

Honors English Language Arts 9		Semester 2	
Literacy Skills and Outcomes (Underlined>=Deeper Depth of Knowledge)	Addressed/ Assessed CCSS	Suggested Text	Suggested Units/ Activities/Assessments
<p><b>Read closely for textual details</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>Analyze how an author unfolds an analysis or series 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 <u>central idea</u> 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>Collect and organize evidence from texts to support analysis in writing.</p> <p>Make claims about texts using specific textual evidence.</p> <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>	<p>RL 9.1-10.1 RI 9.1-10.1</p> <p>RI 9.3-10.3</p> <p>RI 9.2-10.2</p> <p>RI 9.2-10.2</p> <p>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>W 9.8-10.8</p> <p>L 9.5-10.5</p>	<p><i>District Supported Resources:</i> <i>Strategies that Work 2 Literature Gold Edition</i> <i>The Odyssey</i> <i>Night</i> <i>The Tragedy of Romeo and Juliet</i> <i>The Dancers</i></p> <p>Poetry Unit: "I Wandered Lonely as a Cloud," "Dream Deferred," "Dreams," "The Eagle," "'Hope' is the thing with feathers," "Uphill," "Summer," "Ecclesiastes 3:1-8," and "The Bells"</p> <p>Additional Selected Poems- Unit 9 in <i>Literature Gold Edition</i></p> <p>Odyssey Companion Texts-available in Blackboard</p>	<p>Close and Critical Reading</p> <p>PSAT embedded instruction</p> <p>(SAT CCR-Tiered Reading Template, SAT Essay Scaffolding Resources-available in Blackboard)</p> <p>Active Reading: -Talking to the Text -TP-CASTT Template -Annotating resources available in Blackboard -Close &amp; Critical Reading</p> <p>Activities: Socratic Circles Jigsaw Activity Literature Circles</p> <p>Various Writings</p>



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<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> <p>Determine meaning of words and phrases as they are used in text, including figurative, connotative meanings, and technical meanings.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• <u>Use context</u> (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) <u>as a clue</u> to the meaning of a word or phrase.</li> <li>• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the <u>inferred meaning</u> in context or in a dictionary).</li> </ul> <p>Paraphrase and quote relevant evidence from a text</p> <p><b>Analyze an author's craft through fiction:</b></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 structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.</li> </ul>	<p>L 9.4-10.4</p> <p>RI 9.4-10.4 RL 9.4-10.4</p> <p>L 9.4-10.4</p> <p>RI 9.2-10.2 RL 9.2-10.2</p> <p>RL 9.4-10.4</p>	<p>9-12 Informational Text recommended by Teaching Tolerance-available in Blackboard</p> <p>9-10 Informational Texts and Text Exemplars-Appendix B-available in Blackboard</p> <p>Text Exemplars-Appendix B-available in Blackboard</p> <p><a href="#">Newsela Famous Speeches...</a> <a href="#">American Rhetoric</a></p> <p>Novels/Rich Nonfiction/ Informational Text</p>	<p>TPCASTT Template</p> <p>Text Structure Chart-available in Blackboard</p> <p><a href="#">MAISA Independent Reading Unit</a>-available in Blackboard</p> <p>Writing w/ Power Unit 2 (Chapter 7): Expository Writing</p>



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<ul style="list-style-type: none"> <li>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li> <li>Analyze how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</li> </ul> <p><b>Analyze an author’s craft through non-fiction:</b></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> <li>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</li> <li>Determine an <u>author’s</u> point of view or <u>purpose</u> in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> </ul> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or <u>solve a problem</u>; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that is conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>RL 9.5-10.5</p> <p>RL 9.6-10.6</p> <p>RL 9.9</p> <p>RI 9.4-10.4</p> <p>RI 9.5-10.5</p> <p>RI 9.6-10.6</p> <p>W 9.7-10.7</p> <p>L 9.3-10.3</p> <p>W 9.8-10.8</p>	<p>Analyzing Informational Text to Write Arguments- available in Blackboard</p>	<p>Suggested Research Projects: Greek Gods The Globe Theatre Shakespeare &amp; other playwrights Holocaust</p> <p>Various Writing Assignments</p>



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<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop, claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> </ul> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <ul style="list-style-type: none"> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>Write effective introduction, body, and conclusion paragraphs for argumentative writing.</li> </ul> <p>Edit for a variety of purposes, including using <u>semi-colons</u>, 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>W 9.6-10.6</p> <p>W 9.1-10.1</p> <p>W 9.5-10.5 L 9.2-10.2</p> <p>W9.4-10.4</p> <p>W 9.5-10.5</p> <p>W 9.9-10.9</p>	<p>Analyzing Informational Text to Write Arguments-available in Blackboard</p> <p>Board adopted MAISA Units</p> <p><i>Writing w/ Power Unit 2 (Chapter 8): Writing to Persuade</i></p> <p><i>Writing w/ Power Unit 6: Mechanics</i></p>	<p>Refer to various research projects</p> <p>Spring District Writing Performance Task-Argument-available in Blackboard</p> <p><a href="#">MAISA Argument Paragraph</a></p> <p>Basics of Argumentation Marketing and Media-available in Blackboard</p> <p><a href="#">MAISA Argument Essay</a></p> <p>Writing the Argument Personal Essay-available in MAISA</p> <p>On-Demand Writing 9/10 NYC Argument I Checklist-available in Blackboard</p> <p>Various Writing Activities</p> <p>Writing w/ Power Workbook</p> <p>Writing w/ Power CD Test Banks &amp; Questions</p> <p>On-Demand Writing</p> <p>Independent/Dependent Reasoning</p>



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<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>Demonstrate command of the conventions of standard English grammar and usage while writing:</p> <ul style="list-style-type: none"> <li>Understand and use <u>parallel structure</u>.</li> </ul> <p>Understand and use various types of phrases (<u>noun</u>, verb, adjectival, adverbial, participial, <u>prepositional</u>, <u>absolute</u>) and clauses (independent, dependent; <u>noun</u>, <u>relative</u>, <u>adverbial</u>) to convey specific meanings and add variety and interest to writing.</p> <p>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 vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>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.</p>	<p>W 9.10-10.10</p> <p>L 9.1-10.1</p> <p>L 9.6-10.6</p> <p>SL 9.1-10.1</p> <p>SL 9.2-10.2</p> <p>SL 9.4-10.4</p>	<p>Academic Vocabulary Resources available in Blackboard</p> <p>Refer to <i>Literary Terms Handbook</i> located back of Prentice Hall Literature Textbook</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> <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,</p>



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<p>Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Analyze various accounts of a subject told in <u>different mediums</u> (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each section.</p>	<p>SL 9.5-10.5</p> <p>SL 9.6-10.6</p> <p>RI 9.7-10.7</p>	<p><i>Night</i></p> <p>Holocaust Documentaries</p> <ul style="list-style-type: none"> <li>• <a href="#">Oprah Winfrey w/ Elie Wiesel at Auschwitz</a></li> <li>• <a href="#">One Day in Auschwitz</a></li> </ul> <p><i>The Boy in the Striped Pajamas</i></p>	<p>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 10

Fiction	Assignment/Writing Piece
<ul style="list-style-type: none"> <li>Anthem</li> </ul>	<ul style="list-style-type: none"> <li>Dialectical or Active Reading Journals</li> </ul>

Informational	Assignment/Writing Piece
<ul style="list-style-type: none"> <li>The Third Wave – pairs with Anthem</li> <li>Nonfiction book (memoir, biography, autobiography, multi-cultural)</li> </ul>	<ul style="list-style-type: none"> <li>Common Lit activities located on website</li> </ul>

