
9th Grade ELA

Instructional Requirement-Balanced Literacy Approach

District Assessments: Three times as per Assessment Calendar (October, December, March)

Core Resources Available to Teachers for Instruction:
- McDougal Littell Text, Grade-level Novels
- Sadlier: Vocabulary Workshop
- Digital tools for written and oral presentations
- Library resources for research

Habits of Mind

Research in effective thinking and intelligent behavior indicates that there are some identifiable characteristics of effective thinkers. These Habits of Mind are seldom performed in isolation, but rather, clusters of such habits are drawn forth and employed in various situations. Below are all 16 Habits of Mind, each with a tip, strategy or resource to understand and begin implementation in your classroom.

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<tr>
<th>Habit of Mind</th>
<th>Tip/Strategy/Resource</th>
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<tr>
<td>1. Persisting</td>
<td>-sticking to a task until it is completed.</td>
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<td>- Identify characteristics of persistence shown by individuals in well-known events</td>
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<td>- Imagine what might have occurred if more or less persistence was shown in a given scenario.</td>
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<td>- Model the use of patience, including wait time during discussion, or using helpful sentence stems that reflect intentional choice.</td>
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<td>3. Listening to Others-With Understanding and Empathy</td>
<td>-listening, understanding, and empathizing with someone else’s point of view.</td>
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<td>- Model appropriate listening and help student identify the most common “errors” in conversation.</td>
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<td>4. Thinking Flexibly</td>
<td>- considering alternative points of view or dealing with several sources of information simultaneously.</td>
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<td>- Use RAFT assignments (Role, Audience, Format, Topic) where students must consider a situation, letter, speech or poem from a different perspective.</td>
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<td>5. Thinking About our Thinking (Metacognition)</td>
<td>6. Striving for Accuracy and Precision</td>
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<td>mapping out thinking process.</td>
<td>taking time to check over work.</td>
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<td>• Diagram the relationship between a want and a need.</td>
<td>• Use “three before me,” a strategy that insists on any important assignment being checked by at least three other people before being handed in.</td>
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<tr>
<th>9. Thinking and Communicating with Clarity and Precision</th>
<th>10. Gathering Data through All Senses</th>
<th>11. Creating, Imagining, and Innovating</th>
<th>12. Responding with Wonderment and Awe</th>
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<tr>
<td>communicating accurately in both written and oral form.</td>
<td>knowing information gets into the brain through different sensory pathways.</td>
<td>examining alternative possibilities from many angles.</td>
<td>having a passion for learning.</td>
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<td>• Remind students to avoid the vagueness and abstraction—and imprecision—of terms like always, never, all, everybody, teachers, etc.</td>
<td>• Allow students to “cite” sources from sensory data in addition to traditional textual sources.</td>
<td>• Offer persistent sources of inspiring thought, design, art or multimedia through writing prompts, discussion points or simply as a daily class closure.</td>
<td>• Don’t just allow opportunities for student choice in topics, formats, or learning pathways—insist on it.</td>
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<tbody>
<tr>
<td>accepting confusion, uncertainty, and the higher risks of failure as part of the normal process.</td>
<td>initiating humor more often, placing greater value on having a sense of humor, appreciating and understanding others’ humor.</td>
<td>realizing that all of us together are more powerful, intellectually and/or physically, than any one individual.</td>
<td>always striving for improvement.</td>
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<td>• Create an environment where failure is analyzed, not punished.</td>
<td>• Point out humor where it is not immediately apparent, especially in stories and examples from your own life.</td>
<td>• Cooperative learning groups</td>
<td>• Revisit old ideas, writing and projects to identify areas for development, improvement or revision.</td>
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<td>• Teach students to distinguish between situations of human frailty and fallibility that are in need of compassion and those that are truly funny.</td>
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<td>• Using digital and social media provides opportunity for interdependence.</td>
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Arthur L. Costa, Ed.D. and Bena Kallick, Ph.D.
Teaching Tips created by Terry Heich, [www.edutopia.org](http://www.edutopia.org)
Grade 9 English Curriculum Map

Overarching Big Ideas for English and Language Arts, Grades 6-12 (FOR ALL UNITS)

- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success.
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
- What we read affects how we interpret our world and the world around us.
- Effective writing is a recursive process. It is a powerful means of communication that informs, persuades and entertains.
- Ideas can be effectively communicated through digital and non-digital formats.
- Textual evidence is necessary to make convincing arguments.
- Text complexity (what we read and the skill with which we read) develops reading independence and proficiency.

Unit: Literature-Novels/Short Stories/Poetry/Drama/Informational

Enduring Understandings:

- Narrative structure can be either fiction or non-fiction (informational) and often follows a basic structure.
- Drama is a specific type of narrative reading and writing
- People experience the same media message differently.
- Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
- Questioning and contributing help speakers convey their message, explore issues, and clarify thinking.
- A speaker’s choice of words and style set a tone and define the message.
- A speaker selects a form and organizational pattern based on the audience and purpose.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.

Essential Questions:

- What are the major components of narrative writing?
- How is drama different from reading other types of text?
- How does understanding a text’s structure help me better understand its meaning?
- How are sounds represented by letters?
- How does fluency affect comprehension?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer’s choice of words?
- How do readers construct meaning from text?
- Why conduct research?
- How do good writers express themselves? How does process shape the writer’s product?
- How do writers develop a well written product?
- How do rules of language affect communication?
- Why does a writer choose a particular form of writing?
- When is appropriate to ask questions?
- How do speakers express their thoughts and feelings?
- How does the choice of words affect the message?
- How do speakers express their thoughts and feelings?
- How does a speaker communicate so other will listen and understand the message?
- Can one hear but not listen?
- What’s the media message?

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<th>Grade: 9</th>
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<td><strong>PA Core Standards</strong></td>
<td>What will be taught?</td>
<td>What will students know &amp; be able to do as a result of this instruction?</td>
<td>What evidence will I collect that demonstrates that students have achieved the objectives?</td>
<td>What materials will I use to achieve the objectives?</td>
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<tr>
<td>Reading Literature</td>
<td><strong>Literary elements</strong></td>
<td><strong>Students will be able to:</strong></td>
<td><strong>Mandatory texts:</strong></td>
<td><strong>Optional</strong> Short Stories</td>
</tr>
<tr>
<td>CC.1.3.9-10.A</td>
<td>- Plot</td>
<td>- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>“The Most Dangerous Game”</td>
<td>“The Utterly Perfect Murder” (nonfiction)</td>
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<tr>
<td>CC.1.3.9-10.B</td>
<td>- Conflict</td>
<td>- Identify and explain the function of essential short story elements in the writer’s craft (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, point of view).</td>
<td>“The Cask of Amontillado”</td>
<td>“The Scarlet Ibis”</td>
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<td>CC.1.3.9-10.C</td>
<td>- Structure</td>
<td>- Identify and analyze literary elements of a short story and how they interact with the setting, characters, and/or plot</td>
<td>“The Necklace”</td>
<td>“A Christmas Memory”</td>
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<tr>
<td>CC.1.3.9-10.D</td>
<td>- Exposition</td>
<td>- Analyze how complex</td>
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<td>CC.1.3.9-10.E</td>
<td>- Rising action</td>
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<td>CC.1.3.9-10.F</td>
<td>- Falling action</td>
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<td>CC.1.3.9-10.I</td>
<td>- Climax</td>
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<td>CC.1.3.9-10.M</td>
<td>- Resolution</td>
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<td>CC.1.3.9-10.T</td>
<td>- Elements of fiction</td>
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<td>Writing</td>
<td>- Plot structure (plot triangle)</td>
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<td>CC.1.4.9-10.A-F</td>
<td>- Conflict (external vs. internal)</td>
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<td>CC.1.4.9-10.M-T</td>
<td>- Foreshadowing</td>
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<td>- Flashback</td>
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<td>- Characterization</td>
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<td>- Setting</td>
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<td>Vocabulary</td>
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<td>CC.1.2. 9-10.F-K</td>
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<td>CC1.3. 9-10.F-K</td>
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<td>Speaking and Listening</td>
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<td>CC.1.5. 9-10.A</td>
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- Point of view
- Theme
- Irony
- Tone

- Characterization
  - Types
    - Flat
    - Round
    - Dynamic
    - Static
    - Stock/stereotypical

- Author’s purpose
- Setting
  - Time
  - Place
  - Social conditions
  - Historical/geographical environmental

- Theme
- Point of View
  - First person
  - Third person

- 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).

- Identify minor and major characters

- Determine author’s purpose and theme(s) in a text and analyze how it is conveyed through relevant details

- Analyze how an author develops and contrasts the points of view of different characters and/or narrators

- Distinguish between first and third person point of view

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

- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity

- “To Build a Fire”
- “The Possibility of Evil”
- “Marigolds”
<p>|   |   | band proficiently, with scaffolding as needed at the high end of the range. |   |   |</p>
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<td><strong>Reading</strong></td>
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<tr>
<td>CC.1.3. 9-10.C</td>
<td>• Introduction to novel as a genre</td>
<td>• Identify and analyze literary elements of a text and how they interact with the setting, characters, and/or plot</td>
<td>• Reading quizzes/tests</td>
<td>Anchor Text(s) Required 2 Novels</td>
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<tr>
<td>CC.1.3. 9-10.D</td>
<td>• Fiction</td>
<td>• Identify minor and major characters</td>
<td>• Elements of fiction</td>
<td><em>To Kill a Mockingbird</em></td>
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<tr>
<td>CC.1.3. 9-10.E</td>
<td>• Mystery</td>
<td>• Determine author’s purpose and theme(s) in a text and analyze how it is conveyed through relevant details</td>
<td>• Inferences based on text</td>
<td><em>Pigman</em></td>
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<td>CC.1.3. 9-10.F</td>
<td>• Memoir</td>
<td>• Identify differences between first person, third person, third person limited, and third person omniscient</td>
<td>• Literary elements</td>
<td><em>Chocolate War</em></td>
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<tr>
<td>CC.1.3. 9-10.I</td>
<td>• Historical</td>
<td>• Analyze how an author develops and contrasts the points of view of different characters and/or narrators</td>
<td>• Author’s purpose</td>
<td><em>The Miracle Worker</em></td>
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<td>CC.1.3. 9-10.J</td>
<td>• Nonfiction</td>
<td>• Distinguish between first, third person point of view</td>
<td>• Open-ended responses</td>
<td><em>The Pearl</em></td>
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<tr>
<td>Writing</td>
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<tr>
<td>CC. 1.4. 9-10.A-F</td>
<td>Plot</td>
<td>• Determine two or more themes over the course of a short story, including its relationship to supporting ideas; provide a subjective summary</td>
<td>• Journals</td>
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<td>Characterization</td>
<td>• Identify major components of plot and elements of characterization</td>
<td>• Compare/contrast</td>
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<td>Setting</td>
<td>• Explain the importance of a setting</td>
<td>• Expository writing</td>
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<td>Genre</td>
<td>• Identify and explain major themes</td>
<td>• Persuasive Writing</td>
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<td>Theme</td>
<td>• Use reading strategy as</td>
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<td>Point of view</td>
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<td>First person</td>
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<td>Third person</td>
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<td>Vocabulary</td>
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<td>CC.1.2. 9-10.F-K</td>
<td>Dialogue</td>
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<td>CC.1.3. 9-10.F-K</td>
<td>Tone</td>
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<td>CC.1.5. 9-10.A</td>
<td>Symbolism</td>
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<td>Foreshadowing</td>
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**Anchor Text(s)**
- Required 2 Novels
- *To Kill a Mockingbird*
- *Pigman*
- *Chocolate War*
- *The Miracle Worker*
- *The Pearl*
appropriate:
• Connect text to self, text to text(s), and text to world
• Question
• Predict
• Visualize
• Evaluate
• Clarify
• Compare/contrast a fictional portrayal of time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history
• Compare/contrast elements of fiction
• Draw inferences from the text and use text based evidence to support conclusions and inferences.
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<td>Sub Unit: Drama</td>
<td>Timeline: 4-6 weeks</td>
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<td>Core Standards</td>
<td>What will be taught?</td>
<td>What will students know &amp; be able to do as a result of this instruction?</td>
<td>What evidence will I collect that demonstrates that students have achieved the objectives?</td>
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<td>Reading Literature</td>
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<tr>
<td>CC.1.3.9-10.A</td>
<td>The characteristics of blank verse and iambic pentameter</td>
<td>Describe the characteristics of blank verse and iambic pentameter</td>
<td>• Reading quizzes/tests</td>
<td>Anchor Text(s)</td>
</tr>
<tr>
<td>CC.1.3.9-10.B</td>
<td>The elements of drama; analyze the use and effectiveness of aside, monologue, soliloquy, dialogue, stage directions, foils, comic relief, pun</td>
<td>• Features of drama</td>
<td>Romeo and Juliet</td>
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</tr>
<tr>
<td>Writing</td>
<td>• How to:</td>
<td>• Recognize elements of drama; analyze the use and effectiveness of aside, monologue, soliloquy, dialogue, stage directions, foils, comic relief, pun</td>
<td>• Inferences based on text</td>
<td></td>
</tr>
<tr>
<td>CC.1.4.9-10.A-F</td>
<td>• make inferences or draw conclusions based on information from text</td>
<td>• Make inferences or draw conclusions based on information from text</td>
<td>• Literary elements</td>
<td></td>
</tr>
<tr>
<td>CC.1.4.9-10.M-T</td>
<td>• to cite evidence from text to support generalizations</td>
<td>• Cite evidence from text to support generalizations.</td>
<td>• Author’s purpose</td>
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<tr>
<td>Vocabulary</td>
<td>• Analyze the effectiveness of Shakespeare’s use of figurative language and literary elements to enhance meaning</td>
<td>• Analyze the effectiveness of Shakespeare’s use of figurative language and literary elements to enhance meaning</td>
<td>• Open-ended responses</td>
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<tr>
<td>Speaking and</td>
<td>• Reading strategies needed to decode text</td>
<td>• Explain, describe, and/or analyze examples of text that support the author’s intended purpose.</td>
<td>Journals</td>
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<tr>
<td>Listening</td>
<td>• Qualities of the dramatic genre and their role in author’s purpose</td>
<td>• Monitor understanding and apply reading strategies as appropriate to increase understanding.</td>
<td>Compare/contrast</td>
<td></td>
</tr>
<tr>
<td>CC.1.5.9-10.A</td>
<td>• Literary elements and devices</td>
<td>• Identify and analyze literary elements of a text and how they interact with the setting, characters, and/or plot</td>
<td>Expository writing</td>
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<td></td>
<td>• Allusion</td>
<td>• Identify minor and major characters</td>
<td>Persuasive Writing</td>
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<td>• Characterization</td>
<td>• Determine two or more themes over the course of a short story, including its relationship to</td>
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<td>• Figurative language</td>
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<td>Supporting ideas; provide a subjective summary</td>
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<td>Use reading strategy as appropriate:</td>
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<td>- Draw inferences from the text and use text based evidence to support conclusions and inferences.</td>
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</table>
Grade 9 Sub Unit: Poetry  
Timeline: 3-4 weeks

Enduring Understandings:

- A writer selects a form based on audience and purpose.
- Words powerfully affect meaning.
- A poet’s choice of words and style set a tone, define the message, and make an emotional and/or intellectual impression on the reader.

Essential Questions:

- What constitutes poetry?
- How does poetry differ from other literary forms?
- What are the elements of poetry?
- What do readers do when they do not understand everything in a poem?
- Why do readers need to pay attention to a poet’s choice of words?
- How do readers construct meaning from poems?
- How do poets express themselves? How does process shape the poet’s work?
- Why does a poet choose a particular form of writing?
- How does choice of words affect the message?

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<tr>
<td>What state standards will be met?</td>
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<td>What will students know &amp; be able to do as a result of this instruction?</td>
<td>What evidence will I collect that demonstrates that students have achieved the objectives?</td>
<td>What materials will I use to achieve the objectives?</td>
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</tbody>
</table>
Connect text to self, text to text(s), and text to world  
- Question  
- Predict  
- Visualize  
- Evaluate  
- Clarify  
- Forms of poems  
- Haiku | Use reading strategy as appropriate  
Identify author’s purpose and analyze examples of text that support the author’s intended purpose.  
Determine theme(s) and central idea(s)  
Identify and interpret figurative language  
Analyze the impact of rhymes and other repetition sounds (e.g. | Reading quizzes/tests  
- Analysis of selected poetry  
- Author’s purpose  
- Selected forms  
- Figurative language  
- Vocabulary  
- Analysis of and interpretation of selected poems  
- Constructed Responses  
- Personal response to poetry  
- Composition of original poems  
- Recitation of poem | Selected poems 9th grade text.  
Online poetry resources  
(Do not use any selections from other grade level literature texts.)  
Optional:  
“I Like a Look of Agony”  
“Incident in a Rose Garden”  
“Luxury” |
<table>
<thead>
<tr>
<th>CC.1.3. 9-10.F-K Speaking and Listening</th>
<th>CC.1.5. 9-10.A</th>
</tr>
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<tr>
<td>Cinquain or Diamante</td>
<td>Cinquain or Diamante</td>
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<td>Limerick</td>
<td>Limerick</td>
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<tr>
<td>Free Verse</td>
<td>Free Verse</td>
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<tr>
<td>Narrative</td>
<td>Narrative</td>
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<tr>
<td>Elements of poetry</td>
<td>Elements of poetry</td>
</tr>
<tr>
<td>Rhyme Scheme</td>
<td>Rhyme Scheme</td>
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<td>Imagery</td>
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<td>Stanzas</td>
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<td>Poetry vs. Prose</td>
<td>Poetry vs. Prose</td>
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<tr>
<td>Figurative Language:</td>
<td>Figurative Language:</td>
</tr>
<tr>
<td>Simile</td>
<td>Simile</td>
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<tr>
<td>Metaphor</td>
<td>Metaphor</td>
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<tr>
<td>Personification</td>
<td>Personification</td>
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<tr>
<td>Alliteration</td>
<td>Alliteration</td>
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<tr>
<td>Onomatopoeia</td>
<td>Onomatopoeia</td>
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<tr>
<td>Hyperbole</td>
<td>Hyperbole</td>
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<tr>
<td>Idiom</td>
<td>Idiom</td>
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<tr>
<td>Symbolism</td>
<td>Symbolism</td>
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<tr>
<td>Rhythm</td>
<td>Rhythm</td>
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<tr>
<td>Participate in class and group</td>
<td>Participate in class and group</td>
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<tr>
<td>discussions</td>
<td>discussions</td>
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<tr>
<td>Recite original poetry</td>
<td>Recite original poetry</td>
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<tr>
<td>alliteration) on a specific verse or</td>
<td>alliteration) on a specific verse or</td>
</tr>
<tr>
<td>stanza</td>
<td>stanza</td>
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<tr>
<td>Analyze how form and structure</td>
<td>Analyze how form and structure</td>
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<tr>
<td>contributes to meaning</td>
<td>contributes to meaning</td>
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<tr>
<td>Include figurative language in each</td>
<td>Include figurative language</td>
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<tr>
<td>original poem</td>
<td>each original poem</td>
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<tr>
<td>Participate in class discussions</td>
<td>Participate in class discussions</td>
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<tr>
<td>Recite original poetry</td>
<td>Recite original poetry</td>
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<tr>
<td>Show a correct understanding of</td>
<td>Show a correct understanding of</td>
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<tr>
<td>poetry by use of voice inflection and</td>
<td>poetry by use of voice inflection</td>
</tr>
<tr>
<td>tone.</td>
<td>tone.</td>
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</tbody>
</table>

“Good Night, Willy Lee, I’ll See You in the Morning”
“Since Feeling is First”
“The Seven Ages of Man”
“Theme for English B”
“Caged Bird”
“My Papa’s Waltz”
“I Ask My Mother to Sing”
“A Wreath for Emmett Till”
“Grape Sherbet”
“Metaphor”
“Beware, Do Not Read This Poem”
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<th>Grade: 9</th>
<th>Sub Unit: Informational (Non-Fiction)</th>
<th>Timeline: 3-4 weeks</th>
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<td><strong>PA Core Standards</strong>&lt;br&gt;What state standards will be met?</td>
<td><strong>Content</strong>&lt;br&gt;What will be taught?</td>
<td><strong>Objectives</strong>&lt;br&gt;What will students know &amp; be able to do as a result of this instruction?</td>
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<tr>
<td>Reading Informational&lt;br&gt;CC1.2. 9-10.A&lt;br&gt;CC1.2. 9-10.B&lt;br&gt;CC1.2. 9-10.D&lt;br&gt;CC1.2. 9-10.H&lt;br&gt;CC1.2. 9-10.K</td>
<td>Autobiography/Memoir&lt;br&gt;Biography&lt;br&gt;Essay&lt;br&gt;Text structure&lt;br&gt;• News Articles&lt;br&gt;• Speeches&lt;br&gt;• Comparison/Contrast&lt;br&gt;• Cause/Effect&lt;br&gt;• Problem/Solution&lt;br&gt;• Sequencing&lt;br&gt;• Persuasive</td>
<td>Identify and discuss differences various forms of informational texts&lt;br&gt;Analyze text structure as an author uses to organize a text such as headings, graphics and charts.&lt;br&gt;Cite several pieces of text evidence to support analysis of what the text says explicitly as well as inferred&lt;br&gt;Determine central idea of text and analyze its development over the course of a text&lt;br&gt;Determine author’s point of view or purpose and analyze how the author distinguishes his or her position from that of others&lt;br&gt;Determine how author uses meaning of words or phrases&lt;br&gt;Trace and evaluate argument and specific claims in a text assessing whether their reasoning is sound and the evidence relevant and sufficient to support the claims&lt;br&gt;Summarize the major points, processes, and/or events of a nonfictional text as a whole and give examples that support the author’s intended purpose.&lt;br&gt;Analyze features unique to biography and autobiography.&lt;br&gt;Analyze the interactions between individuals, events, and ideas in a</td>
</tr>
<tr>
<td><strong>Reading Informational</strong>&lt;br&gt;CC1.2. 9-10.A&lt;br&gt;CC1.2. 9-10.B&lt;br&gt;CC1.2. 9-10.D&lt;br&gt;CC1.2. 9-10.H&lt;br&gt;CC1.2. 9-10.K</td>
<td><strong>Writing</strong>&lt;br&gt;CC.1.4. 9-10-A-F&lt;br&gt;CC.1.4. 9-10-M-T</td>
<td><strong>Vocabulary</strong>&lt;br&gt;CC.1.2. 9-10.F-K&lt;br&gt;CC.1.3. 9-10.F-K</td>
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<tr>
<td><strong>Reading Informational</strong>&lt;br&gt;CC1.2. 9-10.A&lt;br&gt;CC1.2. 9-10.B&lt;br&gt;CC1.2. 9-10.D&lt;br&gt;CC1.2. 9-10.H&lt;br&gt;CC1.2. 9-10.K</td>
<td><strong>Writing</strong>&lt;br&gt;CC.1.4. 9-10-A-F&lt;br&gt;CC.1.4. 9-10-M-T</td>
<td><strong>Vocabulary</strong>&lt;br&gt;CC.1.2. 9-10.F-K&lt;br&gt;CC.1.3. 9-10.F-K</td>
</tr>
</tbody>
</table>
|  |  | text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events)  
- Compare/contrast a text to an audio, video, or multimedia version of a text analyzing each medium’s portrayal of the subject  
- Distinguish between first and third person point of view and explain its effectiveness.  
- Distinguish between fact and opinion.  
- Compose biography or autobiography  
- Participate in large and small group discussions |
Grade 9 Unit: Vocabulary

Timeline: ONGOING THROUGHOUT ALL UNITS

Enduring Understandings:

- A rich vocabulary helps to communicate complex ideas effectively.
- Vocabulary development assists comprehension.
- Examining the context of unfamiliar words helps to promote understanding of a text.
- Knowledge of prefixes, suffixes, and roots helps to increase your vocabulary.
- Repeated use and application of new vocabulary embeds it in your lexicon.

Essential Questions:

- How do you increase my vocabulary?
- How do you recognize the meaning of unfamiliar words?
- How can knowledge of new vocabulary become permanent?
- Why is an extensive vocabulary important?

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<td>Reading Informational</td>
<td>Vocabulary building skills</td>
<td>Recognize the meanings of unfamiliar words as they are presented in context</td>
<td>Vocabulary quizzes</td>
<td>Vocabulary Workshop</td>
</tr>
<tr>
<td>CC1.2. 9-10.F</td>
<td>C.O.D.E.</td>
<td>Identify the multiple meanings of words</td>
<td>Writing assignments</td>
<td>3 units a marking period</td>
</tr>
<tr>
<td>CC1.2. 9-10.J</td>
<td>Using context clues</td>
<td>Recognize roots, prefixes, and suffixes and use them to identify appropriate meaning of words</td>
<td>Speaking</td>
<td>Selected vocabulary from various texts and/or other sources</td>
</tr>
<tr>
<td>CC1.2. 9-10.K</td>
<td>Connotation</td>
<td>Identify synonyms and antonyms</td>
<td>Presentations</td>
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</tr>
<tr>
<td>Reading Literature</td>
<td>Denotation</td>
<td>Define and use correctly new vocabulary words</td>
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<tr>
<td>CC1.3. 9-10.F</td>
<td>Etymology</td>
<td>Determine or clarify the meaning of words that have multiple meanings</td>
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<tr>
<td>CC1.3. 9-10.J</td>
<td>Compound words</td>
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<tr>
<td>CC1.3. 9-10.K</td>
<td>Synonyms/Antonyms</td>
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<td></td>
<td>Prefixes/Suffixes/Roots</td>
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<td>Homophones</td>
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<td>Contractions</td>
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<td>meanings</td>
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<tr>
<td>Acquire and use accurately grade-appropriate academic and domain-specific word and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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</tbody>
</table>
Grade 9 Unit: Grammar and Mechanics

Timeline: **ONGOING THROUGHOUT ALL UNITS**

Overarching Big Ideas for English and Language Arts, Grades 6-12

- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success.
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
- What we read affects how we interpret our world and the world around us.
- Effective writing is a recursive process. It is a powerful means of communication that informs, persuades and entertains.
- Ideas can be effectively communicated through digital and non-digital formats.
- Textual evidence is necessary to make convincing arguments.
- Text complexity (what we read and the skill with which we read) develops reading independence and proficiency.

Enduring Understandings:

- Proper grammar in written and verbal communication gives evidence of a solid language arts learning experience and reflects on the educational background of the student.
- Rules, conventions of language, help readers understand what is being communicated.
- A speaker’s choice of words and style set a tone and define the message.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Readers use language and structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Fluent readers group words quickly to help them gain meaning from what they read.

Essential Questions:

- What is the importance of using proper grammar in all forms of communication?
- How do I figure out a word I do not know?
- How do rules of language affect communication?
- How does the choice of words affect the message?

<table>
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<td>Grammar and Mechanics</td>
<td>Students will show</td>
<td>Writing</td>
<td>Progression Chart</td>
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</tbody>
</table>
| CC1.4, 9-10.E | • Nouns/pronouns  
• Definition  
• Common  
• Proper  
• Singular plural nouns  
• Possessive  
• Compound  
• Adjectives/adverbs  
• Definition  
• Comparative  
• Superlative  
• Phrase  
• Demonstrative  
• Predicate adjective  
• Comparative adverb  
• Conjunctions  
• Verbs  
• Definition  
• Types  
  • Action  
  • Linking  
  • State-of-being  
• Tenses  
• Irregular  
• Principal parts  
• Prepositions  
• List  
• Phrase  
• Sentence parts  
• Simple subject  
• Simple predicate  
• Complete subject  
• Complete predicate  
• Compound subject  
• Compound predicate  
• Understood subject  
• Direct object  
• Predicate nominative  
• Predicate adjective  
• Sentence types  
| understanding of all grammatical topics by identifying and using them throughout the year  
• Improve skills in both writing and speaking as a result of using standard English  
• Identify and use correctly different types of nouns  
• Identify and use parts of speech and parts of a sentence correctly  
• Use punctuation marks correctly  
• Recognize the purpose of conjunctions is to join words, phrases, and clauses  
• Identify and use action, helping, and linking verbs  
• Identify and properly use present, past, and future tenses  
• Basic introduction to recognize a preposition and identify proper placement in a sentence  
| assignments  
• Editing and revising activities  
• Grammar tests quizzes  
| • McDougal Littell Literature Text  
• Teacher created worksheets  
• On-line sources  

Revised for 2014-2015 School Year
- Simple
- Compound
- Declarative
- Interrogative
- Exclamatory
- Imperative

- Sentence errors
  - Run-on
  - Fragment
  - Combining

- Capitalization
  - First word of a sentence
  - Proper nouns
  - Pronoun “I”
  - Titles and initials
  - Greeting/closing of letter
  - Abbreviations
  - First word in a direct quotation
  - Proper adjectives

- Punctuation
  - Period
    - End of sentence
    - Abbreviations/initials
  - Question mark
  - Exclamation point
  - Comma
    - Dates
    - Greeting/closing of letter
    - Introductory words/phrases
    - Nouns of direct address
    - Items in a series
    - Compound sentences, conjunctions
    - Quotations
    - Writing last name first
  - Quotation marks
    - Direct
    - Titles
  - Apostrophe
    - Contractions
    - Possessives
- Colon, hyphen dash
- Indenting
Unit: Writing—Descriptive/ Expository Research/ Persuasive/ Poetry  
Timeline: ONGOING THROUGHOUT ALL UNITS

Overarching Big Ideas for English and Language Arts, Grades 6-12

- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success.
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
- What we read affects how we interpret our world and the world around us.
- Effective writing is a recursive process. It is a powerful means of communication that informs, persuades and entertains.
- Ideas can be effectively communicated through digital and non-digital formats.
- Textual evidence is necessary to make convincing arguments.
- Text complexity (what we read and the skill with which we read) develops reading independence and proficiency.

Enduring Understandings:

- Consistent practice improves writing skills?
- Oral discussion helps to build connections to others and create opportunities for learning.
- A writer selects a form based on audience and purpose.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Words powerfully affect meaning.
- Descriptive techniques enrich the reader’s experience by appealing to the senses.
- Forms of persuasion are found in various venues including but are not limited to written words and verbal communication.
- Persuasive techniques can be obvious or subtle.
- Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- Researchers gather and critique information from different sources for specific purposes.
- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- What is the significance of using descriptive writing techniques in writing?
- How does descriptive writing differ from other genres?
- What are appropriate uses for descriptive writing?

Essential Questions:

- What are the various types of writing?
- How do the types differ from each other?

Writing units may be taught in conjunction with the literature, with the grammar and mechanics, or as separate units.
• What are the appropriate uses for the different types?
• How can discussion increase our knowledge and understanding of an idea(s)?
• How does the choice of words affect the message?
• How do good writers express themselves?
• How does process shape the writer’s product?
• How do the rules of language affect communication?
• Why does a writer choose a particular form of writing?
• What is the significance of using descriptive writing techniques in writing?
• How does descriptive writing differ from other genres?
• What are appropriate uses for descriptive writing?
• Why conduct research?
• What is the value of conduction research, compiling information and writing an expository paper?
• How are people persuaded to do something?
• How is writing an art?
• How do I figure out a word I do not know?
• How does fluency affect comprehension?
• What do readers do when they do not understand everything in a text?
• Why do readers need to pay attention to a writer’s choice of words?
• How do readers conduct meaning from text?

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<th>Objectives What will students know &amp; be able to do as a result of this instruction?</th>
<th>Timeline: ONGOING THROUGHOUT ALL UNITS</th>
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</table>
| Reading Informational | CC1.2, 9-10A-B | • Sentences  
- Varied  
- Expanded  
- Compound subjects and predicates  
- Paragraph development  
- Topic sentence  
- Supporting details (all senses)  
- Supported by one example | • Improve writing skills in the different types of writing  
• Improve writing skills as assesses by the state assessment program  
• Incorporate the use of sophisticated transitions into writing  
• Continue to develop and refine writing style  
• Respond to a picture prompt in | |
| Writing CC1.4, 9-10.A-X | | | |
| Content What will be taught? | Objectives What will students know & be able to do as a result of this instruction? | Assessments What evidence will I collect that demonstrates that students have achieved the objectives? | Resources What materials will I use to achieve the objectives? |
| | | | |

Revised for 2014-2015 School Year
- Supported by several examples

- Types of paragraphs
  - descriptive
  - narrative
  - explanatory
  - how and why
  - comparison
  - cause and effect
  - persuasive/argumentative

- Composition
  - introductory paragraph
  - body paragraphs
  - concluding paragraph
  - transitions
  - word choice

- Report
- Letters
  - friendly
  - social
  - business
- Poetry

<table>
<thead>
<tr>
<th>writing</th>
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</table>
| - Write a business letter using the correct format
| - Apply elements of standard written English |

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<tbody>
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<td>- Expository</td>
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<td>- Persuasive</td>
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<td>- Compare/Contrast</td>
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## Sub Unit: Descriptive Writing

**Grade: 9**

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<th>Resources</th>
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<tbody>
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<td>What will be taught?</td>
<td>What will students know &amp; be able to do as a result of this instruction?</td>
<td>What evidence will I collect that demonstrates that students have achieved the objectives?</td>
<td>What materials will I use to achieve the objectives?</td>
</tr>
<tr>
<td>Informational</td>
<td>Figurative language</td>
<td>Recognize different techniques authors use to write descriptively</td>
<td>Reading check quizzes</td>
<td></td>
</tr>
<tr>
<td>CC1.2.9-10.A</td>
<td>Sensory Details</td>
<td>Use various descriptive writings as a model for a student created piece</td>
<td>Original essays or stories</td>
<td></td>
</tr>
<tr>
<td>CC1.2.9-10.B</td>
<td>Show don’t tell</td>
<td>Create a unique piece of writing (story or essay) which showcases various uses of descriptive writing</td>
<td>Response to literature essays</td>
<td></td>
</tr>
<tr>
<td>Reading Literature</td>
<td>Writing to create a single effect</td>
<td>Develop a practical understanding of the writing process</td>
<td>Vocabulary activities</td>
<td></td>
</tr>
<tr>
<td>CC1.3.9-10.A</td>
<td>Symbolism</td>
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<td>Rubrics</td>
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<td>CC1.3.9-10.A- X</td>
<td>Figurative language</td>
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<td>Portfolios and reflections</td>
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<tr>
<td>Writing</td>
<td>Sensory Details</td>
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</table>
### Sub Unit: Expository Writing/Research

**Grade:** 9

#### PA Core Standards

**Reading Informational**
- CC1.2.9-10.A
- CC1.2.9-10.B

**Reading Literature**
- CC1.3.9-10.A
- CC1.3.9-10.A

**Writing**
- CC1.4.9-10.A-X

#### Content

- Research Strategies
- Plagiarism
- Paraphrasing
- Citing a source
- Thesis Statement
- Outlining
- Organizing a research paper

#### Objectives

- Learn methods for researching a single topic using various resources such as encyclopedias, books, periodicals, and websites
- Recognize the difference between plagiarism and paraphrasing; understand the negative repercussions of using someone else’s words as your own
- Correctly cite a source and quotations used in research
- Create a structured outline for a research paper prior to writing the paper
- Create a research paper with proper citations and Works Cited page

#### Assessments

- Completed notecards/outlines
- Correct citations for all sources used in a research paper
- Completion of a research paper based on a specific topic, assigned or self-selected
- Portfolios and reflections
- Rubrics

#### Resources

- Library/media center resources
- Rubrics
- Mentor texts

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### Timeline: 2-3 Weeks

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**Sub Unit: Descriptive Writing**
## Sub Unit: Persuasive Writing/Research

### Grade: 9

<table>
<thead>
<tr>
<th>PA Core Standards</th>
<th>Content</th>
<th>Objectives</th>
<th>Assessments</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Reading**  
  Informational CC1.2.9-10.A  
  CC.1.2.9-10.B  
  Reading Literature CC1.3.9-10.A  
  Writing CC.1.4.9-10.A-X |  
  - Topic-based writing  
  - Persuasive techniques  
  - Argument  
  - Factual support  
  - Research Strategies  
  - Plagiarism  
  - Paraphrasing  
  - Citing a source  
  - Thesis Statement  
  - Outlining  
  - Organizing a research paper |  
  - Write a well-crafted persuasive essay effectively arguing one side of an issue  
  - Recognize persuasive techniques used by writers, journalists and advertisements  
  - Verbally/orally argue a position |  
  - State-mandated assessment  
  - Persuasive essays written in class  
  - Analyze various texts and media for persuasive techniques  
  - PA Writing Domain Scoring Guide for Persuasive Writing |  
  - Mentor texts  
  - Teacher created modes  
  - Newspaper editorials  
  - Commercials/advertisements  
  - State assessment samples |
## Sub Unit: Poetry

### Grade: 9

### Timeline: 2-3 weeks

<table>
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<tbody>
<tr>
<td>Writing</td>
<td>Poetry</td>
<td>Identify different forms of poetry (limerick, haiku, free verse, cinquain, lyric)</td>
<td>Original poetry booklets/packets</td>
<td>McDougal Littell</td>
</tr>
<tr>
<td></td>
<td>Forma of poetry</td>
<td>Identify literal and figurative meaning of poetry</td>
<td>Rubrics</td>
<td>Poetry anthologies</td>
</tr>
<tr>
<td></td>
<td>Understanding</td>
<td>Write original poems in each of the forms listed above</td>
<td></td>
<td>Teacher/Student created samples</td>
</tr>
<tr>
<td></td>
<td>Readings</td>
<td></td>
<td></td>
<td>Rubric</td>
</tr>
<tr>
<td></td>
<td>Writings</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Recitation</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

What state standards will be met?
- CC. 1.4. 9-10.A-F
- CC.1.4. 9-10.M-T

What will be taught?
- Poetry
- Forma of poetry
- Interpretation
- Readings
- Writings
- Recitation

What will students know & be able to do as a result of this instruction?
- Identify different forms of poetry (limerick, haiku, free verse, cinquain, lyric)
- Identify literal and figurative meaning of poetry
- Write original poems in each of the forms listed above

What evidence will I collect that demonstrates that students have achieved the objectives?
- Original poetry booklets/packets
- Rubrics

What materials will I use to achieve the objectives?
- McDougal Littell
- Poetry anthologies
- Teacher/Student created samples
- Rubric
### Grade 9 Unit: Speaking and Listening (Presentations/Public Speaking)

**Timeline: ONGOING THROUGHOUT ALL UNITS**

- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success.
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
- What we read affects how we interpret our world and the world around us.
- Effective writing is a recursive process. It is a powerful means of communication that informs, persuades and entertains.
- Ideas can be effectively communicated through digital and non-digital formats.
- Textual evidence is necessary to make convincing arguments.
- Text complexity (what we read and the skill with which we read) develops reading independence and proficiency.

<table>
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</tr>
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<tbody>
<tr>
<td>What state standards will be met?</td>
<td>What will be taught?</td>
<td>What will students know &amp; be able to do as a result of this instruction?</td>
<td>What evidence will I collect that demonstrates that students have achieved the objectives?</td>
<td>What materials will I use to achieve the objectives?</td>
</tr>
</tbody>
</table>

- **CCT.6, 9-10.A-G**
  - **How to:**
    - Use appropriate large and small group discussions skills
    - Delineate a speaker’s argument by identifying evidence and recognizing claims not supported by facts
    - Interpret information presented in diverse media and formats
    - Present claims and findings, sequencing ideas logically
    - Use appropriate eye contact, adequate volume, and clear pronunciation
    - Adapt speech/presentation to a variety of audiences and purposes
    - Make presentations using multi-media components
    - Use conventions of standard English
  - **Objectives**
    - Contribute to discussions by using textual and relevant evidence and by asking probing questions to extend the depth of the discussion
    - Distinguish between reliable and fraudulent claims in an argument
    - Evaluate the information presented through diverse media
    - Use diverse media to select and present ideas convincingly using appropriate presentation skills
  - **Assessments**
    - Presentations that demonstrate following:
      - Use of research from a variety of sources
      - Coherence and depth of topic
      - Use of skills appropriate for audience and purpose
  - **Resources**
    - Library Media Specialist
    - Socratic Seminar
    - Junior Grade Books discussion model (found online)
    - Digital tools
    - Rubrics

Revised for 2014-2015 School Year