W.9-10.3.D**
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.9-10.3.E**
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.9-10.9**
| Nonfiction reading AND research | RI.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. | Evaluating sources |
| Annotation | RI.9-10.2 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 | Conducting independent research |
| Discussion / debate | Evidence selection | Considering author’s bias and message |
| Evaluation of sources | Elaboration | Identifying misleading / irrelevant info |
| Claim | Counterclaim | Selecting the best evidence |
| Evidence selection | Context (intro and conclusion) | Developing and defending |
| Elaboration | Responsible citation | |

**Notes on sources / summaries**
- **Annotated bibliography** (whole class model topic and self-selected)
- **Argument essay**
- **Presentation**

**Notes on sources / summaries**
- **Informal writing (homework)**
- **In class essays / flash drafts**
- **Comparisons of multiple viewpoints / sources**
- **Exit cards**
- **Small group discussions**
- **Socratic seminars**

**Greater range of topics but with supports in place as needed**
- **NewsELA for scaffolded sources**
- **Review of past resources / charts / graphic organizers for elaboration, counterclaim, claim, etc. with increased expectation of independent selection and implementation**
- **Lessons of source bias and responsible**
| **RI.9-10.6** | 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 or purpose. |
| **RI.9-10.8** | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | **nuanced claims** |

- Anticipating counterarguments and addressing them proactively in both writing and discussion / debate
- Using conversation to challenge and enhance understanding of a topic and the range of viewpoints on it.
- Presenting one’s findings in a clear, cohesive, and logical way.

**selection of reputable materials**

- Small groups needed for vocab, chunk and other nonfiction re: strategies

**summary of the text.**

**Small groups needed for vocab, chunk and other nonfiction re: strategies**
| 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. |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when...
appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

**SL.9-10.1**
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

<p>| of the Social ology (April / May) | Literary analysis | RL.9-10.2 Determine a theme or central idea of a text | Participate in discussion of a complex text in order to reflect | Synthesis essay uniting LOTF and a major historical event | Reading quizzes Annotations / notes | Chapter summaries / recaps |</p>
<table>
<thead>
<tr>
<th>development of a personal tracking system</th>
<th>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.</th>
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<tr>
<td>Discussion Characterization</td>
<td>concrete understanding as well as to enhance / challenge interpretations</td>
</tr>
<tr>
<td>Motif</td>
<td>Develop theories and claims in response to symbols and motifs in the text</td>
</tr>
<tr>
<td>Symbolism</td>
<td>Contextualize reading within history</td>
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<tr>
<td>Social Psychology</td>
<td>Draw connections between events within and outside of the text</td>
</tr>
<tr>
<td>Historical Connections</td>
<td>Develop and define nuanced claims to synthesize life and literature with appropriate evidence selection and analysis</td>
</tr>
<tr>
<td>Collaborative projects on motif and symbol</td>
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</tbody>
</table>
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.9-10.10**
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**W.9-10.2.B**
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.

W.9-10.2.C
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.D
Use precise language and
domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2.E
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.F
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).
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the
<table>
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<tr>
<th>SL.9-10.1.D</th>
<th>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</th>
</tr>
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<tbody>
<tr>
<td>W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts,</td>
<td>Ability to use one’s own experience as a text and a piece of literature</td>
</tr>
<tr>
<td>Complete autoethnography: introduction to contextualize cultural identity and social</td>
<td>Notes / brainstorms / informal writing</td>
</tr>
<tr>
<td>Choice of structures for each vignette (plus outlines guidelines as needed)</td>
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<tr>
<td>Reflection on experience as research</td>
<td>Contextualizing these experiences within larger social frameworks</td>
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<td>-------------------------------------</td>
<td>---------------------------------------------------------------</td>
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<tr>
<td>Creative integration of literary elements studied within one’s own writing</td>
<td>Defense of stylistic choices for particular event and well-chosen details</td>
</tr>
<tr>
<td>Conclusion reflecting research, findings, and analysis of experiences</td>
<td>Effective technique, well-focused, and well-structured event sequences</td>
</tr>
<tr>
<td>Small group discussions and analyses of constructed and revised Vignettes (always two)</td>
<td>Engagement of one’s own opinion(s) of view, exploring one’s own constructed knowledge</td>
</tr>
</tbody>
</table>

**Teacher models**

- Published models of memoirs and autobiographies
- Published materials of past reference

**Reflection**

- Teacher models of lessons and materials for inspiration and guidance
- Exit cards

**Research**

- Social constructs
- Cultural identity
- Critical lens

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**W.9-10.3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

- Engage an audience and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.

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**W.9-10.3.A: Engage an audience 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.

W.9-10.3.B
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3.C
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3.D
Use precise
<table>
<thead>
<tr>
<th>words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
</tr>
</tbody>
</table>