***Collections* Grade 9 First Quarter**

|  |  |
| --- | --- |
| **Collection 1: Finding Common Ground**  **Collection 1 Academic Vocabulary:** *enforce, entity, internal, presume, resolve* | **LAFS in Collection 1:**  RL 1, RL 2, RL 4, RL 5, RL 7, RI 1, RI 2, RI 5, RI 6, RI 8, RI 9  W 1, W 1a, W 1b, W 2a–f, W 3, W 4, W 5, W 9a–b  SL 1, SL 1d, SL 4, SL 6  L 1b, L 1a, L 1b, L 3, L 4a, L 4b, L 4c, L 4d, L 5b |

| **Date Range** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessment** | **Vocabulary/Language Conventions** |
| --- | --- | --- | --- | --- |
| August 18 – September 5 | ***ANCHOR TEXT***  ARGUMENT  “A Quilt of a Country”  by Anna Quindlen | The student will be able analyze and evaluate an author’s claim and delineate and evaluate an argument. | Page 8, #6  Quindlen uses many different types of evidence throughout the argument to support her claim; for example, facts, statistics, and quotations. Identify at least three examples of evidence and evaluate how she uses each one to support her claim. | discordant, pluralistic, interwoven, diversity  Patterns of Words  Noun Clauses |
| **CLOSE READER**  BLOG  “Making the Future Better, Together”  by Eboo Patel |
|  | | | | |
| September 8-19 | ***ANCHOR TEXT***  SHORT STORY  “Once Upon a Time”  by Nadine Gordimer | The student will be able to analyze author’s choices concerning text structure; determine and support inferences about the theme; and cite text evidence to support analysis of the text. | Page 18, #6  What is the theme of this story? Explain how Gordimer develops this theme through the story’s elements, such as structure and symbols. | distend, intentions, audacious, intrusion, serrate  Words from Latin  Prepositional Phrases |
| **CLOSE READER**  SHORT STORY  “Night Calls”  by Lisa Fugard |
| **Date Range** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessment** | **Vocabulary/Language Conventions** |
| September 22-26 | ESSAY  “Rituals of Memory”  by Kimberly M. Blaeser | The student will be able to determine a central idea and analyze its development over a course of a text. | Page 25, #4  What is the central idea that Blaeser develops in “Rituals of Memory”? Cite details from the text that helped you determine the central idea. | innate, foremost, immerse, nullify, tangible  Denotations and Connotations |
| September 29 - October 3 | ARGUMENT  “The Gettysburg Address”  by Abraham Lincoln | The student will be able to analyze an author’s purpose and the use of rhetorical devices in a seminal U.S. document | Page 30, #5  Identify two examples of parallelism in the speech. How does Lincoln use parallel structure to persuade the audience to accept his message? | conceive, detract,  resolve, perish  Multiple-Meaning Words  Parallel Structure |
| **CLOSE READER**  SPEECH  “Oklahoma Bombing Memorial Address”  by Bill Clinton |
| October 6 – 10 | PHOTO ESSAY  “Views of the Wall”  POEM  “The Vietnam Wall”  by Alberto Rios | The student will be able to analyze the representation of a subject in two different mediums. | Page 36, #3  What are the similarities and differences between presenting ideas in photographs versus a poem? What does each emphasize or leave out? | none |
| October 13 – 17 | COLLECTION 1 PERFORMANCE TASKS:  **A** Present a Speech SL 4, SL 6  **B** Write an Analytical Essay W 2a–f, W 4, W 5, W 9a–b | | | |