English Grade 9  
Curriculum Guide  
August 14 - October 9, 2014  
Unit 1: Life at the Crossroads

Suggested Pacing: First Nine Weeks – 40 Days (90 minute session lessons)

<table>
<thead>
<tr>
<th>Unit at A Glance:</th>
</tr>
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<tbody>
<tr>
<td>This unit focuses on four main concepts for the first nine weeks: the writing process, structure of an essay, short stories analysis and a major literary work. Students will engage in varied learning tasks as they explore the theme of life at a crossroad. To allow teachers to fully explore the College and Career Ready Standards (CCRS), a limited number of readings will be covered in this unit: one novel, six short stories, two poems, and two nonfiction sources. The goal of this English 9 unit is to develop a consistent foundation of knowledge, skills and strategies that will be improved, applied and incorporated as students engage in rigorous and relevant activities and lessons.</td>
</tr>
</tbody>
</table>

- In order to access all available resources, click on the hyperlink by holding down the “Ctrl” key. Once the small hand appears, click on the mouse (you must hold the “ctrl” key as you click).

### ACOS/CCRS Standards:

#### Reading Literature Standards:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1 & RI.9-10.1)

2. 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. (RL.2.)

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (RL.3.)
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]

5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (RL.5.)

9. By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.9.)

**Reading Standards for Informational Text:**
10. (RI. 9 – 10.1)Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
15. Determine the author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI 9.10.6)
19. By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.9-10.10).

**Writing Standards:**
21. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-10.2)

23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (W.9-10.4)

24. 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. (W.9-10.5)

29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. (W.9-10.10)

**Speaking and Listening Standards:**
33. Present information, findings, and supporting evidence clearly, concisely, and logically such that the listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4)

**Language Standards:**
36. Demonstrate command of the conventions of Standard English, grammar and usage when writing or speaking. (L.36.9)

37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.9 – 10.2)

39. Determine or clarify the meaning of unknown content, choosing flexibly from a range of strategies. (L.9.39.)

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. (L.9.40.)

41. 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. (L.9-10.6)

**Essential Question(s):**
- How is ninth grade like a crossroads?
- How can I use the writing process to become a better writer?
- What tools are there to interpret literature?

**Learning Objective(s):**

- I can remember, demonstrate, and apply annotation skills to works studied.
- I can create and use dialectical journals and graphic organizers from my annotations.
- I can compose, edit, and revise sentences and paragraphs on character development in a variety of literary works.
- I can read a short story and analyze the plot, conflict, irony, theme, characters, setting and point of view.
- I can draft, write, revise, edit, proofread and publish a multi-paragraph essay
- I can write a thesis statement.
- I can identify and write about an author’s writing style.
- I can practice appropriate paragraph structure, effective sentence variety, and correct mechanics in analytical paragraphs on character developments.
- I can compose both timed and untimed analytical multi-paragraph essays on character development, demonstrating control of paragraph structure, sentence variety, and mechanics.

**Key Vocabulary:**

**Academic Vocabulary:**
- Analyze
- Determine
- Cite

**Content Specific:**
- Character
- Setting
- Plot
- Point of view
- Theme
- Protagonist
- Antagonist
- Figures of Speech (Metaphor, Simile)
- Symbol
- Thesis Statement
Assessments:

Formative:
Use formative assessments to check for daily student mastery of a skill/standard and to guide future instruction. Formative assessments like 3-2-1, GIST, Exit Cards/Slips, response papers and graphic organizers gives students and teachers immediate feedback, guide and monitor instruction, and manage tasks.

© 3-2-1: List three details, two questions and one connection.

3-2-1 Example:

<table>
<thead>
<tr>
<th>3-2-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Things You Found Out</td>
</tr>
<tr>
<td>2 Interesting Things</td>
</tr>
<tr>
<td>1 Question You Still have</td>
</tr>
</tbody>
</table>

GIST – Assign students to create a summary of a short passage or chunk of a passage using exactly twenty words. Students may have to revise several times to use exactly twenty words.

Exit Cards/Slips- Select an appropriate stem or prompt and provide students time to reflect on the lesson and write their responses. Collect exit cards/slips as students leave.

Graphic Organizer - Graphic organizer help students organize visually. The use of graphic organizers is an effective way to guide students to recall and organize relevant information.

Summative:
Use summative assessments to gauge students’ learning relative to content standards. Summative assessments are given to determine what students have mastered.

Timed Writings- Have students write in timed situations. Allow students to write in response to a prompt for 30-40 minutes.
Constructive Response- Have students complete a constructive response after reading an assigned text. A constructed response is a type of open-ended essay question that demonstrates cognitive knowledge and reasoning. The answer must be provided using information that can be found in a particular text or other prompt (map, picture, graphic organizer, etc.).

My Life Goals Essay- Have students to complete essay at the end of the unit. Use the provide rubric to evaluate the essay. See act.org quality core English 9 unit.

Optional Summative Assessments: Teacher Created Tests, Selection Tests, Unit Tests, ACT-style multiple choice practice tests

Summative Assessment I: Pre-Test, August 25- September 5, 2014
Post-Test, October 1-15, 2014

Instructional Considerations:

Unit 1 Novel Study - Major Work: To Kill Mockingbird (Harper Lee)

Selected Text of Focus:
- Poetry The Seven Ages of Man (William Shakespeare)
- Short Story The Most Dangerous Game (Richard Connell) pp. 16-
- Short Story The Bass, The River and Sheila Mant (W.D. Wetherell), online
- Poem Beauty is Truth (Anna Guest) online
- Poem Harlem (Walter D. Myers) online
- Short Story Brothers are the Same (Beryl Markham), online
- Short Story Thank You, Ma’am (Langston Hughes), pp.108
- Short Story Divine Providence (Sandra Cisneros) online
- Short Story The Scarlet Ibis (James Hurst) pp.414


Facilitate mini-lessons on selected grammar and mechanics skills as needed based on student
writing samples and assessments. For example, focus on sentence structures to enhance sentence fluency. Use the actual selected texts to practice sentence structure. The Killgallon’s Grammar for High School: Sentence Composing is a good source for these activities. Laying the Foundation offers several grammar lessons to enhance student learning. For more information, please see The Poetry of Phrases Foundation Lesson.

- Sentence Combining/Fluency pp. 360-364
- Parallelism pp. 941-942
- Nouns pp.439-445
- Pronouns pp.446-451
- Verbs pp.452-460
- Adjectives pp.461-466
- Prepositions pp.473-474
- Conjunctions pp.475-480
- Interjections pp.481
- Paragraph Building pp. 76-94
- Thesis Statement pp. 332-333

Writing Mode: Essay, Narrative, Autobiography

The act.org quality core sample unit is highly recommended for English 9.

Technology should be used throughout this unit to enhance student learning. Teachers should employ varied sources of technology to integrate the literature, writing, grammar and vocabulary. For instance, the Promethean Board can be used to practice grammar skills, utilize interactive activities, teach literary elements, review reading skills, introduce literary periods, and facilitate discussion questions. The use of technology tools promote collaboration and engagement in whole-class or small-group lessons. In an effort to facilitate ongoing learner participation and real-time assessment, teachers can also use the Glencoe’s Presentation Plus and Holt’s Power Notes. (See the Technology section at the end of this guide.)

Throughout this unit, integrate reading and writing as key elements. In an effective English
language arts classroom, reading and writing does not work as separate elements. This unit will incorporate active reading and analysis through the study of short stories and poetry. Use this guide to plan lessons that reinforce the connection between reading and writing. Support instruction through the use of the strategic model: before, during and after reading strategies.

Part I (Weeks 1-2)
Begin this unit with a discussion on ways in which beginning ninth grade is like coming to a crossroads. For example, have the students to discuss the essential questions, then pair up, conduct interviews with each other, and write and present a one-page essay about their partners.

During part I of this unit, have students to explore and practice writing thesis statements and the structure of an essay. Lead a discussion on how the writing process works, have the students to practice writing thesis statements, begin drafting their *My Life and Goals* essays, and conduct peer reviews using the praise, question, and polish format (PQP).

Part II (Weeks 3- 5) Students begin reading, discussing, and writing about short stories that relate to the metaphor of the crossroads:
- *The Most Dangerous Game* by Richard Connell
- *The Bass, the River, and Sheila Mant* by W. D. Wetherell
- *Beauty is Truth* by Anna Guest
- *Brothers Are the Same* by Beryl Markham
- *Thank You, M'am* by Langston Hughes
- *Divine Providence* by Sandra Cisneros

Weeks 6-9 During part II of this unit, students will engage in novel study of *To Kill a Mockingbird* (*Harper Lee*).

*TKAM* is a highly recommended major work. Teachers should approach the reading of *TKAM* as a novel or book study.

**Before:**
Introduce students to the unit lessons by utilizing one of the suggested strategies in order to activate prior knowledge, build background knowledge, generate questions, make predictions,
discuss vocabulary, and/or establish a purpose for reading/lesson. Select one of the suggested before strategies to include in your lesson plans for the selected short stories.

**Anticipation Guide:** Students will mark each statement before reading text as agree or disagree. An anticipation guide is a comprehension strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text.

**Anticipation Guide Example:**

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The trees will provide shade for the group.</td>
</tr>
<tr>
<td></td>
<td>Parents believe they can make a difference.</td>
</tr>
</tbody>
</table>

**Think-Pair-Share:** Students write down thoughts, discuss with partner, and share meaningful ideas with class. Forces interaction and uncovers various perspectives and prior knowledge.

**Quickwrite:** The strategy asks learners to respond in 2-10 minutes to an open-ended question or prompt posed by the teacher before, during or after reading.

**During:**

Introduce students to the unit lessons by utilizing one of the suggested strategies in order to engage with the text, verify and formulate predictions, summarize text, self-monitor comprehension, construct graphic organizers, use mental imagery, and/or integrate new information with prior knowledge.

**Annotation/mark the text:** make notes, questions, and comments in the margins. Annotation is an effective method students can use to interact with the text. Direct students to focus on a specific section of the text or one literary element. Students may annotate for variety of purposes: literary elements (foreshadowing, flashback, conflict, setting, characterization, plot events, plot structures); literary and stylistic devices (figurative language, imagery, dialogue, tone, mood, diction); and/or genre conventions. As students read assigned short stories and poetries, instruct
them to annotate/mark the text.

**Dialectical Journal**: Instruct students to use dialectical journals to discover meaning. As students read, have them to choose quotes or passages that stand out and record them in the left-hand column of a T-chart (ALWAYS include page numbers). Direct students to include insightful comments that are relevant to the text. Students should keep their dialectical journals in their class notebooks and use them for resources for essay writing.

**Dialectical Journal Example:**

<table>
<thead>
<tr>
<th>Quotes/Passage</th>
<th>Page Number</th>
<th>Commentary/Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Think Aloud**: Read short passage; think about it; share thinking with partner; record thinking.

**After**: Introduce students to the unit lessons by utilizing one of the suggested strategies in order to reflect on the content of the lesson, evaluate predictions, examine questions that guided reading, respond to text through discussion, respond to text through writing and/or retell or summarize.

**Discussion Web** – This strategy/graphic organizer promotes whole-group investigation after a passage has been read. A question that prompts students to make a judgment and evaluate action(s) from the passage is placed in an oval.

**Literature Circles** – This strategy is a collaborative and student centered reading strategy which requires students to gather together to discuss a literary text in depth. Students begin by selecting
a book together then are introduced to the four jobs in the Literature Circles: Discussion Director, Literary Luminary, Vocabulary Enricher, and Checker.

**RAFT**- RAFT is a strategy that help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content.

**RAFT Example:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huck Finn</td>
<td>Jim</td>
<td>Letter</td>
<td>What I learned on the trip</td>
</tr>
<tr>
<td>Comma</td>
<td>Sentences</td>
<td>Thank You Note</td>
<td>Glad I could be of service</td>
</tr>
<tr>
<td>Prepositional Phrase</td>
<td>Author</td>
<td>Persuasive Speech</td>
<td>How Can I help you express yourself</td>
</tr>
<tr>
<td>Juliet</td>
<td>Self</td>
<td>Diary Entry</td>
<td>My Short romance</td>
</tr>
</tbody>
</table>

Pre-AP strategies to consider include teaching students how to effectively annotate, close read texts, identify rhetorical devices identify elements of arguments and other informational texts. In order to effectively to read and write at high levels of critical thinking, students need multiple opportunities to engage in reading and writing. Teachers should see Springboard, /College Board, APlusCollegeReady (NMSI) and ACTQualityCore.org.

Suggested Pre-AP strategies include: Close Reading, Double-Entry Journal, Metacognitive Markers, and SIFT. Several suggested activities have been suggested under the “Online resources” and “Supplemental Resources” at the end of this curriculum guide.

**Differentiation:**

**Intervention:** Small group instruction, Audio CD, explicit vocabulary, review with students, All
side column notes, Tiered Instruction, and note-taking.

On Level: Vocabulary activities (have students to write short response/reaction papers on selected stories). Research activities (Have students research further information on the theme or the writer).

Acceleration: Analyze activities (have students analyze characterization of main characters and/or the tone of the story). Write literary analysis of short story using a Pre-AP style writing prompt.

Accommodations: ELL/SPED

General Special Education Support: Proximity seating, manipulatives, visual aids/flash cards, auditory aids/tape recorder, peer buddy/tutoring, highlighting, chunking, cueing, frequent comprehension checks, repeated directions (orally) for understanding, verbal prompts, books on tape, study guides, recorded books with appropriate pacing.

Additional accommodations may be specific to the student’s specially designed instruction within the IEP.

ELL Student Support: [Website Link]
The descriptors provide a starting point for working with ELs. It serves as a tool for planning. The descriptors provide a continuum of English language development. As teachers become aware of their students English levels of proficiency, the descriptors provide sensory, graphic and interactive support needed to facilitate ELs' access to content.

Gifted Student Support: Teachers should implement the Pre-AP strategies recommended by College Board to provide academically talented students with ongoing rigorous and relevant learning experiences. Teachers should employ AP-style writing prompts and questions for writing activities and assessment.

Technology: (Hardware)
- Promethean Board
- Promethean Clickers
- Document Camera

(Software)
- Holt *Elements of Literature*- Power Notes
- Glencoe *Writer’s Choice*- Presentation

This curriculum guide is designed to support teachers in the implementation of the Alabama Course of Study Standards. You are encouraged to use this document to support your planning and daily instructional practices. It is not a substitution for lesson plans. This guide was created by Tineka Peoples, BCS High School English Curriculum Writer.

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### Materials

- *Holt Elements of Literature* – Teacher’s Edition
- *Glencoe Writer’s Choice* – Teacher’s Edition
- *Glencoe Novel Study* for *To Kill a Mockingbird* (Harper Lee)
- Pre-AP Curriculum Guide – *First Nine Weeks* - Laying the Foundation (NMSI)

### Supplemental Resources

**Sentence Composing for High School* (Killgallon)

This handbook provides thorough practice in four sentence-manipulating techniques: sentence unscrambling, sentence imitating, sentence combining, and sentence expanding.

**Dialectical Journal Template**

This site provides teachers with multiple examples of dialectical journal templates. Teachers can choose from a variety of templates for literacy tasks.

**Thesis Statement Template**

This site provides teachers and students with a clear explanation of the do’s and don’ts of thesis statements.

**Poetry Analysis Guide**

This analysis guide provides teachers and students with a step by step approach to poetry analysis.

### Online Resources

- **ALSDE/ALEX**
  - [www.alex.alsde.edu](http://www.alex.alsde.edu)
  - This website is maintained by the Alabama State Department of Education. The site provides varied resources and information regarding curriculum and instruction.

- **ACT Quality Core English 9 sample unit**
  - [www.act.org/qualitycore](http://www.act.org/qualitycore)
  - QualityCore is a component of ACT’s College and Career Readiness System. This site provides a sample model unit filled with lessons, materials, rubrics and handouts.

- **Laying the Foundation (mini lessons)** [www.nmsi.org](http://www.nmsi.org)
  - This website provides English Language arts teachers with Laying the Foundation sample lessons and resources for AP and Pre-AP classes.

- **ReadWriteThink.org**

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This guide gives an overview of key components of strategic teaching.

**Formative Assessment Strategies (K. Lambert)**
This website contains 60 formative assessments tools to check for understanding.

**The Teacher Toolkit**
This online resource contains multiple engaging tools for effective teaching. Resources are available on varied topics: classroom management, formative assessment, reading strategies and collaborative activities.

**All About Adolescent Literacy**
This resource includes information for parents and educators for struggling adolescent readers in grades 4-12. The site provides informative articles on best practices and research-based strategies for enhancing reading and writing.

**Writing Rubrics**
This resource provides

This site provides English/Language Arts teachers and students access to the highest quality practices and resources in reading and language arts instruction.

**Criterion Writing Program**
The Criterion® Online Writing Evaluation service from ETS is a web-based instructional writing tool that helps students, plan, write and revise their essays guided by instant diagnostic feedback and a Criterion score.

**apluscollegeready.org** – This website provides Pre-AP English language arts sample lessons, strategies, and unit guides.

**Achievethecore.org** – This website includes multiple resources for English/Language Arts classrooms: lessons, student writing samples, assessment questions, and curricular tools.

**ACT ASPIRE**
This website provides teachers

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teachers with fifteen types of rubrics to assess classroom writing and essays.

**Common Core Writing Rubrics**
These rubrics prepare students for more rigorous Writing courses. The site includes varied rubrics for assessment: argument, informative and narrative.

with an overview of the ACT Aspire assessment. Information is included on the content areas, sample test questions and scoring explanations.

**ACT ASPIRE Practice Test/English**
This practice test prepares students for the ACT Aspire test which will be administered in the Spring 2015.

**Edmodo.com**
Edmodo is a free website for teachers and students. Teachers and students are allowed to share content, assess resources and complete assessments.

**Schoolrack.com**
Schoolrack.com is a free website for teachers and students. Teachers can post assignments and facilitate blogs. Students can assess assignments and resources and collaborate with peers. Parents are also able to access information and assignments.
### ALSDE Instructional Strategies Project

This Alabama State Department of Education provides teachers with tools and resources to support the strategic teaching model. This resource includes information on: lesson planning, observations, strategy evaluations tools, a glossary and essential planning questions.

**Please Note:**

*The information contained in these websites is for educational purposes only. We make no representations or warranties of any kind, express or implied, about the completeness, accuracy, reliability, suitability or availability with respect to the sites.*

### Teacher Notes:

- As you plan for this unit, consider that this unit is a 40 day unit. The teacher should pace the lesson according to his/her allotted time and schedule.

- Teachers should use the Holt, Rinehart and Winston (Literature textbook) and Writer’s Choice (Grammar and Writing Textbooks) as main resources.

- Consult the act.org sample unit for more information regarding the first 24 days of this unit.
Teachers should require students to maintain a class notebook to record thoughts, journal responses, and gather information/ideas.

The teacher should utilize formative assessments throughout the lesson to direct instruction.

Use of the strategic teaching model is required for this unit. Strategic teaching is the process of using varied literacy strategies. The strategic teaching method is taught to assist students with maximizing the understanding and retention of content material. This method incorporates before, during and after reading and writing strategies.

The teacher should use before literacy strategies to: activate prior knowledge, preview the text skimming and scanning, set a purpose for reading and make predictions.

The teacher should use during literacy strategies to: maintain an active interaction with the text, identify, analyze and construct the main idea, determine important ideas, draw conclusions, make inferences, monitor understanding, generate questions, and summarize.

The teacher should use after literacy strategies to: determine main idea, draw conclusions, make inferences, monitor understanding through formative assessments, generate questions and build schemata.

Teachers should focus lessons around selected literary work. Each lesson should be infused with a grammar and writing component. Teachers are highly encouraged to employ the five components of active literacy: TWIRL. TWIRL-Talk, Write, Investigate, Read and Listen. Active engagement is the most critical element in strategic teaching. If students are not engaged in meaningful instruction, learning is not occurring. Students must talk, write, investigate, read and listen to others every day in content classes (Harvey & Goudvis, 2005).

Vocabulary Instruction: Be sure to implement vocabulary activities in every major lesson.
It is essential to infuse relevant vocabulary learning activities in the strategic instructional process.

Before- The teacher should select the critical words associated with the selected text the students will read. Vocabulary Graphic Organizers such as concept mapping is a suggested strategy for explaining of the words before assigning students to preview the sections of selected text.

**Concept Mapping Example:**

![Concept Map Example](image)

During- The teacher should explicitly and intentionally use the new words in instruction, so students will apply the words and concepts to relevant contexts. The teacher should encourage students to use the new words in group discussions and writing tasks.

After- Students will enhance their knowledge of the new words throughout the instructional process activities and tasks.

- Teachers should explicitly teach and integrate vocabulary through word-study. Vocabulary lessons should include word parts (word origins and derivational meanings), word associations and connotative meanings. A study on word origins or etymology can help students strengthen basic knowledge of word structure and help them connect new
words to prior knowledge.

Have students to keep an ongoing vocabulary list in their English 9 class notebook to record academic vocabulary, content vocabulary, new words, affixes, root words, and base words.

Maintain a Word Wall to increase student retention and familiarity. Display academic and content vocabulary on the word wall.

- **Writing**: Please note that there is a specified writing mode for this unit in the instructional considerations section. Writing should be a major component in every E/LA. Classroom writing has consistently been identified as a weakness and concern in our secondary schools. It is imperative that students engage in rigorous and relevant activities that promote effective writing skills.

Journal writing is also beneficial for all E/LA classrooms. Journal writing is a learning tool based on the ideas that students write to learn. Have students use journals to write about topics of personal interest, express their points of view, to inform, to reflect and to connect new information to prior knowledge. Require students to maintain composition notebooks to enter journal responses.

- **Fine Arts Connection/Extension**: Find creative ways to incorporate the fine arts into lesson plans. Instruct students to view and analyze the varied visuals/paintings included in the textbook. Create a writing prompt for the visual and/or search for a song that connects to the overall theme of the studied literary work ask students to respond using a quickwrite or a multi-media presentation.

- **Assessment**: Teachers should plan for assessment and decide how the lesson outcome(s) will be assessed: Work products, Separate assessments, Exit slips and/or observational data.

- **Reflection**: Teachers should end each lesson with a reflection: Were students engaged today? Were
students comfortable with taking risks with their reading and writing? Were the lessons rigorous and relevant?

- **Looking Ahead:**
  Unit 2 will focus on Epic Poetry/The Odyssey:
  Literary Focus: Mythology
  Major Work: *Of Mice and Men* (Steinbeck)
  Writing Mode: Persuasive Writing, Argumentative Essay

**References:**


