

Teacher: CORE English 9  
 Course: English Grade 9

Year: 2010-11  
 Month: All Months

A u g u s t	Writing							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Narrative Writing	A1. Narrative Writing a. Personal Narrative/Memoir B1. Writing Process a. Brainstorming/Prewriting b. Draft c. Revise d. Edit C1. Writing Traits a. Ideas	A1a. Understand the function, structure, and purpose of memoirs/personal narrative. A1a. Construct a written memoir using the entire writing process about a personal hero. B1a. Use various oral and written brainstorming strategies to determine an effective idea for a personal narrative. B1c. Revise writing to strengthen vocabulary and sentence structure. C1a. Describe sensory details in writing that show rather than tell.		Draft 1/1/2011 Final Copy 1/1/2011			W.9-10.5- 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.) W.9-10.3d

							Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experience, events, setting, and/or characters.
Expository Writing	A4. Functional Writing d. Writing About Reading B1. Writing Process a. Brainstorm/Prewrite b. Draft C1. Writing Traits a. Ideas b. Organization	A4. Construct a written essay demonstrating knowledge of summer reading. C1a. Recall specific details from the story to answer essay question. C1a. Choose relevant details to prove student understanding of novel. C1b. Sequence ideas logically in written summer reading essay.		Final Copy 1/1/2011			W.9-10.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.9-10.2a- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include

							<p>formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2b- Develop the topic with well-chosen, relevant, and sufficient facts; extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
Poetry	<p>A3. Poetic Writing</p> <p>a. Poetry - Concrete</p> <p>B1. Writing Process:</p> <p>a. Brainstorm/Prewrite</p> <p>b. Draft</p> <p>c. Revise</p> <p>d. Edit</p> <p>e. Publish</p> <p>C1. Writing Triats</p> <p>a. Ideas</p> <p>d. Sentence Fluency</p>	<p>A3. Write a concrete poem in the shape of a social studies topic _____.</p> <p>Choose a title that communicates the topic of the poem.</p> <p>C1a. Use ideas to show not tell. _____.</p> <p>Use words to evoke imagery.</p>		<p>Draft 1/1/2011</p> <p>Final Copy 1/1/2011</p> <p>Presentation 3/1/2011</p>		<p>W.9-10.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are</p>	

		C1d. Write sentences that vary in length, structure and beginnings. _____ . Share work orally by presenting.					defined in standards 1&3 above.) W.9-10.6- 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 W.9-10.3d- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Poetry	A3. Poetic Writing a. Poetry -	A3a. Compose a		Draft 1/1/2011			W.9-10.4- Produce

	<p>Autobiography  B1. Writing Process  a. Brainstorm/Prewrite  b. Draft  c. Revise  d. Edit  e. Publish  C1. Writing Traits  c. Voice  e. Word Choice</p>	<p>poem that evokes imagery and feelings in writing.  A3a. Select the form appropriate to the meaning and purpose of the poem.  C1c. Share in writing thoughts, feelings, inner conflict and convictions through their poem.  C1e. Use a range of descriptive words that enhance the meaning.  _____  Share work orally by presenting.</p>		<p>Final Copy 1/1/2011  Presentation 3/1/2011  Publish (wiki) 3/1/2011</p>		<p>clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  W.9-10.3a-Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing narrator and/or characters; create a smooth progression of experiences or events.  W.9-10.3d-Use precise words and</p>
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								phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Quote Interpretation	A4. Functional Writing About Reading - Quote Interpretation C1. Writing Traits e. Word Choice	A4d. Write an interpretation of a quote that shows an understanding of how it connects to the literature. A4d. Paraphrase quote by changing words but not meaning. A4d. Use opinions supported by facts. _____. Write well crafted sentences that support writer's convictions. _____. Collaborate with class members to share/compare responses.		Paraphrase 1/1/2011 Summary 3/1/2011				W.9-10.2b- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W.9-10.3d-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.9-10.9a-Apply grades 9-10 Reading standard to literature (e.g., "Analyze how an author draws c and transforms

							source material in a specific work [e.g., how Shakespeare treat a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]â€œ
Task 1	<p>A ____ . Task 1</p> <p>B1. Writing Process</p> <p>a. Brainstorming/Prewriting</p> <p>d. Edit</p> <p>C1. Writing Traits</p> <p>a. Ideas</p> <p>b. Organization</p>	<p>A. Record in writing relevant facts and details from listening passage.</p> <p>B1a. Group ideas for essay logically and for creative impact.</p> <p>B1a. Eliminate extraneous details.</p> <p>C1b. Reorganize paragraphs for better sequence of ideas.</p>		<p>Note Sheets (Graphic Organizer)</p> <p>1/1/2011</p> <p>Draft</p> <p>1/1/2011</p> <p>Final Copy</p> <p>1/1/2011</p>			<p>W.9-10.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1â€œ3 above.)</p> <p>W.9-10.8- Gather relevant information from multiple authoritative print and digital sources, using advanced</p>

							<p>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>W.9-10.3c- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>
Short Fiction	<p>A1. Narrative Writing</p> <p>b. Short Fiction</p> <p>B1. Writing Process</p> <p>a. Brainstorm/Prewriting</p> <p>b. Drafting</p> <p>d. Edit</p> <p>C1. Writing Traits</p> <p>d. Sentence Fluency</p> <p>e. Word Choice</p> <p>f. Conventions</p>	<p>A1b. Take the point of view of one character seeing the situation through his or her eyes.</p> <p>A1b. Describe and develop</p>		<p>Draft 1/1/2011</p> <p>Conferencing 1/1/2011</p> <p>Final Copy 1/1/2011</p>			<p>W.9-10.3a- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of</p>



		<p>believable and appealing characters.  A1b. Show rather than tell how characters feel.  A1b. Use dialogue skillfully in ways that show character traits and feelings.  B1b. Compose a narrative with setting, dialogue, plot or conflict, main characters, specific details, and a satisfying ending.  B1b. Move the plot along with action.  B1b. Take points of view by writing in first or third person.  _____.  Begin with a compelling</p>				<p>view, and introducing a narrator and/or characters; create a smooth progression of experience or events.  W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experience, events, and/or characters.  W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experience, events, setting, and/or characters.  W.9-10.3e. Provide a conclusion</p>
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		<p>lead to capture reader's attention.</p> <p>_____.</p> <p>Write a believable and satisfying ending to the story.</p> <p>_____.</p> <p>Collaborate with groups.</p>					that follow from and reflects on what is experienced, observed, and resolved over the course of the narrative.
SSR Project	<p>A1. Narrative Writing</p> <p>e. Journal Entry</p> <p>B1. Writing Process</p> <p>a. Brainstorm/Prewrite</p> <p>C1. Ideas</p> <p>c. Voice</p> <p>e. Word Choice</p>	<p>A1e. Produce a journal entry with strong voice.</p> <p>C1c. Choose an appropriate tone for the entry.</p> <p>_____.</p> <p>View writing as a way to articulate literary ideas.</p> <p>_____.</p> <p>Use strong active verbs.</p> <p>_____.</p> <p>Record journals on online chat source (edmodo).</p>		Journals 3/1/2011			
	A4. Functional Writing	A4e. Compose essay that		Graphic Organizer			

	<p>e. Compare/Contrast Essay  B1. Writing Process  a. Brainstorm/Prewrite  b. Draft  c. Revise  d. Edit  C1. Writing Traits  a. Ideas  b. Organization  e. Word Choice</p>	<p>compares/contrasts ideas/issues.  B1. Incorporate all steps of the writing process.  C1a. Clearly communicate main points.  C1b. Put like ideas together.  C1e. Use memorable, vivid words.  _____. Organize ideas coherently.  _____. Examine the proper organization of an introduction typical of this genre.  _____. Examine the proper organization of a conclusion typical of this genre.</p>		<p>3/1/2011  Rough Draft  3/1/2011  Final Copy  3/1/2011</p>			
	<p>A2. Informational Writing  c. Short Research Report  B1. Writing Process  b. Drafting with MLA  C1. Writing Traits  a. Ideas  b. Organization  f. Conventions</p>	<p>A1c. Construct a research report using outside sources.  B1b. Apply MLA format in the writing process.  C1a. Identify ideas and details that are relevant to your topic.  C1b.</p>		<p>Draft  3/1/2011  Final Essay  3/1/2011  Thesis, notetaking  3/1/2011</p>			

		<p>Prioritize information for best organization of paper.</p> <p>C1f. Review convention of writing and MLA applications.</p> <p>C1f. Revise to improve conventions of writing and MLA applications.</p>						
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R9: READING STRATEGIES\*

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Fictional Text: Impression, Information	<p>Skim text for major/minor characters, setting, plot based on explicit information</p> <p>Scan text for major/minor conflicts based on explicit/implicit information</p> <p>Determine climax/resolution based on scanning text</p> <p>Identify mood based on personal impression</p>					<p>9.R.1.4- Skim texts to gain an overall impression and scan texts for particular information</p> <p>9.R.2.1.a- build background by activating prior knowledge through questioning what they already know about the form in which the story is presented</p>



b e r		Post-Reading: Practices/Strategies	Respond to text through personal connections  Use prior knowledge to recognize connections with supplemental texts (e.g. poetry, nonfiction)  Interpret, analyze, and connect given quotations to the text					9.R.1.9.a-employ a range of post-reading practices 9.R.1.3-Read and follow written, complex directions and procedures to solve problems and accomplish tasks 9.R.2.8-Recognize relevance of literature to personal events and situations
		Interpretation: Oral Reading	Identify and employ appropriate tone of text while reading aloud  Identify and employ appropriate voice for a given character in the text					9.R.2.6-Read literary text aloud to convey an interpretation of the work
		Non-fiction: Informational Text	Differentiate between nonfiction genres (e.g.					9.R.1.5-Recognize the defining

		<p>biography, autobiography, essays, articles, online sources).</p> <p>Determine author's purpose and tone.</p> <p>Evaluate and understand the defining features and structures of informational texts.</p>				<p>features and structures of informational texts</p> <p>9.R.1.6- Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and website</p>
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