

Honors English Language Arts 9		Semester 1	
Literacy Skills and Outcomes (Underlined>=Deeper Depth of Knowledge)	Addressed/ Assessed Standards	Suggested Text	Suggested Units/ Activities/Assessments
<p><b>Read closely for textual details (9.1) (9.10)</b></p> <p>Cite strong and thorough evidence to support what the text says explicitly and to support inferences. (Fiction and Non-fiction)</p> <p>Determine a <u>theme or central idea</u> of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. (Fiction)</p> <p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop a theme. (Fiction)</p> <p>Analyze how an author unfolds an <u>analysis or series</u> of events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (Non-fiction)</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. (Non-Fiction)</p> <p>Provide an objective summary of a piece of text. (Fiction and Non Fiction)</p> <p>Annotate texts to support comprehension and analysis.</p> <p>Engage in productive evidence based discussions about texts.</p> <p>Make claims about texts using specific textual evidence.</p>	<p>RL 9.1-10.1 RI 9.1-10.1</p> <p>RL 9.2-10.2</p> <p>RL.9.3-10.3</p> <p>RI 9.3-10.3</p> <p>RI 9.2-10.2</p> <p>RI 9.2-10.2 RL 9.2-10.2</p> <p>RI 9.1-10.1 RL 9.1-10.1</p> <p>SL 9.1-10.1</p> <p>W 9.8-10.8</p>	<p>District Supported Resources: <i>Strategies that Work 2 Literature Gold Edition</i> <i>To Kill a Mockingbird</i> <i>Mississippi Trial: 1955</i> <i>Getting Away with Murder</i></p> <p><i>Go Set a Watchman(Optional)</i></p> <p>Short Stories (From the <i>Literature Gold Edition</i>): "The Most Dangerous Game" "The Gift of the Magi" "The Necklace" "The Scarlet Ibis" "The Red-Head League" "The Cask of Amontillado"</p> <p><i>The Gift of the Magi/ The Most Dangerous Game</i> Companion Texts-available in Blackboard</p>	<p>PSAT embedded instruction</p> <p>(SAT CCR-Tiered Reading Template, SAT Essay Scaffolding Resources-available in Blackboard)</p> <p>Writing Assessments, Activities, &amp; Unit Test</p> <p>Close and Critical Reading Intro. to SAT Rhetorical Writing Prompts</p> <p><a href="#">MAISA Independent Reading Unit</a>-available in Blackboard</p> <p>Writing Workshop: Narration Short Story</p> <p>Active Reading: -Talking to the Text -Annotating resources available in Blackboard -Close &amp; Critical Reading</p> <p>Activities: Socratic Circles Jigsaw Activity Literature Circles</p>



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<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>• Analyze nuances in the meaning of words with similar denotation.</li> </ul>	L 9.5-10.5	<a href="#">Newsela</a> Famous Speeches... <a href="#">American Rhetoric</a>	Various Writings- Focus Question- See Blackboard  TPCASTT Template
<p>Determine meanings of unknown words through context, patterns of word changes that indicate different meanings or parts of speech, general and specialized reference materials.</p>	L 9.4-10.4	Novels/Rich Nonfiction/ Informational Text	Active Reading: -Talking to the Text -Annotating resources available in Blackboard
<p>Determine meaning of words and phrases as they are used in text, including figurative, connotative meanings, and technical meanings.</p>	RI 9.4-10.4 RL 9.4-10.4	From the <i>Literature Gold Edition</i> : “The New Frontier” “The Washwoman”	-“On Summer” -“A Celebration of Grandfathers”  -Close & Critical Reading
<p>Paraphrase and quote relevant evidence from a text.</p>	RI 9.2-10.2 RL 9.2-10.2	“On Summer” “A Celebration of Grandfathers”	Text Structure Chart-available in Blackboard
<p>Analyze an author’s craft through fiction:</p> <ul style="list-style-type: none"> <li>• Determine meaning of words and phrases as they are used in text, including figurative and connotative meanings.</li> <li>• Analyze the cumulative impact of specific word choices on meaning and tone.</li> <li>• Analyze how authors’ choices concerning how to <u>structure a text</u>, order events within it, and manipulate time create effects such as mystery, tension, or surprise.</li> </ul>	RL 9.4-10.4  RL 9.5-10.5	9-12 Informational Text recommended by Teaching Tolerance-available in Blackboard	
<p>Analyze an author’s craft through non-fiction:</p> <ul style="list-style-type: none"> <li>• Determine meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.</li> <li>• Analyze the cumulative impact of specific word choices on meaning and tone.</li> </ul>	RI 9.4-10.4	9-10 Informational Texts and Text Exemplars-Appendix B-available in Blackboard	
<ul style="list-style-type: none"> <li>• <u>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</u></li> <li>• Determine an author’s <u>point of view or purpose</u> in a text and analyze how an <u>author uses rhetoric to advance that point of view or purpose.</u></li> </ul>	RI 9.5-10.5 RI 9.6-10.6	Text Exemplars-Appendix B-available in Blackboard	





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<p>Edit for a variety of purposes, including using semi-colons, colons, correct spelling, capitalization, and punctuation.</p> <p>Write coherently and cohesively appropriate to task, purpose, and audience.</p> <p>Critiques one’s own writing and revise writing, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Draw evidence from literary or informational texts to support analysis and reflection.</p> <p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (single sitting) for a range of tasks purposes, and <u>audiences</u>.</p> <p>Generate and respond to questions in scholarly discourse:</p> <ul style="list-style-type: none"> <li>• Come to discussions prepared to engage in a thoughtful, well-reasoned exchange of ideas.</li> <li>• Work with peers to set rules for discussion, to set clear goals and deadlines, and establish individual roles as needed.</li> </ul> <p>Demonstrate command of the conventions of standard English grammar and usage while writing:</p> <ul style="list-style-type: none"> <li>• Understand and use parallel structure.</li> <li>• Understand and use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.</li> </ul>	<p>W 9.5-10.5 L 9.2-10.2</p> <p>W 9.4-10.4</p> <p>W 9.5-10.5</p> <p>W 9.9-10.9</p> <p>W 9.10-10.10</p> <p>SL 9.1-10.1</p> <p>L 9.6-10.6</p> <p>L 9.1-10.1</p>	<p><i>Writing with Power</i> <i>Writing and Grammar</i></p> <p><i>Writing w/ Power</i> -Unit 4: Grammar -Unit 5- Usage</p>	<p>Fall District Writing Performance Task-Argument-available in Blackboard</p> <p>Writing w/ Power Workbook</p> <p>Writing w/ Power CD Test Banks &amp; Questions</p> <p><b>Tier II Cognitive Vocabulary:</b> Cite, Determine, Theme, Central Idea, Analyze, Summarize, Claim, Textual Evidence, Embedded Evidence, Paraphrase, Informative Texts, Narrative Texts, Formal Style Writing, Critique, Evaluate, Distinguish, Demonstrate, Understand, Inquire, Apply, Ethos, Pathos, Logos, Essay</p>



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<ul style="list-style-type: none"> <li>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering <u>vocabulary knowledge</u> when considering a word or phrase important to comprehension or expression.</li> </ul>	L 9.6-10.6	<p>Refer to <i>Literary Terms Handbook</i> located back of Prentice Hall Literature Textbook</p> <p>Academic Vocabulary Resources available in Blackboard</p>	<p><b>Tier III Content Area Vocabulary</b>  Allusion, Antagonist, Aside, Autobiography, Biography, Blank Verse, Character (Round, Flat, Dynamic, Static), Climax, Conflict, Connotation, Couplets, Denotation, Plot Diagram (Exposition, Rising Action, Climax, Falling Action, Resolution), Dialogue, Diction, Direct/Indirect Characterization, Drama, End Rhyme, Epic, Epic Simile, Fiction, Figurative Language, Foil, Foreshadowing, Free Verse, Genre, Haiku, Hyperbole, Imagery, Irony (Verbal, Situational, Dramatic), Metaphor, Meter, Monologue, Mood, Motivation, Myth, Narration, Novel, Nonfiction, Onomatopoeia, Paradox, Personification, Persuasion, Point of View, Prose, Protagonist, Repetition, Rhyme, Rhyme Scheme, Rhythm, Simile, Soliloquy, Sonnet, Speaker, Stanza, Suspense, Symbol, Theme, Tone, Tragedy</p>



## Necessary Summer Reading & Writing Prior to Honors English 9

Directions: Teachers can choose from the suggested list of fiction and non-fiction works and write a letter to incoming students of required summer reading and writing to be mailed home.

Suggested Fiction	Suggested Assignment/Writing Piece
<ul style="list-style-type: none"> <li>• “The Gift of the Magi” by O. Henry</li> <li>• “The Necklace” by Guy de Maupassant</li> <li>• “The Most Dangerous Game” by Richard Connell</li> <li>• “The Tell-Tale Heart” by Edgar Allan Poe</li> <li>• “The Black Cat” by Edgar Allan Poe</li> <li>• “The Pit &amp; Pendulum” by Edgar Allan Poe</li> </ul>	<ul style="list-style-type: none"> <li>• Five Focus Questions for “The Most Dangerous Game”               <ul style="list-style-type: none"> <li>○ Follow Focus Question Format: 11 Sentence Structure</li> </ul> </li> <li>• C/C reading for “The Gift of the Magi” and “The Necklace”</li> <li>• Personal Narrative Horror Story (2-page typed)               <ul style="list-style-type: none"> <li>○ Characterization, Plot, Mood &amp; Tone</li> </ul> </li> <li>• Genre &amp; Theme (2 well-developed paragraphs minimum)               <ul style="list-style-type: none"> <li>○ Identify the genre and theme, provide evidence to support both the theme and the genre</li> </ul> </li> </ul>

Suggested Informational	Suggested Assignment/Writing Piece
<ul style="list-style-type: none"> <li>• <i>Understanding Comics</i> by Scott McCloud</li> <li>• “I Have a Dream Speech” by Martin Luther King, Jr.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the varying tone of the chapters using text and visuals to justify your response.               <ul style="list-style-type: none"> <li>○ Use Focus Question format: 11 Sentences Structure</li> </ul> </li> <li>• Write a persuasive speech to get an audience on your side about a school/community problem.</li> </ul>

