**Course Description:**

English for grade 9 is an integrated curriculum. Each unit contains thematically related lessons in five domains: reading and the study of literature, reading informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. Topics are presented in ways that help young adolescents relate literacy skills to other aspects of their lives. Writing assignments include narrative, expository, and persuasive/argumentative modes and emphasize the use of and details and reasoning to support ideas. Speaking and listening lessons in Semester A emphasize collaborative discussion skills and peer review. Vocabulary development instruction is integrated into literature and informational text lessons. Each unit ends with an authentic assessment that presents students with a real-world scenario requiring some of the skills they learned in the unit.

***Your Choice* Novels** (Student must choose 1 from this list for Semester A)

- *The Old Man and the Sea* by Ernest Hemingway
- Of Mice and Men by John Steinbeck
- *To Kill A Mockingbird* **by Harper Lee**
- *House on Mango Street* by Sandra Cisneros

| Module | Lesson Title | Objectives |
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| ***Starting with the Basics*** | Reading Literature | • Review narrative reading skills.<br>• Review basic literary elements. |
| | Reading Figures of Speech | • Identify figurative language. |

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| | Summarizing Stories | • Summarize basic story text and analyze in elements. |
| | Reading Informational Text | • Identify informational text. |
| | Reading Past the Facts | • Make inferences.<br>• Draw conclusions. |
| | Patterns of Change | • Identify and use patterns of word change that indicate parts of speech. |
| | **Starting with Basics Exam** | |
| ***Telling Stories*** | Writing Narrative | • Identify the elements of narrative. |
| | Building a Story | • Identify narrative techniques. |
| | Telling a Better Story | • Identify narrative progression. |
| | Using Context Clues | • Use context clues to determine meaning. |
| | Literature Discussions | • Identify rules for collaborative discussions. |

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| | Planning a Good Discussion | • Prepare for collaborative discussions.<br>• Ask the right kinds of questions for a collaborative discussion, and answer other students' questions appropriately |
| | **Telling Stories Exam** | |
| ***What it Means*** | Finding Theme | • Identify theme in a story or poem. |
| | Textual Evidence | • Identify textual evidence for a theme. |
| | Summarizing Theme | • Write a theme-based summary. |
| | Finding Main Ideas | • Determine the main idea of a passage. |
| | Finding Evidence in the Text | • Identify textual evidence for a main idea. |
| | Summarizing Information | • Summarize the information in an article or chapter. |
| | **What it Means Exam** | |

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| *The Right Information* | The Words They Chose | • Analyze word choice related to theme.<br>• Distinguish between connotative and denotative meanings and their effects |
| | Figures of Speech and Theme | • Identify figures of speech in text.<br>• Analyze figurative language related to theme |
| | Informative Topics | • Identify informative/explanatory texts and topics.<br>• Select a topic of an informative/explanatory report. |
| | Writing Information | • Describe elements and structure(s) of informative/ explanatory text.<br>• Select and apply elements and a structure to write an informative/explanatory report. |
| | Informative Vocabulary | • Use reference materials to clarify word meaning. |
| | Presenting Ideas Logically | • Present information clearly and concisely in a speech or oral presentation. |
| | **The Right Information Exam** | |
| ***Making a Point*** | The Narrator's Point of View | • Identify a story's point of view |
| | Describing Arguments | • Identify the parts of an argument.<br>• Analyze how an argument is developed. |

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| | Planning an Argument | • Plan an argument to support a claim. |
| | Writing Arguments | • Identify aspects of argumentative writing.<br>• Develop a written argument. |
| | Revising with Style | • Vary sentence structure for clarity and flow. |
| | Presenting Your Ideas Clearly | • Revise an informative speech for clarity and conciseness.<br>• Deliver an informative speech |
| | **Making a Point Exam** | |
| ***Searching for Answers*** | Building Suspense | • Identify methods for creating suspense.<br>• Analyze a story's use of suspense. |
| | Identifying Tone | • Identify the tone in an informational article |
| | The Process of Research | • Identify steps for conducting research. |
| | Finding a Research Topic | • Apply a sound and effective process for choosing a research topic. |

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| | Strategies for Research | • Identify strategies for researching topics. |
| | Planning a Research Project | • Create a plan for researching a specific topic. |
| | **Search for Answers Exam** | |
| **Semester Exam** | | |