

Huntsville City Schools
Pacing Guide 2017–2018
Course: English Grade: 9
First Nine Weeks

Link to Course of Study on ALEX:

<http://alex.state.al.us/standardAll.php?grade=9&subject=ELA2015&summary=2&pf=1>

Link to A+ College Ready (LTF Pacing Guides):

<http://www.apluscollegeready.org/english-content>

Required Text: Harper Lee's *To Kill a Mockingbird*

Standard	Resources
<p>**All will be tested; see ALEX for complete AL Course of Study http://alex.state.al.us/standardAll.php?grade=9&subject=ELA2015&summary=2&pf=1</p> <p style="text-align: center;">Key Ideas and Details</p> <p>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]</p> <p>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.9-10.2]</p> <p>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.9-10.3]</p>	<p><u>Song and Poetry</u> *Suggested works*</p> <ul style="list-style-type: none"> • “Holding out for a Hero”-Bonnie Tyler • “The Devil Went Down to Georgia”-Charlie D • “A Rose that Grew from Concrete”-Tupac • “Courage” -Anne Sexton • “A Song in the Front Yard” -Gwendolyn Brook • “Aunt Jennifer’s Tigers” -Adrienne Rich • “Mother and Son” -Langston Hughes • “Still I Rise” -Maya Angelou <ul style="list-style-type: none"> • LTF Foundational Resources -Annotation How Literary Elements Create Meaning
<p><u>Reading Standards for Literature--Craft and Structure</u></p>	<p><u>Short Story -PH Lit</u> *Suggested selections*</p>

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.9-10.5]

6.) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]

Reading Standards for Literature--Integration of Knowledge and Ideas

9.) By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]

- "The Most Dangerous Game" pg. 24
- "Scarlet Ibis" pg. 128
- "The Gift of the Magi" pg. 52
- "The Cask of Amontillado" pg. 82
- "The Necklace" pg. 686

To Kill a Mockingbird

Required Text

To Kill a Mockingbird -Harper Lee

Poetry/Song:

- "Strange Fruit" Billie Holiday
- "Sympathy" Paul Laurence Dunbar
- "Incident" Countee Cullen

Nonfiction Text:

- "I Have a Dream" -Martin Luther King Jr.

LTF/A+ Resources:

- Determining Theme through Character for *To Kill a Mockingbird*
- The Three Levels of Reading
- Reader Response
- Postmortem of a Protagonist
- Connecting Devices to Meaning: Analyzing a Novel

Accompany with the film adaptation of *To Kill a Mockingbird*

Reading Standards for Informational Text--Craft and Structure

13.) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]

14.) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]

LTF/A+ Resources:

- Foundation Lesson: Fact or Opinion?
- Foundation Lesson: Author's Purpose
- Syntax Lesson
- Writing Workshop for Revision
- Multiple Choice: *To Kill a Mockingbird*

15.) Determine an 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]

Reading Standards for Informational Text--Integration of Knowledge and Ideas

16.) 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. [RI.9-10.7]

17.) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]

Range of Writing

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]

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]

b. 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.9-10.2b]

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]

LTF/A+ Resources

- Foundation Lesson: Fact or Opinion?
- Foundation Lesson: Author's Purpose
- Syntax Lesson
- Writing Workshop for Revision
- Multiple Choice: *To Kill a Mockingbird*

Language Standards --Vocabulary Acquisition and Use

39.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 9 reading and content*, choosing flexibly from a range of strategies. [L.9-10.4]

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). [L.9-10.4b]

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]

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Pacing Guide 2017–2018

Course: English Grade: 9

Second Nine Weeks

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Link to A+ College Ready (LTF Pacing Guides):

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Required Reading: Homer’s “The Odyssey”

<p>**All will be tested; see ALEX for complete AL Course of Study http://alex.state.al.us/standardAll.php?grade=9&subject=ELA2015&summary=2&pf=1</p> <p style="text-align: center;">Standard</p>	Resources
<p style="text-align: center;">Key Ideas and Details</p> <p>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]</p> <p>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.9-10.2]</p> <p>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.9-10.3]</p>	<p>“The Odyssey” by Homer Part I</p> <p>**Suggested Activities:</p> <ul style="list-style-type: none"> • Pearson Realize (Textbook) pgs. 757-794 • Critical Thinking Questions pgs. 761; 781 • Marginal Questions -every page • Language/Word Study- pg. 794 <p>LTF Act 1 - Figurative Language Analysis pgs. 28-29 (A+ Co</p> <p>CLOSE READING ACTIVITIES</p> <ul style="list-style-type: none"> • Literary Analysis (8)?s pg. 795 • Conventions/Sentences: Simple & Compound Pra • Pearson Realize Online through Schoolnet • Text Analysis/Perilous Journey • Part One Test “Do Heroes Have Responsibilities?”
<p>Reading Standards for Literature--Craft and Structure</p> <p>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]</p>	<p>“The Odyssey” by Homer Part II</p> <ul style="list-style-type: none"> • Pearson Realize (Textbook) pgs. 800-824 • Critical Thinking Questions pg. 815 • Marginal Questions- every page • Language/Word Study-pg. 825 • Pearson Online/Schoolnet

<p>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.9-10.5]</p> <p>6.) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]</p>	<ul style="list-style-type: none"> • Text Analysis/Perilous Journey • Part Two Test “Do Heroes Have Responsibilities?” <p>**Suggested Activities:</p> <ul style="list-style-type: none"> • CLOSE READING: • Literary Analysis (9) questions pg. 825 • Conventions/Sentences: Compound and Compound-Complex pg. 826
<p><u>Reading Standards for Literature--Integration of Knowledge and Ideas</u></p> <p>9.) By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]</p>	<p>Poetry -PEARSON REALIZE (supplementary to “The Odyssey”)</p> <p>** These poems, questions, vocabulary and literary devices are included in the Pearson Realize textbook.</p> <ul style="list-style-type: none"> • “The Ancient Gesture” by Edna St. Vincent Millay • “Siren Song” by Margaret Atwood pgs. 832-833 (a) • The Prologue and Epilogue from “The Odyssey” by Homer • “Ithaca” by Constantine Cavafy pgs. 837-838
<p><u>Research to Build and Present Knowledge</u></p> <p>28.) Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]</p> <p>a. Apply <i>Grade 9 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). [W.9-10.9a]</p> <p>b. Apply <i>Grade 9 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). [W.9-10.9b]</p>	<p>Research Paper/Project: A+ College Ready Module #3 Landscape with <i>The Fall of Icarus</i>: Comparing Visual and Literary Text</p> <p>RESOURCES:</p> <ul style="list-style-type: none"> • Activity One <ul style="list-style-type: none"> • analyze the painting pg. 38 • b.) graphic organizer/details pgs. 39-40 • Activity Two: Analyzing a Poem pgs. 41-43 <ul style="list-style-type: none"> • “Landscape with the Fall of Icarus” by: W. H. Auden • Literary terms: tone, theme, and connotation • Poem and (7) seven questions • Activity Three: Writing the Essay <ul style="list-style-type: none"> • The student will be able to write a body paragraph and the building of skills and the acquisition of knowledge and skills. Two as they relate to the painting and the poem, and the poem. <p>Suggested activities:</p> <ul style="list-style-type: none"> • Possible Thesis: In the painting and poem, “The Fall of Icarus” by Brueghel and William Carlos Williams, mood, imagery, and theme depict the human experience. OR <p>Timed Essay suggested by A+ College Ready for The Odyssey</p>

26.) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]

27.) 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. [W.9-10.8]

Text Comparison Rick Riordan's *Percy Jackson and the Sea of Monsters*

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Course: English Grade: 9

Third Nine Weeks

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Link to A+ College Ready (LTF Pacing Guides):

<http://www.apluscollegeready.org/english-content>

Required Reading: William Shakespeare's *The Tragedy of Romeo and Juliet*

Standard	Resources
<p>Key Ideas and Details</p> <p>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]</p> <p>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</p>	<p>William Shakespeare's <i>The Tragedy of Romeo and Juliet</i> (Text Analysis Guided Exploration begins on pg. 493)</p> <p>LTF/A+ resources:</p> <ul style="list-style-type: none">• http://www.apluscollegeready.org/english-content• LTF Foundation Lesson: Dialectical Journals

emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]

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.9-10.3]

Reading Standards for Literature--Craft and Structure

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.9-10.5]

6.) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]

Reading Standards for Literature--Integration of Knowledge and Ideas

9.) By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]

Reading Standards for Informational Text--Key Ideas and Details

****All will be tested; see ALEX for complete AL Course of Study <http://alex.state.al.us/standardAll.php?grade=9&subject=ELA2015&summary=2&pf=1>**

10.) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]

11.) 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. [RI.9-10.2]

12.) Analyze how the 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. [RI.9-10.3]

- LTF lesson: "Analyzing an Argument"—Romeo and Juliet
- LTF lesson: "Multiple Choice"—Romeo and Juliet
- LTF lesson: "Essay Prompts to Accompany Romeo and Juliet"
- LTF lesson: "Vocabulary Lesson"—Romeo and Juliet
- LTF lessons on Shakespeare's Sonnets 116, 130, 146

Additional Romeo and Juliet resources:

- Folger Shakespeare Library <http://www.folger.edu>
- Teaching Shakespeare with *The New York Times* <http://learning.blogs.nytimes.com/2010/08/02/teaching-shakespeare-with-the-new-york-times/> **NOTE: this site contains multiple lessons to accompany Romeo and Juliet**
- Shakespeare's "Romeo and Juliet": 'You Kiss by the Book' <http://edsitement.neh.gov/lesson-plan/shakespeare-romeo-and-juliet-you-kiss-by-the-book>

Reading Standards for Informational Text--Craft and Structure

13.) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]

14.) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]

15.) Determine an 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]

Reading Standards for Informational Text--Integration of Knowledge and Ideas

16.) 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. [RI.9-10.7]

17.) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]

Reading Standards for Informational Text--Range of reading and level of text complexity

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--Text Types and Purposes

22.) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]

Reflective Narrative Resources:

- Pearson's WriteToLearn
- Reflective Essay Samples:
 - "On Summer" by Lorraine Hansberry in Pearson
 - "Big Boy" by David Sedaris <http://www.esquire.com/entertainment/a129/se>
 - Hippocampus Magazine <http://www.hippocampus>
- "Make Me Worry You're Not O.K." by Susan Shapiro <http://opinionator.blogs.nytimes.com/2012/12/30-k/>
- Listen to stories on The Moth <https://themoth.org>

<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]</p>	
<p><u>Production and Distribution of Writing</u></p> <p>23.) 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 20-22 above.) [W.9-10.4]</p> <p>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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]</p> <p>25.) 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.9-10.6]</p>	<p>Publishing resources:</p> <ul style="list-style-type: none"> • publish six word memoirs at http://www.sixword.com • publish reflective memoir for "This I Believe" http://www.thisibelieve.com
<p><u>Range of Writing</u></p> <p>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]</p>	
<p><u>Language Standards</u></p> <p>38.) 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. [L.9-10.3]</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's <i>MLA Handbook</i>, Turabian's <i>A Manual for Writers</i>) appropriate for the discipline and writing type. [L.9-10.3a]</p>	

Huntsville City Schools

Pacing Guide 2017–2018

Course: English Grade: 9

Fourth Nine Weeks

Link to Course of Study on ALEX:

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Link to A+ College Ready (LTF Pacing Guides):

<http://www.apluscollegeready.org/english-content>

Protected/Suggested Reading: English 9—George Orwell’s *Animal Farm* or Ray Bradbury’s *Fahrenheit 451*

Standard	Resources
<p><u>Reading Standards for Literature</u> **All will be tested; see ALEX for complete AL Course of Study http://alex.state.al.us/standardAll.php?grade=9&subject=ELA2015&summary=2&pf=1</p> <p>The following standards connect particularly to the required/protected/suggested text specified for this nine weeks:</p> <p style="text-align: center;"><u>Key Ideas and Details</u></p> <p>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]</p> <p>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.9-10.2]</p> <p>3.) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact</p>	<p><i>Fahrenheit 451</i> Pearson Resources: None LTF/A+ Resources: http://www.apluscollegeready.org/english-content</p> <ul style="list-style-type: none"> ● Writing an Argument--<i>Fahrenheit 451</i> D ● Vocabulary Lesson --<i>Fahrenheit 451</i> ● Synthesis Essay Writing--<i>Fahrenheit 451</i> <ul style="list-style-type: none"> ○ Located with the LTF Pacing Guide lessons for 4th nine weeks in A+ <p>Other Online Resources:</p> <ul style="list-style-type: none"> ● ALEX/Thinkfinity--Paying Attention to Text: Fictional Technology ● The Big Read--<i>Fahrenheit 451</i> <ul style="list-style-type: none"> ○ http://www.neabigread.org/book <p>Supplemental Texts for <i>Fahrenheit 451</i>: Pearson Resources: 12th Grade Textbook Poetry:</p> <ul style="list-style-type: none"> ● “The Tyger” by William Blake p.749 ● “Dover Beach” by Matthew Arnold p. 10

with other characters, and advance the plot or develop the theme. [RL.9-10.3]

Animal Farm

Pearson Resources: None

LTF Teacher Resources: None

Other Online Resources:

- ALEX/Thinkfinity--
 - More than a Metaphor: Allegory a
 - Propaganda Techniques in Literat ads

Reading Standards for Literature--Craft and Structure

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]

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6.) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]

Reading Standards for Literature--Integration of Knowledge and Ideas

9.) By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]

Reading Standards for Informational Text--Key Ideas and Details

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10.) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]

11.) 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. [RI.9-10.2]

Fahrenheit 451

Pearson Resources: None

LTF/A+ Resources:

- Synthesis Essay Writing--*Fahrenheit 451*
 - Located with the LTF Pacing Guide lessons for 4th nine weeks in A+
- *This lesson contains 8 informational text lessons on censorship. <http://www.apluscollegcontent>

Other Online Resources:

- The Big Read--*Fahrenheit 451*
 - <http://www.neabigread.org/book>

12.) Analyze how the 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. [RI.9-10.3]

*This website contains informational text background and author information.

Supplemental Texts for *Fahrenheit 451*:
Pearson Resources: **12th Grade Textbook Poetry:**

- William Blake biographical info p.746-47
- Matthew Arnold biographical info p. 104

Animal Farm

Pearson Resources: None

LTF/A+ Resources:

- LTF Teacher Resources Link
 - How to Write a Rhetorical Precis (Use this to analyze R. Baker's Pre introductory essays with text.)

Other Online Resources:

- Alabama Virtual Library
 - Russell Baker's 1996 Preface to A
- ALEX/Thinkfinity--
 - More than a Metaphor: Allegory a
 - Propaganda Techniques in Literat ads

Reading Standards for Informational Text--Craft and Structure

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16.) 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. [RI.9-10.7]

17.) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]

Reading Standards for Informational Text--Range of reading and level of text complexity

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 and Text Types and Purposes--Argument

20.) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a]

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. [W.9-10.1b]

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.9-10.1c]

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.1d]

e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]

Speaking and Listening Standards--Comprehension and Collaboration

30.) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

Fahrenheit 451

Pearson Resources: None

LTF/A+ Resources:

- Writing an Argument--*Fahrenheit 451* D
- Synthesis Essay Writing--*Fahrenheit 451*
 - Located with the LTF Pacing Guide lessons for 4th nine weeks in A+

Animal Farm

Pearson Resources: None

LTF Teacher Resources: None

***NOTE:** Modify the Synthesis Essay Writing--*Fahrenheit 451* to use for this text from censorship to propaganda or the importance of

Other Online Resources:

- ALEX/Thinkfinity--
 - More than a Metaphor: Allegory and Propaganda Techniques in Literary Ads

Pearson Resources: None

LTF Teacher Resources: None

***NOTE:** Modify the Synthesis Essay

partners on Grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]

31.) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]

32.) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]

Speaking and Listening Standards--Presentation of Knowledge and Ideas

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

34.) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]

Writing--*Fahrenheit 451* to use for this text from censorship to propaganda or the importance

Other Online Resources:

- Accountable Talk resources--look up postcards for students with talking stems

Language Standards--Vocabulary Acquisition and Use

Fahrenheit 451

Pearson Resources: None

LTF/A+ Resources:

<http://www.apluscollegeready.org/english-com>

39.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 9 reading and content, choosing flexibly from a range of strategies. [L.9-10.4]

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). [L.9-10.4b]

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]

- Vocabulary Lesson --*Fahrenheit 451*

Other Online Resources:

- Vocabulary.com
<https://www.vocabulary.com/lists/2512>

Animal Farm

Pearson Resources: None

LTF Teacher Resources: None

Other Online Resources:

- Vocabulary.com
<https://www.vocabulary.com/lists/2171>