

Ohio's Learning Standards are the defacto curriculum for ELNGLISH 9 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

Contents: Grade 9 Can Truth Change Unit

Big Questions: Can Truth Change?, How Does Communication Change Us?

Fiction (3 selections)

from *The Giant's House*

"Sonata for Harp or Bicycle" **OR** "The Cask of Amontillado"

"If I Forget Thee, Oh Earth..."

Nonfiction (6 selections)

"Desiderata"

Viewing Skills: Viewing Fine Art Critically

Viewing Skills: Interpreting Maps and Graphs

Viewing Skills: Viewing Information Media Critically

"My English"

from *Silent Spring*

Poetry (4 or 5 poems)

Collection 1: "Dream Deferred," "Dreams," "Sonnet on Love XIII," "Meciendo/Rocking," "I Wandered Lonely as a Cloud" **OR**

Collection 2: "All Watched Over by Machines of Loving Grace," "'Hope'" is the thing with feathers--," "Much Madness is divinest Sense," "The War Against the Trees"

Visual Literacy (2 visual texts)

Self Portrait on the Borderline Between Mexico and the United States (painting by Frida Kahlo)

Photograph of a farm

Novel/Nonfiction (1 selection)

Teacher choice (Appendix B of Ohio's Learning Standards has an Exemplar list.)

Optional Narrative Prompt:

After reading and reflecting on Frida Kahlo's *Self Portrait on the Borderline Between Mexico and the United States* and Julia Alvarez's "My English," write a **narrative** that describes a personal experience of transcending a border, either **literally** or **figuratively**. L2 Use **dialogue, imagery, figurative language, conflict, character, setting, and point of view** to develop the narrative. L3 **Integrate visual, auditory, and/or digital documents** that provide evidence of your experience transcending this significant border.

**COLUMBUS CITY SCHOOLS
ENGLISH GRADE 9**

Can Truth Change Unit				
Unit/Topics	Periods	Common Core State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Big Question: Can Truth Change?</p> <p>1. Reading Literature; Reading Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Fiction • Nonfiction • Citing textual evidence to support analysis of text • Determining the theme or central idea of a text • Determining word meaning from dictionaries, etc. • Note-taking • Critical listening and speaking • Informal writing • • 	<p>Introductory Week</p> <p>Periods: 3</p>	<p>RL.9-10.1</p> <p>RL.9-10.2</p> <ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.2 • W.9-10.10 • SL.9-10.1 • SL.9-10.6 • L.9-10.4c • 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: Language and Literacy</i></p> <p>The Big Question pp. 2-3</p> <ul style="list-style-type: none"> • Fiction and nonfiction: Genre Study pp. 4-7 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> • pp. 1-3 (Big Question Vocabulary) <p><i>Writing and Grammar</i></p> <p>Using Critical Listening Skills pp. 549-551</p> <p>Reading Nonfiction Critically pp. 594-599</p> <p>Reading Literary Writings (Fiction) pp. 600-601</p> <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • Big Question Video (0:50) • Introducing the Big Question: Can Truth Change? • Vocabulary Central • Fiction and Nonfiction Video (1:40) • • • • 	<p>Reading</p> <ul style="list-style-type: none"> • Genre study: fiction and nonfiction (nonfiction) • Critical Listening (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Journal writing: Can Truth Change? <p>Speaking and Listening</p> <p>Whole group discussion</p> <p>Partner discussion</p> <p>Small group discussion</p> <p>Evaluating listening skills</p> <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Class discussion regarding the differences and functions of fiction and nonfiction • Students complete an

				<p>inventory in which they identify the characteristics of both fiction and nonfiction.</p> <ul style="list-style-type: none"> Students read selected passages from both fiction and nonfiction and using their inventories, identify which passage is fiction and which is nonfiction and why. <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Using the same topic for each paragraph, students write a two paragraph fiction sample (using their inventories) and a two paragraph nonfiction sample and write an essay or journal regarding how the difference in genre impacted their creative decisions. After the teacher chooses fiction and nonfiction selections on the same topic (for example, a geographical/topographic description of the New York City landmass versus The Three New Yorks by E.B. White) have students read the passages and describe how they are different even though both describe the same thing. This will provide a detailed lead in to a discussion of the functions of fiction and nonfiction
2. Reading Literature; Reading Information; Writing; Speaking and	Week 1 Periods: 5	<ul style="list-style-type: none"> RL.9-10.1 RL.9-10.2 RL.9-10.3 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> from <i>The Giant's House</i> pp. 8-15 	<p>Reading</p> <ul style="list-style-type: none"> from <i>The Giant's House</i> (fiction)

<p>Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Citing textual evidence to support analysis of text • Determining the theme or central idea of a text • Analysis of how an author unfolds an analysis or series of ideas or events • Word choice • Conflict • Characterization • Plot • Setting as it relates to plot • Genre: fiction and nonfiction • Critical viewing • Determining word meaning through context • Demonstrating independence in gathering vocabulary knowledge • Tone • Audience • Purpose • Point of view • Research • Summarization • Research to build and present knowledge • Writing for a variety of purposes and audiences • Discussion • Integration of multiple sources of information presented in diverse media and formats 		<ul style="list-style-type: none"> • RL.9-10.4 • RL.9-10.5 • RI.9-10.2 • RI.9-10.3 • RI.9-10.4 • RI.9-10.6 • W.9-10.7 • W.9-10.10 • SL.9-10.1 • SL.9-10.2 • SL.9-10.3 • SL.9-10.4 • SL.9-10.6 • L.9-10.4a • L.9-10.6 	<ul style="list-style-type: none"> • “Desiderata” pp. 16-20 <p><i>Unit 1 Resources</i> pp. 13-29</p> <p><i>Writing and Grammar</i></p> <p>Part 3: Academic and Workplace Skills</p> <ul style="list-style-type: none"> • Giving a Speech pp. 546-548 • Viewing Fine Art Critically p. 557 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • Model selections 	<ul style="list-style-type: none"> • “Desiderata” (nonfiction) • Giving a Speech (nonfiction) • Viewing Fine Art (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Student-created chart listing research resources • Have students create their own list or archive that would be emblematic of their lives as they would like them to be known. Have the students fully unpack each item on the list and describe how it represents something about who they are. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Partner discussion • Preparation and presentation of an informative or persuasive speech <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions Critical • viewing Selection • tests Open-book • test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students create a list of words that they associate
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<ul style="list-style-type: none"> Evaluation of a speaker Speech preparation and delivery 				<p>with <i>giant</i>, and they describe giants they have heard about in stories.</p> <ul style="list-style-type: none"> Students create similes to describe the qualities and duties of a librarian. Students begin to work with characterization by writing a 1st person character sketch of a day in the life of a librarian. They must include sensory details and realistic information that would present a plausible portrait. Teacher provides students with a list of items found in a person's coat pocket. Students write a description of the person who carries these items.
<p>3. Reading Literature; Reading Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Close reading Note taking Citing textual evidence to support analysis of text Determining the theme or central idea of a text Characterization Mood Symbolism Irony Socratic seminar Analysis of how an author structures a text Plot (exposition, rising action, climax, 	<p>Weeks 2-3 Periods: 5</p>	<ul style="list-style-type: none"> RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RI.9-10.6 W.9-10.4 W.9-10.10 SL.9-10.1 SL.9-10.4 SL.9-10.6 L.9-10.4abc L.9-10.6 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> Before You Read pp. 42-43 "Sonata for Harp and Bicycle" (960L) pp. 44-57 OR "The Cask of Amontillado" (800L) pp. 58-69 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> "Sonata for Harp and Bicycle" pp. 69-84; "The Cask of Amontillado" pp. 87-95, 99-107; Integrated Language Skills: Support for Writing a Critique p. 97; Integrated Language Skills: Support for Extend Your Learning p. 98 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> <u>Before You Read</u> [Get Connected Video (0:48/0:50), Meet the Author, Background Video (0:33/0:23), Vocabulary Central, Reading Skill, Literary Analysis] <u>While You Read</u> (Warm-ups, Reading Selection, Critical Thinking Questions) 	<p>Reading</p> <ul style="list-style-type: none"> "Sonata for Harp and Bicycle" (fiction) OR "The Cask of Amontillado" (fiction) and "This Is Just To Say" (poem) <p>Writing</p> <ul style="list-style-type: none"> Journal writing: Image Essay Journal writing: Can Truth Change? Journal writing: quotations from the text with student reactions to the quotes Student writing: When does the audience realize that Montresor plans to harm Fortunato, and what hints/foreshadowing does Poe provide?

<p>falling action, resolution)</p> <ul style="list-style-type: none"> • Point of view • Writing that is appropriate to task, purpose, and audience • Discussion • Presentation of knowledge and ideas • Adapting speech to a variety of contexts and tasks • Conflict • Determining word meaning through roots and affixes • Determining word meaning through context • Retelling a story • Informal writing 			<p>Internet</p> <ul style="list-style-type: none"> • “This Is Just To Say” by William Carlos Williams www.poets.org/viewmedia.php/prmMID/15535 • comic template www.donnayoung.org/art/comics.htm <p>CCS Curriculum Guide Website</p> <ul style="list-style-type: none"> • Model lesson for “The Cask of Amontillado” 	<ul style="list-style-type: none"> • Students create a coat-of-arms or family crest. • Student-written critique evaluating the suspense and the ending of either “Sonata for Harp and Bicycle” or “The Cask of Amontillado” • Students create a graphic illustration of a section from “The Cask of Amontillado.” <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • With a partner, retell one of the stories from another point of view. For example, tell “Sonata for Harp and Bicycle” from Miss Golden’s point of view or write “The Cask of Amontillado” from the perspective of the victim, Fortunato. • Socratic Seminar: What is truth in “The Cask of Amontillado”? How does it change for the two main characters? Which device is most integral in creating the “truth” (irony, symbolism, mood)? <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Critical viewing
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				<ul style="list-style-type: none"> • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Teacher models a think aloud about the plot of “Sonata for Harp and Bicycle.” • Provide students with a map of Venice (that includes the shipping lanes from the far East and Middle-East) and discuss how Venice was the shipping hub for exotic goods and spices from the East to the rest of Europe. • Students list the many sound effects and sound-imitating words that Poe uses in his description of the events that take place in the catacombs.
<p>4. Reading Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Reading to perform a task • Sequencing • Reading a chart • Critical listening and speaking • Citing textual evidence to support analysis of text • Determining a central idea of a text • Analysis of how an author’s ideas or claims are developed • Point of view • Rhetoric 	<p>Week 3 Periods: 4</p>	<ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.2 • RI.9-10.5 • RI.9-10.6 • W.9-10.2 • W.9-10.3 • W.9-10.4 • W.9-10.6 • W.9-10.7 • W.9-10.8 • W.9-10.9 • W.9-10.10 • SL.9-10.1 • SL.9-10.4 • SL.9-10.5 • SL.9-10.6 • L.9-10.1 • L.9-10.2 • L.9-10.3 • L.9-10.6 	<p>Textbook (hard copy or eBook) <i>Writing and Grammar</i> Part 3: Academic and Workplace Skills</p> <ul style="list-style-type: none"> • Viewing Skills: Interpreting Maps and Graphs pp. 552-554 • Viewing Skills: Viewing Information Media Critically pp. 555-556 <p>Technology</p> <ul style="list-style-type: none"> • www.ohiomeanssuccess.org 	<p>Reading</p> <ul style="list-style-type: none"> • Viewing Skills: Interpreting Maps and Graphs (nonfiction) • Viewing Skills: Viewing Information Media Critically (nonfiction) <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Reading aloud • Students find an example from their textbooks or other sources of each type of visual aid (a map and a line, pie, and bar graph). Using the general guidelines and steps of interpretation on pages 552-554, students are to describe the visual aid

<ul style="list-style-type: none"> • Writing informative/ explanatory texts • Narrative writing • Producing clear and coherent writing • Using technology to produce writing • Research • Gathering relevant information from multiple authoritative print and digital sources • Drawing evidence from literary or informational texts to support analysis • Writing for a range of tasks, purposes, audiences • Using digital media in presentations • Adapting speech to a variety of contexts and tasks • Conventions of standard English • Understanding how language functions in different contexts • Demonstrating independence in gathering vocabulary knowledge 				<p>and tell what kinds of information can be learned from each. Students report their findings to the class.</p> <p>Writing</p> <ul style="list-style-type: none"> • Students download a map from the Internet and write a journal entry that 1) determines the type and purpose of the map, 2) examines the symbols, distance, scale, and other data on the map, and 3) relates the information on the map to any written information accompanying it. • Students research a topic such as most popular jobs in Ohio. A good website for this kind of information is www.ohiomeanssuccess.org. They then create a line graph, bar graph, or pie graph with their findings. • Students watch a television program that provides information, such as a news program, a documentary, or an interview. They are to notice the commercials as well. Then, students write an essay in which they identify the type of program and describe the topics covered. In addition, students are to comment on what the commercials were selling. Finally, students evaluate the information on each
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				<p>topic in the program and in the commercials using the strategies located on p. 556 of the textbook.</p> <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Students research a career in which they are interested to determine what skills are necessary to be successful in that career. After this initial research, students are to write an essay about the skills needed to be a(n) _____, and whether or not that student intends to pursue this career track. Why/why not?
<p>5. Writing; Reading Information; Speaking and Listening</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> Informal writing Discussion Visual text analysis Author's attitudes Symbolism Author's details Showing vs. telling Foreshadowing Connotation Text features Author's purpose Main idea Point of view Conflict Setting Theme Imagery Dialogue Diction 	<p>Weeks 4-6 Periods: 11</p>	<ul style="list-style-type: none"> RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 W.9-10.3a-e W.9-10.4 W.9-10.5 W.9-10.6 SL.9-10.1 SL.9-10.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> <u>Writing Workshop</u> Narration: Autobiographical Narrative pp. 94-99 <u>Vocabulary Workshop</u> Using a Dictionary and Thesaurus pp. 182-183 <p><i>Unit 1 Resources</i> pp. 125-126</p> <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> Chapter 4: Narration pp. 32-47 Chapter 29, Section 29.6: Apostrophes With Possessive Nouns pp. 532-535 Chapters 16-29: Grammar, Usage, and Mechanics pp. 216-541 <p>CCS Curriculum Guide Website</p> <ul style="list-style-type: none"> Model lesson for narrative writing <p>Internet</p> <ul style="list-style-type: none"> Links to internet resources utilized in this lesson may be found in the writing portfolio lesson located on the curriculum guide website. 	<p>Writing</p> <p>Prompt: After reading and reflecting on Frida Kahlo's <i>Self Portrait on the Borderline Between Mexico and the United States</i> and Julia Alvarez's "MyEnglish," write a narrative that describes a personal experience of transcending a border, either literally or figuratively. L2 Use dialogue, imagery, figurative language, conflict, character, setting, and point of view to develop the narrative. L3 Integrate visual, auditory, and/or digital documents that provide evidence of your experience transcending this significant border.</p> <ul style="list-style-type: none"> Quick write Venn diagram Word chart Visual text analysis Student-created sketch or collage denoting symbolism

<ul style="list-style-type: none"> Figurative language Structure and organization Grammar and usage Capitalization and punctuation Peer revision Close reading 				<ul style="list-style-type: none"> Mini-lessons Peer revision <p>Reading</p> <ul style="list-style-type: none"> “My English” (nonfiction) <i>Self Portrait on the Borderline Between Mexico and the United States</i> (painting by Frida Kahlo) <p>Speaking and Listening</p> <ul style="list-style-type: none"> Whole class discussion Partner discussion Peer revision <p>Language</p> <ul style="list-style-type: none"> Standard English conventions when writing or speaking How language functions in different contexts Vocabulary acquisition and use
<p>7. Reading Literature; Reading Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Close reading Citing evidence to support analysis of text Theme or central idea of text Analysis of the representation of a subject or key scene in two different mediums Analysis of how an author unfolds an analysis or series of 	<p>Week 6 Periods: 4</p>	<ul style="list-style-type: none"> RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.7 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.7 W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.3 L.9-10.4ac 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> Comparing Literary Works pp. 160-161 “If I Forget Thee, Oh Earth” (1220L) pp. 162-166 from <i>Silent Spring</i> (1080L) pp. 167-170 After You Read p. 171 <p><i>Unit 1 Resources</i> pp. 213-229</p> <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> <u>Before You Read</u> (Comparing Texts, Vocabulary Central, The Big Question) <u>While You Read</u> (Reading Selections, Critical Thinking Questions) <u>After You Read</u> (Skill Questions) 	<p>Reading</p> <ul style="list-style-type: none"> “If I Forget Thee, Oh Earth” (fiction) from <i>Silent Spring</i> (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> In small groups, students discuss the sentence starter “This farmland once...” in relation to the picture on p. 169 (from <i>Silent Spring</i>). Then, students write a response in the form of a brief story. Students write a response to the picture on p. 169

<p>ideas or events</p> <ul style="list-style-type: none"> • Compare/contrast • Determining word meaning through context • Determining word meaning through dictionary and/or glossary usage • Mood • Genre • Critical listening and speaking • Informal writing 				<p>(from <i>Silent Spring</i>) that examines what they see, think, and feel.</p> <ul style="list-style-type: none"> • Theme analysis chart • Student-written essay comparing reactions to from <i>Silent Spring</i> and “If I Forget Thee, Oh Earth...” How does the author’s choice of genre affect the reading experience? <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion <p>Language</p> <ul style="list-style-type: none"> • Conventions of standard English when writing or speaking • Language in different contexts <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Critical viewing • Selection tests <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students create a 2-column chart in which they list adjectives from the story that describe the Colony and/or Earth. After the chart is complete, the students write sentences summarizing each setting. • Students propose a
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				service learning project that focuses on the environment and/or conservation.
<p>The Big Question: How Does Communication Change Us?</p> <p>8. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Citing textual evidence to support analysis of text • Theme • Determining the meaning of words and phrases as they are used in text • Producing clear and coherent writing • Stanza • Couplet • Quatrain • Figurative language/figures of speech (metaphors, similes, personification, onomatopoeia, imagery, sensory language, paradox) • Sound devices (rhythm, rhyme, rhyme scheme, free verse, alliteration, assonance, consonance, repetition) • Narrative poem • Epic • Ballad • Dramatic poem • Lyric poem 	<p>Week 7 Periods: 5</p>	<ul style="list-style-type: none"> • RL.9-10.1 • RL.9-10.2 • RL.9-10.4 • W.9-10.4 • W.9-10.5 • W.9-10.10 • SL.9-10.1 • L.9-10.4 • L.9-10.5 • L.9-10.6 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • Introduction: Poetry pp. 606-609 • Before You Read pp. 616-617 • Poetry Collection 1 pp. 618-628; After You Read p. 629 OR Poetry Collection 2 pp. 630-638; After You Read p. 639 <p><i>Unit 4 Resources</i></p> <ul style="list-style-type: none"> • Collection 1 pp. 12, 23-40; Collection 2 pp. 12, 41-49, 53-61 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Introducing the Big Question</u> [Big Question Video (1:03)] • <u>Introduction: Poetry</u> [Introduction: Meet the Author Video (2:42); Learning About the Genre: Poetry Video (3:16)] • <u>Before You Read</u> [Get Connected Video (0:57), The Big Question, Meet the Authors, Vocabulary Central, Reading Skills, Literary Analysis] • <u>While You Read</u> (Warm-ups, Reading Selections, Critical Thinking Questions) 	<p>Reading</p> <ul style="list-style-type: none"> • Poetry Collection 1 OR • Poetry Collection 2 <p>Writing</p> <ul style="list-style-type: none"> • Figurative language chart • Students rewrite one poetic stanza into a prose paragraph. • Students close read (line by line for meaning) a poem and write an analysis of its theme, tone, and figurative language. • Students practice writing a sonnet (either Shakespearean or Petrarchan). <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • In small groups, students read poetry aloud. <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical viewing • Critical thinking • questions • Selection tests • Scansion of a poem read together as a class

<ul style="list-style-type: none"> • Haiku • Sonnet • Determining word meaning through analogous relationships • Determining word meaning through figurative language • Genre • Critical listening and speaking • Informal writing 				Intervention/Enrichment <ul style="list-style-type: none"> • Copy both Hughes poems on the board. Circle the questions and statements in the poems, and discuss each one. • Students create an original poem. • Look over the English and Spanish versions of “Rocking” and compare the uses of rhyme and repetition. • Students will compare Shakespeare’s “Sonnet 30” with Frost’s “The Road Not
<p>9. Reading Literature; Reading Information; Writing; Speaking and Listening; Language</p> <p>Teach the Common Core State Standards as needed to prepare students for the AIR assessments in Reading and Writing, and to prepare students to be college and career ready.</p>	Weeks 8-9 Periods: 9	Teach the Common Core State Standards as needed to prepare students for the AIR assessments in Reading and Writing, and to prepare students to be college and career ready.	<p>Novels/Fiction/Nonfiction/Drama Suggestions:*</p> <ul style="list-style-type: none"> • Achebe, Chinua. <i>Things Fall Apart</i> • Alvarez, Julia. <i>In the Time of Butterflies</i> • Angelou, Maya. <i>I Know Why the Caged Bird Sings</i> • Bradbury, Ray. <i>Fahrenheit 451</i> • Henry, O. “The Gift of the Magi” • Henry, Patrick. “Speech to the Second Virginia Convention” • Homer. <i>The Odyssey</i> • Ionesco, Eugene. <i>Rhinoceros</i> • King, Jr., Martin L. “Letter from Birmingham Jail” • Lee, Harper. <i>To Kill a Mockingbird</i> • Lincoln, Abraham. “Gettysburg Address” • Ovid. <i>Metamorphoses</i> • Quindlen, Anna. “A Quilt of a Country” • Shakespeare, William. <i>The Tragedy of Macbeth</i> • Steinbeck, John. <i>The Grapes of Wrath</i> • Tan, Amy. <i>The Joy Luck Club</i> • Turgenev, Ivan. <i>Fathers and Sons</i> • Washington, George. “Farewell Address” • Williams, Tennessee. <i>The Glass Menagerie</i> • Wright, Richard. <i>Black Boy</i> • Zusak, Marcus. <i>The Book Thief</i> <p>*The above is not meant to be a required reading</p>	<p>Reading</p> <ul style="list-style-type: none"> • The reading assignment will be either fiction or nonfiction depending upon teacher choice. <p>Writing</p> <ul style="list-style-type: none"> • Journal writing • In-class essays • Creative writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Small group discussion • Pair work <p>Language</p> <ul style="list-style-type: none"> • Integrated vocabulary activities • Integrated grammar and usage activities <p>Assessments</p> <ul style="list-style-type: none"> • Portfolio projects • Multimedia presentations • Tests/quizzes

			<p>list. Use your professional judgment of the text and your students to make your selection. In keeping with the guidelines established by the Common Core State Standards, your choice should be similar in complexity and quality to the titles on the list above. For detailed information on text complexity, access Appendix B of the Common Core State Standards using the following link:</p> <p>www.corestandards.org/assets/Appendix_B.pdf</p>	<p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Teacher-modeled reading strategies • Students write a different ending for a story. • Students create and perform a scene based on a section of the reading. • Students will write letters to the author or main characters in the books asking them to unpack their motivations.
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* This guide is based on 50 minute periods and should be adjusted to fit alternative schedules.

Standards: **RL = Reading Literature; **RI** = Reading Information; **W** = Writing; **SL** = Speaking and Listening; **L** = Language