



RADNOR TOWNSHIP SCHOOL DISTRICT  
Course Overview



Ninth Grade English: Literature and Composition College Prep  
Course # 05010114

**General Information**

Credits: 1.0  
Weighted: Unweighted  
Prerequisite: Teacher Recommendation

Length: Full Year  
Format: Meets Daily  
Grade: 9

**Course Description:**

This course is designed to transition students from middle school reading and language arts to the rigorous expectations of a high school English classroom. With a focus on the study of literature, writing, vocabulary, and communication skills, students establish successful study skills and appropriate learning behavior. Additionally, this course helps students develop research and speaking/listening skills. Through the genre approach to literature, students read short stories, novels, drama and poetry, emphasizing the distinct elements and analysis of each type of literature. The curriculum for this course is aligned to the Pennsylvania Core Standards in order to prepare the students to be successful on the Literature Keystone Exams.

**Course Objectives:**

- Students will read, understand and respond to informational texts.
- Students will read, understand and respond to works of literature.
- Students will develop comprehension skills, enhance vocabulary, make connections among ideas and between texts, and develop ideas with textual evidence.
- Students will write for different purposes and audiences.
- Students will construct clear and focused written responses to convey a defined perspective and support this perspective with appropriate content.
- Students will present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
- Students will 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.

**Common Assessments:**

**Common Assessments:** Administered to all students in a course regardless of the course level. The goal of the common assessment is to measure the students' progress towards major state standards. All common assessments in English focus on the assessment of the most important skills of the course. Universally accepted content such as literary elements may also be assessed. Each course will have a minimum of one common assessment per marking period. The common assessments are as follows:

**Summer Reading:**

Students will complete a common writing activity based on their selected summer reading. Prompts will address a specific literary element (such as conflict, setting, or characterization) and its impact on the novel as a whole.

**Nonfiction Elements and Techniques:**

Students will read a common cold nonfiction passage from a publically released Keystone exam. Students will apply their knowledge of nonfiction elements to the new text.

**Short Story Literary Elements and Devices:**

Students will read a common cold passage from a short story that they have not previously read in class. Students will be asked to apply their knowledge of literary elements from the short story unit to the new text.

**Dramatic Elements and Devices:**

Students will read an excerpt from *Romeo and Juliet*. Students apply their knowledge of the elements and devices of drama to the excerpt.

**Other Possible Assessments:** Other possible assessments will vary by teacher but may include the following:

**Independent Reading**

**Discussion Activities**

**Vocabulary Assessments**

**Essays: Analytical, Expository, Reflective, Narrative**

**Major Units of Study:**

**Unit One:** The Short Story: The Building Blocks of Fiction

**Unit Two:** The Novel: A Human Experience

**Unit Three:** The Poem: Sonnets and Epics

**Unit Four:** The Play: Elements of Drama

**Unit Five:** Nonfiction: Analyzing Informational Texts

Other possible vocabulary and grammar units will vary by teacher.

**Materials & Texts**

Required Texts and Resources:

Common Texts and Resources: (All 9<sup>th</sup> Grade English Courses, excluding Integrated)

- *Romeo and Juliet*
- *Of Mice and Men*

Supplemental Texts and Resources (use may vary according to teacher discretion and student needs):

- Other teacher-created or teacher-selected texts and resources needed in order to differentiate instruction and meet the needs of all students.
- Selected materials from *Laying the Foundation*, an organization that provides teacher resources
- Publicly released Keystone Exam items
- Other possible short stories could include: "Split Cherry Tree," "The Cask of Amontillado," "The Secret Life of Walter Mitty," "The Lottery," "The Scarlet Ibis," "The Necklace," and "The Lady or the Tiger"
- Other possible novels could include: *Lord of the Flies*, *Ellen Foster*, *A Separate Peace*
- Variety of Shakespearean Sonnets
- Variety of nonfiction selections, including *Common Threads: Core Readings by Method and Theme*

***Summer Assignment***

Radnor High School publishes an annual summer reading list. Students should refer to the Radnor High School English web page for summer reading expectations.



RADNOR TOWNSHIP SCHOOL DISTRICT

**Course Curriculum**  
**English Nine: Literature and Composition**  
**(College Prep) Course Number: 05010114**



**Unit One:** The Short Story: The Building Blocks of Fiction  
**Length of Unit:** Approximately Six Weeks

**Common Core Standards and PA Academic Standards**

**1.3 Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

- **CC.1.3.9-10.A:** Determine a theme or central idea 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; provide an objective summary of the text.
- **CC.1.3.9-10.B:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- **CC.1.3.9-10.C:** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **CC.1.3.9-10.D:** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- **CC.1.3.9-10.E:** Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- **CC.1.3.9-10.F:** Analyze how words and phrases shape meaning and tone in texts.
- **CC.1.3.9-10.G:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **CC.1.3.9-10.H:** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- **CC.1.3.9-10.I:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- **CC.1.3.9-10.J:** Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
- **CC.1.3.9-10.K:** Read and comprehend literary fiction on grade level, reading independently and proficiently.

**1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

- **CC.1.4.9-10.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.K:** Write with an awareness of the stylistic aspects of composition.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
  - Establish and maintain a formal style.
- **CC.1.4.9-10.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- **CC.1.4.9-10.T:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose

and audience.

**1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

- **CC.1.5.9-10.A:** Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CC.1.5.9-10.E:** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.9-10.G:** Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

**Keystone Connections:**

**L.F.1 Reading for Meaning—Fiction**

- **L.F.1.1.1:** Identify and/or analyze the author's intended purpose of a text.
- **L.F.1.1.2:** Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- **L.F.1.1.3:** Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- **L.F.1.2.1:** Identify and/or apply a synonym or antonym of a word used in a text.
- **L.F.1.2.2:** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- **L.F.1.2.3:** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- **L.F.1.2.4:** Draw conclusions about connotations of words.
- **L.F.1.3.1:** Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- **L.F.1.3.2:** Summarize the key details and events of a fictional text, in part or as a whole.

**L.F.2 Analyzing and Interpreting Literature—Fiction**

- **L.F.2.1.1:** Make inferences and/or draw conclusions based on analysis of a text.
- **L.F.2.1.2:** Cite evidence from a text to support generalizations.
- **L.F.2.2.1:** Analyze how literary form relates to and/or influences meaning of a text.
- **L.F.2.2.3:** Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- **L.F.2.3.1:** Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker.
  - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
  - the relationship between characters and other components of a text
  - the development of complex characters and their roles and functions within a text
- **L.F.2.3.2:** Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
  - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- **L.F.2.3.3:** Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action
- **L.F.2.3.4:** Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
  - the relationship between the theme and other components of a text

- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period
- **L.F.2.3.5:** Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
  - the relationship between the tone, style, and/or mood and other components of a text
  - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
  - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- **L.F.2.3.6:** Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
  - the point of view of the narrator as first person or third person point of view
  - the impact of point of view on the meaning of a text as a whole
- **L.F.2.4.1:** Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- **L.F.2.5.1:** Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

### ***Student Objectives:***

Students will be able to:

- Use strategies before, during, and after reading to increase comprehension of texts.
- Understand and identify traditional short story structure and elements
- Identify and explain plot structure of short stories.
- Analyze how authors create setting in short stories.
- Identify and explain characterization techniques in short stories.
- Define and use appropriate literary terms related to short stories.
- Understand and analyze the various recurring themes of short stories.
- Analyze how authors create tone in short stories.
- Identify the point of view in a short story and analyze effect on reader's interpretation.
- Develop strategies for reading and responding personally and analytically to short stories.
- Refine grammar, usage, and composition skills in a variety of formats.

### ***Assessments:***

#### **Common Assessments: (Required by all 9th graders)**

Summer Reading: Students will complete a common on demand writing prompt based on their selected summer reading. Prompts will address a specific literary element and its impact on the novel as a whole, for example, conflict, setting character, etc

Short Story Literary Elements and Devices: Students will read a common cold passage from a short story that they have not previously read in class. Students will be asked to apply their knowledge of literary elements from the short story unit to the new text.

#### **Other Possible Assessments (Optional):**

Reading Comprehension Checks

Objective Assessments: multiple choice, true and false, fill in the blank, and short answer questions.

## Activities and Assignments

In order to ensure students meet the objectives and standards for this unit, Possible Activities and Assignments to include *some or all* of the following:

- Close reading and annotation of short stories
- Completion of graphic organizer emphasizing development of inferencing skills
- Variety of class discussions (circle discussions, Socratic seminars, etc.), focusing on role of literary elements in the short stories
- Analysis of plot structure using a variety of instructional strategies (will vary by teacher)
- Variety of literary analyses, focusing on author's purpose, theme, etc.
- Writing assignment on development of characterization in short stories

Optional LTF Activities:

- "The Scarlet Ibis": Using Quotations Effectively (Foundation Lesson)
- "The Scarlet Ibis": Putting It All Together
- "The Scarlet Ibis": Dialectical Journals (Foundation Lesson)
- Foundation Lesson: Author's Purpose
- Conflict and Theme
- Foundation Lesson: Point of View
- Foundation Lesson: Irony
- Creating Thematic Statements

## Terminology

Literary Forms:

- Short Story

Reading Strategies:

- Annotation
- Inference
- Paraphrase
- Summarize
- Predict
- Discuss

Literary Elements:

- dynamic/static characters
- flat/round characters
- antagonist and protagonist
- direct and indirect characterization
- diction: connotation and denotation
- imagery
- plot: exposition, rising action, climax, falling action, denouement, resolution
- point of view: first person, third person, omniscient, limited
- setting
- theme
- tone
- conflict: person vs. person ("man vs. man"), person vs. self, person vs. society, person vs. nature, person vs. fate
- irony: verbal, situational, dramatic
- mood
- foreshadowing

Figurative Language:

- metaphor
- personification
- simile

### **Materials & Texts**

**Common Texts and Resources (used by all 9<sup>th</sup> graders):**

N/A

**Supplemental Texts and Resources (optional):**

- “Split Cherry Tree”
- “The Cask of Amontillado”
- “The Secret Life of Walter Mitty”
- “The Lottery”
- “The Scarlet Ibis”
- “The Necklace”
- “The Lady or the Tiger”

### **Media, Technology, Web Resources**

**Website Resources:**

National Science + Math Initiative (Formerly LTF) - <http://www.nms.org/>

Online Textbook for *Pearson Common Core* - <http://www.pearsonrealize.com/>

Additional resources may vary by teacher.

**Unit Two: The Novel: A Human Experience**  
**Length of Unit: Approximately Six-Eight Weeks**

### ***Common Core Standards and PA Academic Standards***

#### **1.3 Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

- **CC.1.3.9-10.A:** Determine a theme or central idea 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; provide an objective summary of the text.
- **CC.1.3.9-10.B:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- **CC.1.3.9-10.C:** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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- **CC.1.3.9-10.G:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **CC.1.3.9-10.H:** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- **CC.1.3.9-10.I:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- **CC.1.3.9-10.J:** Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
- **CC.1.3.9-10.K:** Read and comprehend literary fiction on grade level, reading independently and proficiently.

#### **1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

- **CC.1.5.9-10.A:** Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CC.1.5.9-10.E:** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.9-10.G:** Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

### ***Keystone Connections:***

#### **L.F.1 Reading for Meaning—Fiction**

- **L.F.1.1.1:** Identify and/or analyze the author's intended purpose of a text.
- **L.F.1.1.2:** Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- **L.F.1.1.3:** Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- **L.F.1.2.1:** Identify and/or apply a synonym or antonym of a word used in a text.
- **L.F.1.2.2:** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

- **L.F.1.2.3:** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- **L.F.1.2.4:** Draw conclusions about connotations of words.
- **L.F.1.3.1:** Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- **L.F.1.3.2:** Summarize the key details and events of a fictional text, in part or as a whole.

#### **L.F.2 Analyzing and Interpreting Literature—Fiction**

- **L.F.2.1.1:** Make inferences and/or draw conclusions based on analysis of a text.
- **L.F.2.1.2:** Cite evidence from a text to support generalizations.
- **L.F.2.2.1:** Analyze how literary form relates to and/or influences meaning of a text.
- **L.F.2.2.3:** Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- **L.F.2.3.1:** Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker.
  - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
  - the relationship between characters and other components of a text
  - the development of complex characters and their roles and functions within a text
- **L.F.2.3.2:** Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
  - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- **L.F.2.3.3:** Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action
- **L.F.2.3.4:** Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
  - the relationship between the theme and other components of a text
  - comparing and contrasting how major themes are developed across genres
  - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
  - the way in which a work of literature is related to the themes and issues of its historical period
- **L.F.2.3.5:** Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
  - the relationship between the tone, style, and/or mood and other components of a text
  - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
  - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- **L.F.2.3.6:** Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
  - the point of view of the narrator as first person or third person point of view
  - the impact of point of view on the meaning of a text as a whole
- **L.F.2.4.1:** Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- **L.F.2.5.1:** Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

### **Student Objectives:**

Students will be able to:

- Use strategies before, during, and after reading to increase comprehension of text.
- Define and use appropriate literary terms related to novels.
- Understand and analyze the various recurring themes of novels.
- Recognize the importance of historical context to the development of setting and character.
- Develop strategies for reading and responding personally and analytically to novels.
- Compare, contrast, analyze, and evaluate connections between text, ideas, and experience.
- Analyze and explain characterization techniques for major and minor characters.
- Use text details to analyze character, plot, setting, point of view and development of theme.
- Refine grammar, usage, and composition skills in a variety of formats.

### **Assessments:**

#### **Common Assessments: (Required by all 9th graders)**

N/A

#### **Other Possible Assessments (Optional):**

Reading Comprehension Checks

Objective Assessments: multiple choice, true and false, fill in the blank, and short answer questions.

### **Activities and Assignments**

In order to ensure students meet the objectives and standards for this unit, Possible Activities and Assignments to include *some or all* of the following:

- Close reading and annotation of novels
- Variety of literary analyses, focusing on author's purpose, theme, etc.
- Variety of class discussions (circle discussions, Socratic seminars, etc.), focusing on role of literary elements in the novels

Optional LTF Activities:

- Vocabulary Lesson: *Of Mice and Men* (SAT Vocabulary Study)
- Vocabulary Lesson: *Lord of the Flies* (SAT Vocabulary Study)
- Annotation and Analysis of Author's Purpose: "Riding is an Exercise of the Mind"
- "The Shipping News": Characterization of a Protagonist
- How an Author Creates an Intended Effect with Diction
- Creating Effective Thesis Statements and Topic Sentences

### **Terminology**

Literary Form:

- Novel

Reading Strategies:

- Annotation
- Inference
- Paraphrase
- Summarize
- Predict
- Discuss

Literary Elements and Techniques:

- dynamic/static characters

- flat/round characters
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- diction: connotation and denotation
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- irony: verbal, situational, dramatic
- mood
- foreshadowing
- motif
- allusion
- dialogue
- dialect
- archetypes

Figurative Language:

- metaphor
- personification
- simile
- symbolism

### **Materials & Texts**

**Common Texts and Resources (used by all 9<sup>th</sup> graders):**

*Of Mice and Men*

**Supplemental Texts and Resources (optional):**

*Lord of the Flies*

*Ellen Foster*

*A Separate Peace*

### **Media, Technology, Web Resources**

**Website Resources:**

National Science + Math Initiative (Formerly LTF) - <http://www.nms.org/>

Online Textbook for *Pearson Common Core* - <http://www.pearsonrealize.com/>

Additional resources may vary by teacher.

**Unit Three: The Poem: Sonnets and Epics**  
**Length of Unit: Approximately Eight-Ten Weeks**

**Common Core Standards and PA Academic Standards**

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  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
  - Establish and maintain a formal style.
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- **CC.1.5.9-10.E:** Adapt speech to a variety of contexts and tasks.

- **CC.1.5.9-10.G:** Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

### **Keystone Connections:**

#### **L.F.1 Reading for Meaning—Fiction**

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- **L.F.1.1.2:** Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- **L.F.1.1.3:** Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- **L.F.1.2.1:** Identify and/or apply a synonym or antonym of a word used in a text.
- **L.F.1.2.2:** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- **L.F.1.2.3:** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- **L.F.1.2.4:** Draw conclusions about connotations of words.
- **L.F.1.3.1:** Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- **L.F.1.3.2:** Summarize the key details and events of a fictional text, in part or as a whole.

#### **L.F.2 Analyzing and Interpreting Literature—Fiction**

- **L.F.2.1.1:** Make inferences and/or draw conclusions based on analysis of a text.
- **L.F.2.1.2:** Cite evidence from a text to support generalizations.
- **L.F.2.2.1:** Analyze how literary form relates to and/or influences meaning of a text.
- **L.F.2.2.3:** Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- **L.F.2.2.4:** Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- **L.F.2.3.1:** Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker.
  - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
  - the relationship between characters and other components of a text
  - the development of complex characters and their roles and functions within a text
- **L.F.2.3.2:** Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
  - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- **L.F.2.3.3:** Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action
- **L.F.2.3.4:** Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
  - the relationship between the theme and other components of a text
  - comparing and contrasting how major themes are developed across genres
  - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
  - the way in which a work of literature is related to the themes and issues of its historical period
- **L.F.2.3.5:** Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:

- the relationship between the tone, style, and/or mood and other components of a text
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- **L.F.2.3.6:** Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
  - the point of view of the narrator as first person or third person point of view
  - the impact of point of view on the meaning of a text as a whole
- **L.F.2.4.1:** Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- **L.F.2.5.1:** Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- **L.F.2.5.2:** Identify, explain, and analyze the structure of poems and sound devices.

### **Student Objectives:**

Students will be able to:

- Demonstrate critical reading and understanding of Shakespeare's sonnets
- Identify the form and rhyme scheme of poems studied.
- Define and explain poetic devices, such as alliteration, assonance, and consonance and describe the ways in which they help reveal the theme(s) of the poems.
- Identify and explain the elements of an epic poem.
- Identify and explain the characteristics of an epic hero.
- Identify and explain the characteristics of the journey archetype.
- Examine the historical context of literary works.

### **Assessments:**

#### **Common Assessments: (Required by all 9th graders)**

N/A

#### **Common Course Assessments (Required by all 9th graders in Advanced: Literature and Composition)**

To be developed

#### **Other Possible Assessments (Optional):**

Reading Comprehension Checks

Objective Assessments: multiple choice, true and false, fill in the blank, and short answer questions.

### **Activities and Assignments**

In order to ensure students meet the objectives and standards for this unit, Possible Activities and Assignments to include *some or all* of the following:

- Close reading and annotation of a variety of Shakespeare's sonnets and Homer's *Odyssey*
- Variety of literary analyses, focusing on author's purpose, theme, etc.
- Analyze characteristics of an epic poem (epic simile, epithets, etc.)
- Variety of class discussions (circle discussions, Socratic seminars, etc.), focusing on role of literary elements in the sonnets/epic
- Analyze Odysseus' role as an epic hero
- Identify traits of journey archetype in other texts

Optional LTF Activities:

- Understanding Shakespeare: "Sonnet 18"
- Understanding Shakespeare: "Sonnet 73"
- "Sonnet 73" Technology Extension
- Interpreting Figurative Language in the *Odyssey*
- It's All An Allusion

## Terminology

Literary Form:

- Sonnet
- Epic

Reading Strategies:

- Annotation
- Inference
- Paraphrase
- Summarize
- Predict
- Discuss

Literary and Poetic Elements and Techniques:

- dynamic/static characters
- flat/round characters
- antagonist and protagonist
- direct and indirect characterization
- diction: connotation and denotation
- imagery
- plot: exposition, rising action, climax, falling action, denouement, resolution
- point of view: first person, third person, omniscient, limited
- setting
- theme
- tone
- conflict: person vs. person ("man vs. man"), person vs. self, person vs. society, person vs. nature, person vs. fate
- irony: verbal, situational, dramatic
- mood
- foreshadowing
- motif
- allusion
- audience
- rhyme
- assonance
- consonance
- onomatopoeia
- alliteration
- meter
- free verse
- stanza
- quatrain
- couplet
- epithet

- epic hero
- invoking the muse
- archetype
- flashback

Figurative Language:

- apostrophe
- metaphor
- personification
- simile
- epic simile
- symbolism

### **Materials & Texts**

**Common Texts and Resources (used by all 9<sup>th</sup> graders):**

N/A

**Common Course Texts and Resources (used by all 9<sup>th</sup> graders in College Prep: Literature and Composition):**

Excerpts from *The Odyssey*

Shakespearean Sonnets: Choose from partial list below

**Supplemental Texts and Resources (optional):**

"Sonnet 18"

"Sonnet 57"

"Sonnet 63"

"Sonnet 73"

"Sonnet 130"

### **Media, Technology, Web Resources**

**Website Resources:**

National Science + Math Initiative (Formerly LTF) - <http://www.nms.org/>

Online Textbook for *Pearson Common Core* - <http://www.pearsonrealize.com/>

Additional resources may vary by teacher.

**Unit Four: The Play: Elements of Drama**  
**Length of Unit: Approximately Six-Eight Weeks**

**Common Core Standards and PA Academic Standards**

**1.3 Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

- **CC.1.3.9-10.A:** Determine a theme or central idea 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; provide an objective summary of the text.
- **CC.1.3.9-10.B:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- **CC.1.3.9-10.C:** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **CC.1.3.9-10.D:** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- **CC.1.3.9-10.E:** Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- **CC.1.3.9-10.F:** Analyze how words and phrases shape meaning and tone in texts.
- **CC.1.3.9-10.G:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **CC.1.3.9-10.H:** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- **CC.1.3.9-10.I:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- **CC.1.3.9-10.J:** Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
- **CC.1.3.9-10.K:** Read and comprehend literary fiction on grade level, reading independently and proficiently.

**1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

- **CC.1.4.9-10.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.K:** Write with an awareness of the stylistic aspects of composition.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
  - Establish and maintain a formal style.
- **CC.1.4.9-10.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- **CC.1.4.9-10.T:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

- **CC.1.5.9-10.A:** Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CC.1.5.9-10.E:** Adapt speech to a variety of contexts and tasks.

- **CC.1.5.9-10.G:** Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

### **Keystone Connections:**

#### **L.F.1 Reading for Meaning—Fiction**

- **L.F.1.1.1:** Identify and/or analyze the author’s intended purpose of a text.
- **L.F.1.1.2:** Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- **L.F.1.1.3:** Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- **L.F.1.2.1:** Identify and/or apply a synonym or antonym of a word used in a text.
- **L.F.1.2.2:** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- **L.F.1.2.3:** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- **L.F.1.2.4:** Draw conclusions about connotations of words.
- **L.F.1.3.1:** Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- **L.F.1.3.2:** Summarize the key details and events of a fictional text, in part or as a whole.

#### **L.F.2 Analyzing and Interpreting Literature—Fiction**

- **L.F.2.1.1:** Make inferences and/or draw conclusions based on analysis of a text.
- **L.F.2.1.2:** Cite evidence from a text to support generalizations.
- **L.F.2.2.1:** Analyze how literary form relates to and/or influences meaning of a text.
- **L.F.2.2.3:** Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- **L.F.2.2.4:** Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- **L.F.2.3.1:** Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker.
  - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
  - the relationship between characters and other components of a text
  - the development of complex characters and their roles and functions within a text
- **L.F.2.3.2:** Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
  - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- **L.F.2.3.3:** Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action
- **L.F.2.3.4:** Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
  - the relationship between the theme and other components of a text
  - comparing and contrasting how major themes are developed across genres
  - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
  - the way in which a work of literature is related to the themes and issues of its historical period
- **L.F.2.3.5:** Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:

- the relationship between the tone, style, and/or mood and other components of a text
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- **L.F.2.3.6:** Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
  - the point of view of the narrator as first person or third person point of view
  - the impact of point of view on the meaning of a text as a whole
- **L.F.2.4.1:** Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- **L.F.2.5.1:** Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- **L.F.2.5.3:** Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

### **Student Objectives:**

Students will be able to:

- Identify and explain the elements of drama.
- Explain the structure of the plot.
- Describe dramatic techniques the playwright utilizes to develop plot and theme.
- Trace the development of characters and explain how characterization advances the plot/theme.
- Analyze irony in the text.
- Understand definition of tragedy and explain how the works exemplify the term *tragedy*.
- Identify the poetic devices used in *Romeo and Juliet* and explain their effect.

### **Assessments:**

#### **Common Assessments: (Required by all 9th graders)**

Dramatic Elements and Devices: Students will read an excerpt from *Romeo and Juliet*. Students apply their knowledge of the elements and devices of drama to the excerpt.

#### **Other Possible Assessments (Optional):**

Reading Comprehension Checks

Objective Assessments: multiple choice, true and false, fill in the blank, and short answer questions.

### **Activities and Assignments**

In order to ensure students meet the objectives and standards for this unit, Possible Activities and Assignments to include *some or all* of the following:

- Close reading and annotation of play
- Reader's Theater: act out portions of the play to help with visualization
- Variety of literary analyses, focusing on author's purpose, theme, etc.
- Variety of class discussions (circle discussions, Socratic seminars, etc.), focusing on role of literary elements in the play
- Analyze the outcome of the tragedy, as related to the concept of fate vs. free will

Optional LTF Activities:

- Analyzing an Argument: *Romeo and Juliet*
- Vocabulary Lesson: *Romeo and Juliet*
- How an Author Creates an Intended Effect Through Diction

## Terminology

### Literary Form:

- Drama
- Tragedy

### Reading Strategies:

- Annotation
- Inference
- Paraphrase
- Summarize
- Predict
- Discuss

### Literary and Dramatic Elements and Techniques:

- dynamic/static characters
- flat/round characters
- antagonist and protagonist
- direct and indirect characterization
- diction: connotation and denotation
- imagery
- plot: exposition, rising action, climax, falling action, denouement, resolution
- point of view: first person, third person, omniscient, limited
- setting
- theme
- tone
- conflict: person vs. person ("man vs. man"), person vs. self, person vs. society, person vs. nature, person vs. fate
- irony: verbal, situational, dramatic
- mood
- foreshadowing
- motif
- allusion
- audience
- iambic pentameter
- free verse
- oxymoron
- paradox
- pun
- foil
- prologue/epilogue
- soliloquy
- monologue
- aside
- stage directions
- act, scene, line breakdown
- blank verse
- tragic flaw

### Figurative Language:

- apostrophe
- metaphor

- personification
- simile
- epic simile
- symbolism
- hyperbole

### ***Materials & Texts***

#### **Common Texts and Resources (used by all 9<sup>th</sup> graders):**

*Romeo and Juliet*

#### **Supplemental Texts and Resources (optional):**

### ***Media, Technology, Web Resources***

#### **Website Resources:**

National Science + Math Initiative (Formerly LTF) - <http://www.nms.org/>

Online Textbook for *Pearson Common Core* - <http://www.pearsonrealize.com/>

Additional resources may vary by teacher.

**Unit Five:** Nonfiction: Analyzing Informational Texts  
**Length of Unit:** Approximately Four-Five Weeks

### **Common Core Standards and PA Academic Standards**

#### **1.2 Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

- **CC.1.2.9-10.A:** 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; provide an objective summary of the text.
- **CC.1.2.9-10.B:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- **CC.1.2.9-10.C:** Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **CC.1.2.9-10.D:** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- **CC.1.2.9-10.E:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **CC.1.2.9-10.F:** Analyze how words and phrases shape meaning and tone in texts.
- **CC.1.2.9-10.G:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- **CC.1.2.9-10.H:** Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- **CC.1.2.9-10.J:** 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.
- **CC.1.2.9-10.K:** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- **CC.1.2.9-10.L:** Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

#### **1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

- **CC.1.4.9-10.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.K:** Write with an awareness of the stylistic aspects of composition.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
  - Establish and maintain a formal style.
- **CC.1.4.9-10.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- **CC.1.4.9-10.T:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### **1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

- **CC.1.5.9-10.A:** Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CC.1.5.9-10.E:** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.9-10.G:** Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

### **Keystone Connections:**

#### **L.N.1 Reading for Meaning—Nonfiction**

- **L.N.1.1.1** Identify and/or analyze the author's intended purpose of a text.
- **L.N.1.1.2** Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- **L.N.1.1.3** Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- **L.N.1.1.4** Explain how an author's use of key words or phrases in text informs and influences the reader.
- **L.N.1.2.1** Identify and/or apply a synonym or antonym of a word used in a text.
- **L.N.1.2.2** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- **L.N.1.2.3** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- **L.N.1.2.4** Draw conclusions about connotations of words.
- **L.N.1.3.1** Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- **L.N.1.3.2** Summarize the key details and events of a nonfictional text, in part or as a whole.
- **L.N.1.3.3** Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.

#### **L.N.2 Analyzing and Interpreting Literature—Nonfiction**

- **L.N.2.1.1** Make inferences and/or draw conclusions based on analysis of a text.
- **L.N.2.1.2** Cite evidence from a text to support generalizations.
- **L.N.2.2.1** Analyze how literary form relates to and/or influences meaning of a text.
- **L.N.2.2.2** Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- **L.N.2.2.3** Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- **L.N.2.4.1** Identify, analyze, and evaluate the structure and format of complex informational texts.
- **L.N.2.4.2** Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- **L.N.2.4.3** Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- **L.N.2.4.4** Make connections between a text and the content of graphics and charts.
- **L.N.2.4.5** Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- **L.N.2.5.1** Differentiate between fact and opinion.
- **L.N.2.5.3** Distinguish essential from nonessential information.
- **L.N.2.5.6** Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

### **Student Objectives:**

Students will be able to:

- Identify and explain the characteristics of various types of nonfiction (e.g., literary, narrative, etc.)
- Demonstrate comprehension of a variety of nonfiction texts.
- Analyze a text to determine tone, author's purpose, audience, point of view, and influence of bias.
- Identify and evaluate nonfiction text features (headings, subheadings, captions, graphics, etc.)
- Draw conclusions/make predictions based on information in visual texts (graphs, charts, infographics, etc.)

### **Assessments:**

#### **Common Assessments: (Required by all 9th graders)**

Nonfiction Elements and Techniques: Students will read a common cold nonfiction passage from a publically released Keystone exam. Students will apply their knowledge of nonfiction elements to the new text.

#### **Other Possible Assessments (Optional):**

Reading Comprehension Checks

Objective Assessments: multiple choice, true and false, fill in the blank, and short answer questions.

### **Activities and Assignments**

In order to ensure students meet the objectives and standards for this unit, Possible Activities and Assignments to include *some or all* of the following:

- Close reading and annotation of a variety of informational texts
- Analysis of infographics
- Discuss author's purpose for creating different types of nonfiction texts
- Distinguish between different types of nonfiction
- Compose a personal narrative, demonstrating literary nonfiction techniques

Optional LTF Activities:

- Determining Context for Evaluating an Argument
- Determining Fact, Opinion, and Bias
- Elements of Argumentation
- Foundation Lesson: Fact or Opinion and Author's Purpose
- Reading an Informational Text: A Legal View
- Summarizing and Identifying Issues in Nonfiction
  
- Faces of a Pharaoh: Synthesizing Literary, Informational, and Visual Texts
- Foundation Lesson: Revision and Editing Strategies
- Foundation Lesson: Style and Voice Workshop
- Revision Activity: Vivid Verbs

### **Terminology**

Literary Forms:

- Informational Text
- Biography
- Narrative

Reading Strategies:

- Annotation

- Inference
- Paraphrase
- Summarize
- Predict
- Discuss
- Compare/Contrast

Elements of Nonfiction:

- Key/supporting details
- Main idea
- Narrator
- Opinion
- Sequence of steps
- Text organization/structure
- Argument/position
- Bias
- Defense of a claim
- Headings/graphics/charts

### ***Materials & Texts***

**Common Texts and Resources (used by all 9<sup>th</sup> graders):**

N/A

**Supplemental Texts and Resources (optional):**

Selected Readings from *Common Threads: Core Readings by Method and Theme*

### ***Media, Technology, Web Resources***

**Website Resources:**

National Science + Math Initiative (Formerly LTF) - <http://www.nms.org/>

Online Textbook for *Pearson Common Core* - <http://www.pearsonrealize.com/>

Additional resources may vary by teacher.

**Unit Six:** Research

**Length of Unit:** Approximately Two-Three Weeks (in conjunction with one of the previous units)

### ***Common Core Standards and PA Academic Standards***

#### **1.2 Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

- **CC.1.2.9-10.A:** 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; provide an objective summary of the text.
- **CC.1.2.9-10.B:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
- **CC.1.2.9-10.C:** Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **CC.1.2.9-10.E:** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **CC.1.2.9-10.H:** Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- **CC.1.2.9-10.L:** Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

#### **1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

- **CC.1.4.9-10.C:** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- **CC.1.4.9-10.D:** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- **CC.1.4.9-10.W:** 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.

#### **1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

- **CC.1.5.9-10.C:** Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **CC.1.5.9-10.D:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- **CC.1.5.9-10.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

### ***Keystone Connections:***

#### **L.N.2 Analyzing and Interpreting Literature—Nonfiction**

- **L.N.2.1.1:** Make inferences and/or draw conclusions based on analysis of a text. 1.2.L.D

- **L.N.2.1.2:** Cite evidence from a text to support generalizations.
- **L.N.2.5.1:** Differentiate between fact and opinion.
- **L.N.2.5.2:** Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- **L.N.2.5.3:** Distinguish essential from nonessential information.
- **L.N.2.5.4:** Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- **L.N.2.5.5:** Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
- **L.N.2.5.6:** Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

### **Student Objectives:**

Students will be able to:

- Interpret information presented in diverse formats
- Present claims and findings, sequencing ideas logically
- Engage in a range of collaborative discussions
- Utilize appropriate eye contact, pace, volume
- Demonstrate command of conventions of standard English
- Delineate speaker's claims within sources
- Understand the relationship between a piece of literature and the time period in which it is set

### **Assessments:**

**Common Assessments: (Required by all 9th graders)**

N/A

**Other Possible Assessments (Optional):**

### **Activities and Assignments**

In order to ensure students meet the objectives and standards for this unit, possible activities and assignments could include *some or all* of the following:

- Participate in orientation with librarian to introduce library research tools (databases, NoodleTools, etc.)
- Read, analyze, summarize information from a provided resource in order to identify essential/nonessential components
- Respond to guided research questions, based on the work and the time period
- Create a works cited page using proper MLA formatting
- Design an oral presentation of responses to guided research questions
  - Common activities could include Socratic Seminar, formal presentation utilizing technology (PowerPoint, Prezi), student-led instructional activities

Optional LTF Activities:

- Foundation Lesson: Interdisciplinary Research Project
- Determining Fact, Opinion, and Bias
- Foundation Lesson: Author's Purpose
- Foundation Lesson: Fact or Opinion and Author's Purpose
- Reading an Informational Text: Legal View
- Reading Sources for Support

- Summarizing and Identifying Issues in Nonfiction
- Synthesizing Multiple Genres: Reading Sources

### **Terminology**

#### Reading Strategies:

- Annotation
- Inference
- Paraphrase
- Summarize
- Predict
- Discuss

#### Elements of Research

- Ethics of Research
- Evaluation of Sources
- Reading of Introductory
- Use of Print Sources
- Use of the Internet
- Parenthetical Citation
- Works Cited
- MLA formatting
- Plagiarism
- Database
- Search Engine
- Periodical
- Primary vs. secondary sources

### **Materials & Texts**

#### **Common Texts and Resources (used by all 9<sup>th</sup> graders):**

N/A

#### **Supplemental Texts and Resources**

### **Media, Technology, Web Resources**

#### **Website Resources:**

National Science + Math Initiative (Formerly LTF) - <http://www.nms.org/>

NoodleTools - <http://www.noodletools.com/>

Librarian orientation to online databases

Radnor High School Digital Library Resources - <http://www.rtsd.org/domain/190>

The Owl at Purdue Online Writing Lab - <https://owl.english.purdue.edu/owl/resource/747/01/>

Additional resources may vary by teacher.