

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Concepts of English 9

Curriculum Writing Committee

Jacqueline Weston

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Grade Level: 9

Date of Board Approval: 2021

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Course Weighting: Concepts English 9

Major Assessments	45%
Skills Application	30%
Skills Practice	20%
Homework/Classwork/Participation	5%
Total	100%

Curriculum Map

Overview:

This course, designed for students in need of remediation, is a skills-based class, which will allow students to develop the basic skills necessary for success by moving more slowly and including more guided practice than English 9. It will provide the opportunity for in-depth exploration of the writing process, focusing on the writing of constructed-responses as well as the basic concepts of paragraph development, organization, and unity as well as transitions, verb tense, and sentence structure. Students will learn basic composition components, pre-writing (brainstorming, outlining, etc.), drafting (focus, content, organization), editing (mechanics and style), and publishing and presentation. Students will write and evaluate their own, peer, and anchor papers for constructed-responses, argumentative, and informative writing. This course will focus also on developing reading comprehension skills. In addition the study of grammar, literature, nonfiction, poetry, vocabulary, and research skills will occur. All objective and written assessments are based on Pennsylvania Core Standards and Keystone Eligible Content and focus on the skills required to achieve proficiency on the Pennsylvania Keystone Exam. A research paper is a course requirement.

Goals:

1. Marking Period One – Overview with time range in days: 40-45 days:
Understanding of:
 - Keystone skills (step one in a two-year process toward proficiency)
 - Fiction and Literary Terminology (focus on plot, setting, characterization, irony, conflict, theme, figurative language, etc.)
 - Text annotation (T2T)
 - Critical reading strategies
 - Literary analysis
 - Vocabulary
 - Connotation and denotation of words
 - Context clues: restatement, inference and contrast clues
 - Grammar - including but not limited to:
 - Run-ons and fragments
 - Review parts of a sentence as needed (focus on subjects and predicates)

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- Basic punctuation and common grammatical errors
 - Writing
 - Structure of constructed-responses
2. Marking Period Two – Overview with time range in days: 40-45 days
- Understanding of:
- Keystone skills (step one in a two-year process toward proficiency)
 - Point of View (and its influence on text), Tone, Mood, and Conclusions, Inferences, and Generalizations
 - The importance of text annotation and Talk to the Text strategies
 - Inferencing, main idea, context clues (contrast, restatement, inference), author's purpose, etc.
 - Skills addressed in MP#1
 - Elements of nonfiction, speeches and introduction to poetry
 - Analysis
 - Literary terminology
 - Introductory poetic elements (end of MP)
 - Continuation of vocabulary study
 - Level 2 and Level 3 questions
 - Grammar – through writing and repetition of skills (continuation of skills begun in MP #1)
 - Run-ons and fragments
 - Review parts of a sentence as needed
 - Basic punctuation and common grammatical errors
 - Writing
 - Constructed-response writing
3. Marking Period Three – Overview with time range in days: 40-45 days
- Understanding of:
- Keystone skills (step one in a two-year process toward proficiency)
 - The importance of text annotation and Talk to the Text strategies
 - Inferencing, main idea, context clues (contrast, restatement, inference), author's purpose, etc.
 - Continued study of the elements of the short story and nonfiction, and focused study of poetry
 - Analysis
 - Literary terminology
 - Poetic elements
 - Structure of poetry
 - Author's purpose and technique (including diction and tone)
 - Skills addressed in MP#1 and MP#2
 - Continuation of vocabulary study
 - Review of literary elements covered in MP#1 and MP#2
 - Writing
 - Constructed-responses

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- Essay writing
- The Research Paper
 - MLA format
 - In-text citations/parenthetical notations
 - Works Cited
 - Thesis writing
 - Supporting evidence
 - Organization of a research paper
 - Transitional elements
 - Topic sentences
 - Closing sentences
 - Introduction and Conclusion
- Grammar
 - Continuation of grammatical study from MP#1 and MP#2
 - Begin addressing commonly confused words and common errors
 - Agreement and usage – through writing

4. Marking Period Four –Overview with time range in days: 40-45 days

Understanding of:

- Keystone skills (step one in a two-year process toward proficiency)
- The importance of text annotation and Talk to the Text strategies
 - Inferencing, main idea, context clues (contrast, restatement, inference), author's purpose, etc.
- All skills covered in the first three marking periods
 - Focus on literary elements and poetic devices
- Continued Study: Elements of the novel, short story, nonfiction and poetry
 - Analysis
 - Literary terminology
 - Poetic elements
 - Structure
- Continuation of vocabulary study
- Review of literary elements and poetic devices covered in the first three marking periods
- Grammar
 - Continuation of grammatical study from the first three marking periods
 - Focus on correcting errors and writing
- Writing
 - Constructed-response
 - Complete the research paper (see MP #3)
- Introduction to Drama
 - Elements of drama
 - Plot Structure
 - Stage Directions
 - New terminology (related to drama)

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Big Ideas:

UNIT 1: Marking Period 1

- Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
- Writing is a way of documenting thinking.
- Purpose, topic, and audience guide types of writing.
- Writing is a recursive process that conveys ideas, thoughts, and feelings.
- Listening provides the opportunity to learn, reflect, and respond.
- Effective speaking and listening are essential for productive communication.

UNIT 2: Marking Period 2

- Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
- Writing is a way of documenting thinking.
- Purpose, topic, and audience guide types of writing.
- Writing is a recursive process that conveys ideas, thoughts, and feelings.
- Listening provides the opportunity to learn, reflect, and respond.
- Effective speaking and listening are essential for productive communication.

Unit 3: Marking Period 3

- Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
- Writing is a way of documenting thinking.
- Purpose, topic, and audience guide types of writing.
- Writing is a recursive process that conveys ideas, thoughts, and feelings.
- Listening provides the opportunity to learn, reflect, and respond.
- Effective speaking and listening are essential for productive communication.

Unit 4: Marking Period 4

- Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
- Writing is a way of documenting thinking.
- Purpose, topic, and audience guide types of writing.
- Writing is a recursive process that conveys ideas, thoughts, and feelings.
- Listening provides the opportunity to learn, reflect, and respond.
- Effective speaking and listening are essential for productive communication.

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Textbook and Supplemental Resources:

Name of Textbook: *Prentice Hall Literature*

Textbook ISBN #: 978-0-13-319058-8

Textbook Publisher & Year of Publication: Prentice Hall 2012

Curriculum Textbook is utilized in: English 9

Print Texts:

- *Prentice Hall Literature, Grade 9 & Teacher Resources*
- *Common Core Clinics (ELA): Writing and Language*
- *Common Core Clinics (ELA): Reading Informational Text*
- *Common Core Clinics (ELA): Reading Literature*
- *Crosswalk Coach for the Common Core Standards*
- *Writing Coach, Grade 9*
- *Of Mice and Men* by John Steinbeck
- *Speak* by Laurie Halse Anderson (supplemental text)
- *Romeo & Juliet* by William Shakespeare (cut script – supplemental text)
- Critical Reading Packets: “Uri Gellar,” “David Williams,” “Diana Golden,” “PT Barnum,” “Little Rock 9,” and “Tuskegee Experiment,” and others
- Langston Hughes’ “We Wear the Mask,” Burns’ “To a Mouse” and other poems

Non-Print Texts:

- Find It, Fix It – Grammar Smartboard file (department file)
- Pearson Teacher Resources – pearsonsuccessnet.com
- *Speak* and *An Enemy of the People* – movies (extensions)
- Elements of Poetry, Analyzing Poetry, Close Read: Poetic Language and Meaning
- Glossary of Terms (*Prentice Hall Literature, Grade 9*)
- Writing Coach – Grammar Smartboard file (department file)
- *Of Mice and Men* – movie
- *Speak* – movie (extensions)
- Assassination of President Kennedy – movie clip
- Kennedy resources for the research paper
- Dust Bowl, Steinbeck, etc. – movie clips
- Writing Coach – Grammar Smartboard file (department file)
- *Romeo & Juliet* – movie
- Studyisland.com
- Exemplar Samples
- Research paper materials (including Owl Purdue MLA)
- Turnitin.com, Rubrics
- Keystone Exams: Literature – Glossary to the Assessment Anchor and Eligible Content (SAS – pdesas.org)

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Curriculum Plan

Unit 1: Marking Period 1

Standard(s):

- Reading Literature: CC.1.3.9-10.A, B, D, F, G, H, I, J, K
- Writing: CC.1.4.9-10.A, B, C, D, E, F, S, T
- Speaking and Listening: 1.5.9-10.A, B, C, D, E, G

Anchors: L.N.1, L.F.1, L.F.2, L.N.2.1

Eligible Content: L.F.1.2.3, L.F.1.2.4, L.F.2.3.5, L.F.1.3.1., L.F.1.3.2, L.F.1.3.3, L.N.1.3.1, L.N.1.3.2, L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.1.1, L.F.2.1.2, L.F.2.2.2, L.F.2.2.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.N.2.1.2

Objectives:

- Students will be able to explain and to analyze the structure of fictional works, including how specific sentences, paragraphs, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
- Students will be able to recognize, explain, and evaluate how words and phrases, including figurative language, establish meaning. In addition, students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (DOK Levels 1-4)
- Students will be able to acquire and accurately use general academic and domain-specific words and phrases sufficient for reading and listening at the college and career readiness level. (DOK Levels 1-4)
- Students will be able to employ strategies such as context clues and knowledge of common affixes and roots in order to acquire and use academic and content vocabulary. (DOK Levels 1,2)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly and persuasively. (DOK Levels 1-4)
- Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (DOK Levels 1-4)

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- Students will be able to apply an understanding of grammatical rules as they pertain to run-ons, fragments, and comma errors as they identify errors and correct them. (DOK Levels 1,2)

Core Activities and Corresponding Instructional Methods:

Note: This course is a remedial course, which is meant to address student learning gaps. Differentiation will occur as needed, depending on the students' learning levels and needs. Additional scaffolded assignments and/or reading materials will be employed in addition to and/or in place of some of those listed here if the arises. The teachers will work together and agree on these adjustments.

- **Skills Focus Fridays** – Standards will vary based on skills being taught as well as District Benchmark (as per District Assessment Plan) data.
- **Skills Practice/Review** –
 - Focus areas MP #1: Plot (exposition, rising action, climax, falling action, resolution/denouement), setting, conflict (internal and external), characterization (round and flat, static and dynamic, indirect and direct), and irony
- **Grammar Review** –
 - Students will review subjects and verbs, run-ons, fragments, and comma rules. This unit will be ongoing throughout the year; the skills will be addressed, but not mastered in MP #1. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout the year.
 - ATB questions and practice activities (see file)
 - Worksheets and extensive practice opportunities
 - Correction of errors in own writing during the editing process
- **Vocabulary** – Synthesize academic and content vocabulary activities.
 - Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content.
 - Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.
- **Talk to the Text/Annotating the Text (Reading Apprenticeship)**
 - Students will be taught the reading strategy of talking to the text (T2T). This will become second nature as we proceed through the year. Students will talk to the text for **everything** we read.
 - Instruction on literary elements
 - Lessons: Plot & Setting, Character, Theme, and Irony

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- Study Island – independent practice and remediation (Keystone Skills)
- Analyzing and Interpreting Literature
- Students will read and annotate works of fiction. (Including at least the following: “Charles” and “The Necklace,”)
 - Vocabulary in context
 - Application of literary terminology
 - Guided reading questions
 - Review literary terminology. Focus on characterization (round and flat, static and dynamic, and indirect and direct), conflict (internal and external), setting, plot (exposition, rising action, climax, falling action, and resolution), and irony. Introduce theme. Annotate the texts focusing on these terms.
- Explain and analyze the plot structure in the stories.
 - Map out a story using Freytag’s Pyramid. Identify key elements of the plot necessary for accurate summarization.
- Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the “why” (Why does the author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose?)
- Support assumptions with textual evidence.
- Make predictions based on the text details short stories
- Make inferences that are not directly stated in a piece of writing
- **Critical Reading Packets – “Uri Geller: Is He for Real?” and “David Williams”**
 - Constructed-Responses – “Is Uri Gellar Real or a Fraud?” and “Does the Punishment Fit the Crime for David Williams?”
 - Questions: Main Idea, Inferencing, Vocabulary, Author’s Purpose, Summarizing and Paraphrasing, etc. (Focus on Main Idea and Supporting Details to reinforce skills being taught.)
 - Walk students through questions, teaching them how to deconstruct questions and answers in order to answer them correctly.
 - Modelling and guided practice will occur throughout this unit.
- **Writing –**
 - **Constructed-Response –**
 - **Mini CR and Open-ended Question Guided Practice –**
 - Students will practice skills for answering open-ended questions
 - Utilize the following:

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- “What Do You Want to Be?”
- “Jian Writes a Book Report”
 - Students will be exposed to CR writing through a step-by-step process including modelling, evidence gathering, analysis, etc.
 - Utilize “The Peasant Astrologer”
- **CR Writing –**
 - “The Necklace”
 - “Charles”
 - “Uri Gellar”
 - “David Williams” (will carry into next MP)

Assessments:

Diagnostic:

- District Benchmark (as per District Assessment Plan)
- T2T/Annotations – Reading Assessment – What strategies do you use do when you read something? Do you use these strategies only when you don’t understand what you are reading? What do you do when you don’t know a word? Etc.

Formative:

- T2T discussions and share sessions
- Guided reading questions
- Grammar graded activities and quiz/quizzes
- Study Island
- Constructed-Responses
- Selection tests
- Literary terms quizzes

Summative:

- Cumulative Common Assessments – These tests are cumulative and they address the skills being taught.

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Unit 2: Marking Period 2

Standards:

- Reading Informational Text: CC.1.2.9-10.A, B, C, D, E, F, G, J, K, L
- Reading Literature: CC.1.3.9-10.A, B, D, F, G, H, I, J, K
- Writing: CC.1.4.9-10.A, B, C, D, E, F, S, T
- Speaking and Listening: 1.5.9-10.A, B, C, D, E, G

Anchors: L.F.1, L.F.2, L.N.1, L.N.2

Eligible Content: L.F.1.2.3, L.F.1.2.4, L.F.2.3.5, L.F.1.3.1., L.F.1.3.2, L.F.1.3.3, L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.1.1, L.F.2.1.2, L.F.2.2.2, L.F.2.2.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.2, L.N.2.2.3, L.N.2.3.4, L.N.2.3.5, L.N.2.4.2, L.F.1.2.1, L.N.1.2.2, L.N.1.1.3, L.N.1.2.4, L.F.1.2.1

Objectives:

- Students will be able to make generalizations and inferences, draw conclusions, and summarize and paraphrase in order to gain a deeper understanding of the text. (DOK Levels 1, 2, 3)
- Students will be able to deconstruct text, including nonfiction and fiction, in order to explain and analyze each and the relationship between those works. Through this process, students will identify and explain the central ideas. (DOK Levels 2, 3, 4)
- Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effective writing. (DOK Levels 1-4)
- Students will be able to explain and to analyze the structure of fictional and nonfictional works, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
- Students will be able to recognize, explain, and evaluate how words and phrases, including figurative language, establish meaning. In addition, students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (DOK Levels 1-4)

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- Students will be able to acquire and accurately use general academic and domain-specific words and phrases sufficient for reading and listening at the college and career readiness level. (DOK Levels 1-4)
- Students will be able to employ strategies such as context clues and knowledge of common affixes and roots in order to acquire and use academic and content vocabulary. (DOK Levels 1,2)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly and persuasively. (DOK Levels 1-4)
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)
- Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (DOK Levels 1-4)
- Students will be able to apply an understanding of grammatical rules as they pertain to run-ons, fragments, and comma errors as they identify errors and correct them. (DOK Levels 1,2)

Core Activities and Corresponding Instructional Methods:

Note: This course is a remedial course, which is meant to address student learning gaps. Differentiation will occur as needed, depending on the students' learning levels and needs. Additional scaffolded assignments and/or reading materials will be employed in addition to and/or in place of some of those listed here if the arises. The teachers will work together and agree on these adjustments.

- **Skills Focus Fridays** – Standards will vary based on skills being taught as well as District Benchmark (as per District Assessment Plan) data.
- **Skills Practice** – Note: Skills are cumulative. All assessments will include all previous skills that have been taught.
 - **MP #2 Focus** – Theme, Point of View, Tone, and Mood

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- **Grammar Review –**
 - Students will continue to review subjects and verbs, run-ons, fragments, and comma rules. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout the year.
 - ATB questions and practice activities (see file)
 - Worksheets and extensive practice opportunities
 - Correction of errors in own writing during the editing process
- **Vocabulary –** Synthesize academic and content vocabulary activities.
 - Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content.
 - Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.
- **Talk to the Text/Annotating the Text (Reading Apprenticeship)**
 - Students will continue to employ the reading strategy of talking to the text (T2T). This will become second nature as we proceed through the year. Students will talk to the text for **everything** we read.
 - Critical Reading Packets – “Tuskegee Experiment” and “Little Rock 9”
 - Questions: Main Idea, Inferencing, Vocabulary, Author's Purpose, Summarizing and Paraphrasing, etc. (Focus on Main Idea and Supporting Details to reinforce skills being taught.)
 - Walk students through questions, teaching them how to deconstruct questions and answers in order to answer them correctly.
 - Lesson – Conclusions, Inferences, and Generalizations (For all activities students will engage in the practices of: T2T, providing identification of answers in text, and providing rationale for answer choice.)
 - Conclusions, Inferences, and Generalizations Lessons:
 - Adaption from “The Story of the Vanishing Patient” by Elia W. Peattie
 - Mini CR practice and/or open-ended questions
 - Adaptation from “The Open Window” by H.H. Munro (If time permits, students will be exposed to the entire story.)
 - Mini CR practice and/or open-ended questions
 - Supplemental – to be used if students need additional practice and/or time permits
 - Franklin D. Roosevelt's speech to Congress following the attack on Pearl Harbor

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- Write a CR – Analyze how the facts used in the speech contribute to his objective.
 - Excerpt and adaptation from *Life on the Mississippi* by Mark Twain
 - Study Island (Keystone Skills) practice activities
- When reading and analyzing “The Most Dangerous Game,” “The Interlopers,” and “The Gift of the Magi”:
 - Review literary terminology. Focus on theme, point of view, tone, and mood. Review characterization (round and flat, static and dynamic, and indirect and direct), motif, conflict (internal and external), setting, tone, epiphany, plot (exposition, rising action, climax, falling action, and resolution), Annotate the texts focusing on these terms.
 - MDG and Lost Project (supplemental) – Application of literary terms used for comparative purposes
- Watch pilot for “Lost” – Use for comparative purposes.
- Creation of literary analysis posters
- Gallery Walk
- Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
- Critical Reading Packets – “Little Rock 9” and “Tuskegee Experiment” (“Tuskegee Experiment” will carry over into MP #3.)
 - Questions: Main Idea, Inferencing, Vocabulary, Author’s Purpose, Summarizing and Paraphrasing, etc. (Focus on Main Idea and Supporting Details to reinforce skills being taught.)
 - Walk students through questions, teaching them how to deconstruct questions and answers in order to answer them correctly.
- **Writing –**
 - **Constructed-Response**
 - “Most Dangerous Game” and “The Interlopers”
 - “The Gift of the Magi” (if time permits or need is demonstrated)

Assessments:

Diagnostic:

- District Benchmark (as per District Assessment Plan)

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- T2T – Reading Assessment – What strategies do you use do when you read something? Do you use these strategies only when you don't understand what you are reading? What do you do when you don't know a word? Etc.

Formative:

- District Benchmark (as per District Assessment Plan)
- T2T discussions and share sessions
- Critical Reading Packets
- Grammar graded activities and/or quiz/quizzes
- Terminology Quizzes
- Study Island
- Constructed-Responses and open-ended question responses

Summative:

- Common Cumulative Skills Assessments – all skills taught throughout the year are assessed on these exams

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Unit 3: Marking Period 3

Standards:

- Reading Informational Text: CC.1.2.9-10.A, B, C, D, E, F, G, J, K, L
- Reading Literature: CC.1.3.9-10.A, B, D, F, G, H, I, J, K
- Writing: CC.1.4.9-10.A, B, C, D, E, F, G, H, I, I, K, L, S, T, U, V, W, X
- Speaking and Listening: 1.5.9-10.A, B, C, D, E, F, G

Anchors: L.F.1, L.F.2, L.N.1, L.N.2

Eligible Content: L.F.1.2.3, L.F.1.2.4, L.F.2.3.5,, L.F.1.3.1., L.F.1.3.2, L.F.1.3.3, L.F.2.3.5, L.N.1.3.1, L.N.1.3.2, L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.1.1, L.F.2.1.2, L.F.2.2.2, L.F.2.2.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.2, L.N.2.2.3, L.N.2.3.4, L.N.2.3.5, L.N.2.4.2, L.F.2.2.1, L.N.2.5.3, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6

Objectives:

- Students will be able to deconstruct text, including nonfiction, fiction and poetry, in order to explain and analyze each and the relationship between those works. Through this process, students will identify and explain the central ideas as well as make connections to the time period and events being discussed. (DOK Levels 2, 3, 4)
- Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effective writing. (DOK Levels 1-4)
- Students will be able to explain and to analyze the structure of fictional and nonfictional works, speeches and poems, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
- Students will be able to recognize, explain, and evaluate how words and phrases, including figurative language, establish meaning in nonfiction, speeches and poems. In addition, students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (DOK Levels 1-4)

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- Students will be able to acquire and accurately use general academic and domain-specific words and phrases sufficient for reading and listening at the college and career readiness level. (DOK Levels 1-4)
- Students will be able to demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (DOK Levels 1-4)
- Students will be able to employ strategies such as context clues and knowledge of common affixes and roots in order to acquire and use academic and content vocabulary. (DOK Levels 1,2)
- Students will be able to determine the meaning of words or phrases as they are used in the text, including figurative and connotative meanings. (DOK Levels 1-4)
- Students will be able to analyze the cumulative impact of specific word choices on meaning. (DOK Levels 1-3)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly and persuasively. (DOK Levels 1-4)
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)
- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says, as well as inferences drawn from the text. (DOK Levels 1-4)
- Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (DOK Levels 1-4)
- Students will be able to demonstrate command of the conventions of standard English language grammar and usage when writing and/or speaking. (DOK Levels 1-4)

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Core Activities and Corresponding Instructional Methods:

Note: This course is a remedial course, which is meant to address student learning gaps. Differentiation will occur as needed, depending on the students' learning levels and needs. Additional scaffolded assignments and/or reading materials will be employed in addition to and/or in place of some of those listed here if the arises. The teachers will work together and agree on these adjustments.

- **Skills Focus Fridays** – Standards will vary based on skills being taught as well as District Benchmark (as per District Assessment Plan) data.
 - **Grammar Review**
 - Students will continue to review subjects and verbs, run-ons, fragments, and comma rules. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout the year.
 - ATB questions and practice activities (see file)
 - Worksheets and extensive practice opportunities
 - Correction of errors in own writing during the editing process
 - **Skills Practice** – TBD by District Benchmark (as per District Assessment Plan) and skills being taught
- **Vocabulary** – Synthesize academic and content vocabulary activities.
 - Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content.
 - Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.
- **Reading and Analysis** –
 - Study Island – independent practice and remediation (Keystone Skills)
 - Students will continue with Talk to the Text/Annotating the Text (Reading Apprenticeship).
 - Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - When reading and analyzing “The Scarlet Ibis”:
 - Review literary terminology. Focus on theme, point of view, tone, and mood. Review characterization (round and flat, static and dynamic, and indirect and direct), motif, conflict (internal and external), setting, tone, epiphany, plot (exposition, rising action,

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climax, falling action, and resolution), Annotate the texts focusing on these terms.

- Students will read and annotate various works of nonfiction and poetry. (Critical Reading Packets: “Tuskegee Experiment” – carry over from MP #2 and “Diana Golden” Poems: Poetry Collection 5 and 6 and “We Wear the Mask,” Burns’ “To a Mouse,” etc. If time permits or the needed arises: Roosevelt’s “First Inaugural Address” (For all activities students will engage in the practices of: T2T, providing identification of answers in text, and providing rationale for answer choice.)
 - Read and annotate poetry (see Collections 5 and 6 – Prentice Hall Literature text and poetry in teacher files)
- Lesson – Main Idea and Details (For all activities students will engage in the practices of T2T, providing identification of answers in text, and providing rationale for answer choice.) –
 - Study Island (Keystone Skills) practice activities
 - Main Idea and Supporting Details Lessons:
 - Introductory activities and movie clips
 - Excerpt and adaptation from *The Declaration of Independence*
 - “Mae C. Jemison: A True Space Pioneer”
 - Supplemental Work (if students need additional practice) - Excerpt and adaptation from *The Gospel of Wealth* by Andrew Carnegie (if time permits) and “Theodore Roosevelt”
- Lesson – Main Idea and Summarization (For all activities students will engage in the practices of T2T, providing identification of answers in text, and providing rationale for answer choice.) –
 - Study Island (Keystone Skills) practice activities
 - Summarization Lessons:
- “Texting and Driving”
- “Healthy Solutions”
- Supplemental Work for Summarization (if time permits or students need additional practice)
 - “The Great Nile”
 - Excerpt and adaptation from *The Adventures of Tom Sawyer* by Mark Twain
 - Adaptation from “Three Questions” by Leo Tolstoy
- Supplemental Work for Author’s Purpose & Technique (diction and tone) – (For all activities students will engage in the practices of T2T, providing identification of answers in text, and providing rationale for answer choice)
 - “I Have a Dream” and FDR’s “First Inaugural Address”
 - CRs for both

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- Informational Text and Literature Review including:
 - Excerpt and adaptation from *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
 - Excerpt and adaptation from “The Bells” by Edgar Allen Poe
- Supplemental Work CR (if time permits or need arises)
 - Analyze poetry. Focus on works from Collections 5 & 6 (Prentice Hall Literature Common Core Grade 9). Poetic devices introduction. Annotate texts, focusing on these poetic devices.
 - Annotation of poetry will focus on identifying poetic elements and understanding their purpose. In addition, we will work on the overall meaning and tone of the poem(s).
 - Modelling and guided practice will occur throughout this unit.
- **Writing –**
 - **Research Paper (carries into MP #4)**
 - Introduction to the research paper and research
 - MLA format (Works Cited and in-text citations) – Direct instruction and practice with MLA format.
 - Outlining –
 - Students learn to use an outline, creating:
 - A solid thesis and introductory paragraph.
 - Topic sentences and transitions.
 - Strong details that are properly cited.
 - A conclusion that provides closure.
 - Drafting –
 - Students will work on creating a rough draft.
 - Conferencing, editing, revising, etc.
 - Turnitin.com (required)
 - Works Cited (required) – Use Owl at Purdue (<https://owl.english.purdue.edu/owl/resource/747/01/>) and teacher-created packets to teach and practice MLA.
 - Publishing –
 - Write final draft (must include a Works Cited page and in-text citations) and submit it to turnitin.com. Papers must include these components and be submitted to turnitin.com or they will not receive credit.
 - MLA heading and header
 - **Essay**
 - Students will review the model for essay writing.
 - Students will work through the process of writing a five paragraph essay.

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- Outline
- Thesis
- Topic sentences and supporting details
- Closing sentences
- Introduction
- Conclusion
- Editing
- Revising
- Publishing
- Students will write an essay.
- Direct instruction on the elements of persuasion in writing.
- Try It: “Why So Early?”
 - Read and annotate the passage
 - Students will be taught to analyze a prompt in order to identify key information. They will reword the prompt and identify and define any words they do not know.
- Create a graphic organizer – Topic #1: High school should start later in the day; Topic #2: The driving age should be raised the 21; Topic #3: To be determined by teachers and students.
 - Students will be taught to locate and utilize textual evidence. In addition, they will learn to explain, not simply restate, their quotes/evidence in order to prove their assertions.
 - Students will write a final draft.
- Students will use a checklist to ensure that all necessary elements are present in their final draft. The final draft will be graded using a rubric.
 - Students will write a follow-up essay to show mastery.
 - Sample Topic/Prompt: The average minimum driving age in the United States is sixteen years old. Some people think this minimum age should be increased to seventeen or eighteen years old. Argue for or against increasing the minimum age requirement for a driver’s license. Remember to support your opinion with facts and evidence.
- **Constructed-Response and/or Essay**
- “The Scarlet Ibis”
- Poetry

Assessments:

Diagnostic:

- District Benchmark (as per District Assessment Plan)
- Poetry Terms Pretest

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Formative:

- District Benchmark (as per District Assessment Plan)
- Critical Reading Packets
- T2T discussions and share sessions
- Quizzes/Tests/Graded Assignments
- Constructed-responses
- Research Paper – Outline, Rough Draft, Turnitin.com, Quizzes, etc.

Summative:

- Common Cumulative Skills Assessments – all skills taught throughout the year are assessed on these exams
- Essay

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Unit 4: Marking Period 4

Standards:

- Reading Informational Text: CC.1.2.9-10.A, B, C, D, E, F, G, J, K, L
- Reading Literature: CC.1.3.9-10.A, B, D, F, G, H, I, J, K
- Writing: CC.1.4.9-10.A, B, C, D, E, F, G, H, I, I, K, L, S, T, U, V, W, X
- Speaking and Listening: 1.5.9-10.A, B, C, D, E, F, G

Anchors: L.F.1, L.F.2, L.N.1, L.N.2

Eligible Content: L.F.1.2.3, L.F.1.2.4, L.F.2.3.5, L.F.1.3.1., L.F.1.3.2,

L.F.1.3.3, L.F.2.3.5, L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.1.1, L.F.2.1.2, L.F.2.2.2, L.F.2.2.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.2, L.N.2.2.3, L.N.2.3.4, L.N.2.3.5, L.N.2.4.2

Objectives:

- Students will be able to deconstruct text, including nonfiction, fiction and poetry, in order to explain and analyze each and the relationship between those works. Through this process, students will identify and explain the central ideas as well as make connections to the time period and events being discussed. (DOK Levels 2, 3, 4)
- Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effective writing. (DOK Levels 1-4)
- Students will be able to explain and to analyze the structure of fictional and nonfictional works, speeches and poems, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
- Students will be able to recognize, explain, and evaluate how words and phrases, including figurative language, establish meaning in nonfiction, speeches and poems. In addition, students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (DOK Levels 1-4)
- Students will be able to acquire and accurately use general academic and domain-specific words and phrases sufficient for reading and listening at the college and career readiness level. (DOK Levels 1-4)

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- Students will be able to demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (DOK Levels 1-4)
- Students will be able to employ strategies such as context clues and knowledge of common affixes and roots in order to acquire and use academic and content vocabulary. (DOK Levels 1,2)
- Students will be able to determine the meaning of words or phrases as they are used in the text, including figurative and connotative meanings. (DOK Levels 1-4)
- Students will be able to analyze the cumulative impact of specific word choices on meaning. (DOK Levels 1-3)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly and persuasively. (DOK Levels 1-4)
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)
- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says, as well as inferences drawn from the text. (DOK Levels 1-4)
- Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (DOK Levels 1-4)
- Students will be able to demonstrate command of the conventions of standard English language grammar and usage when writing and/or speaking. (DOK Levels 1-4)
- Students will be able to write a research paper and construct a presentation to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content in relation to historical and cultural events. (DOK Levels 1-4)

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Core Activities and Corresponding Instructional Methods:

Note: This course is a remedial course, which is meant to address student learning gaps. Differentiation will occur as needed, depending on the students' learning levels and needs. Additional scaffolded assignments and/or reading materials will be employed in addition to and/or in place of some of those listed here if the arises. The teachers will work together and agree on these adjustments.

- **Skills Focus Fridays** – Standards will vary based on skills being taught as well as District Benchmark (as per District Assessment Plan) data.
 - **Grammar Review**
 - Students will review complete their review of subjects and verbs, run-ons, fragments, and comma rules. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout the year.
 - ATB questions and practice activities (see file)
 - Worksheets and extensive practice opportunities
 - Correction of errors in own writing during the editing process
 - **Skills Practice** – TBD by District Benchmark (as per District Assessment Plan) and skills being taught
- **Vocabulary** – Synthesize academic and content vocabulary activities.
 - Provide modeling for students to determine and clarify the meaning of unknown ant multiple-meaning words and phrases based on close reading, context, and content.
 - Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.
- **Reading and Analysis** –
 - Study Island – independent practice and remediation (Keystone Skills)
 - Students will continue with Talk to the Text/Annotating the Text (Reading Apprenticeship)
 - Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - Read *Of Mice and Men*. Complete critical thinking packets, discussion, etc.
 - Analyze the novel listed above. Introduce literary terminology. Focus on characterization (indirect and direct, round and flat,

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static and dynamic), conflict (internal and external), setting, tone, mood, theme, epiphany, resolution, point of view, foreshadowing, and flashback. Annotate the texts focusing on these terms.

- Explain and analyze the plot structure of the novel.
 - Map out the story using Freytag's Pyramid. Identify key elements of the plot necessary for accurate summarization.
 - Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the "why" (Why does the author choose the element and/or device?) and "how" (How does the element and/or device advance the author's purpose?)
 - Support assumptions with textual evidence.
 - Make predictions based on the text details.
 - Make inferences that are not directly stated in a piece of writing
 - Analyze the novel for irony, foreshadowing, theme, characterization, etc.
 - Discuss and identify the symbolism present in the novel.
 - CRs –
 - Analyze how the character's dialogue and actions create the mood.
 - "To a Mouse" and the title of the novel.
 - Guided reading packets and questions.
 - Supplemental Activity - Write an "I Am" poem from the perspective of a character in the book.
- Students will read and annotate various works of fiction, nonfiction, poetry and speeches. (Nonfiction about the Globe theater, Shakespeare, and the time period, "PT Barnum," *Romeo & Juliet* – cut script, and Shakespearean sonnets as time permits)
- Introduction to Shakespeare and Elizabethan England
 - Review literary terminology. Focus on characterization (round and flat, static and dynamic, and indirect and direct), motif, conflict (internal and external), setting, tone, epiphany, plot (exposition, rising action, climax, falling action, and resolution), point of view (first person, third limited, and third omniscient), foreshadowing, and flashback. Annotate the texts focusing on these terms.
 - Introduce new terminology: tragedy, tragic flaw, tragic hero, soliloquy, monologue, dialogue, aside, dramatic foil, catharsis, iambic pentameter, blank verse. Review poetic devices.
 - Act out parts of the play and discuss scenes.
 - Answer questions and critical thinking packets.

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- Modelling and guided practice will occur throughout this unit.
- **Research Paper (started in MP #3)**
- Introduction to the research paper and research
- MLA format (Works Cited and in-text citations) – Direct instruction and practice with MLA format.
- Outlining –
 - Students learn to use an outline, creating:
 - A solid thesis and introductory paragraph.
 - Topic sentences and transitions.
 - Strong details that are properly cited.
 - A conclusion that provides closure.
- Drafting –
 - Students will work on creating a rough draft.
 - Conferencing, editing, revising, etc.
 - Turnitin.com (required)
 - Works Cited (required) – Use Owl at Purdue (<https://owl.english.purdue.edu/owl/resource/747/01/>) and teacher-created packets to teach and practice MLA.
- Publishing –
 - Write final draft (must include a Works Cited page and in-text citations) and submit it to turnitin.com. **Papers must include these components and be submitted to turnitin.com or they will not receive credit.**
 - MLA heading and header

Assessments:

Diagnostic:

- District Benchmark (as per District Assessment Plan)
- Literary Terms (Drama) Pretest

Formative:

- Critical Reading Packets
- T2T discussions and share sessions
- Quizzes/Tests/Graded Assignments
 - Of Mice and Men Chapter Quizzes
- Research Paper – Outline, Rough Draft, Turnitin.com, Quizzes, etc. (carries over from MP #3)

Summative:

- District Benchmark (as per District Assessment Plan)
- Common Cumulative Assessment Test/Final Exam
- Of Mice and Men Exam
- Research Paper