***ENGLISH LANGUAGE ARTS 3RD SEMESTER GRADE 9 CURRICULUM GUIDE***

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| **Collection 5: A matter of Life or Death**  **Collection 5 Academic Vocabulary:** **:** *dimension, external, statistic, sustain, utilize* | **LAFS in Collection 5:**  RL 1, RL 2, RL 3, RL 4, RL 5, RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 8  W 1, W 1a–e, W 2, W 4, W 5, W 9a–b  SL 1a–d, SL 3, SL 4, SL 6  L 2a–b, L 3, L 4a, L 4, L 4c, L 5a |

| **COLLECTION 5: A MATTER OF LIFE OR DEATH** | | | | |
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| **Date Range** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessment** | **Vocabulary/Language Conventions** |
| January 6 - 16 | ***ANCHOR TEXT***  Memoir  from *Night* (P. 307A)  by Elie Wiesel | Analyze an author’s purpose and his use of rhetoric and the impact of word choice on tone. | Page 314  1. In lines 32-33, Wiesel writes, “The old men stayed in their corner, silent, motionless, hunted-down creatures. Some were praying.” Which words in this quotation have strong connotations? How do these words convey the tone of Wiesel’s narrative?  Selection Test  Close Reader – page 84 Student Text and page 316g Teacher’s Edition  What is Rusesabagina’s purpose in writing his book? What is the significance of the book’s title? | reprieve, emaciated, execute, decisive, din  Multiple-Meaning Words  L 4, L 4c  Tone  L3 |
| **CLOSE READER**  Memoir  From *An Ordinary Man*  By Paul Rusesabagina  (p. 316B) |
| January 20-27 | ***ANCHOR TEXT***  ARGUMENT  “Is Survival Selfish?”  (P. 317a)  by Lane Wallace | Delineate and evaluate an argument by examining a claim and the evidence provided to support the claim. | Page 322  1. Lane Wallace begins her argument with a series of questions to get her readers thinking about what is selfish and what is heroic. In your own words, state the claim that she expresses in lines 18-21. Take into account the information she presents in the rest of her argument, including her conclusions at the end.  5. Reread lines 86-91. As evidence for Wallace’s claim, is this paragraph valid and relevant? Explain.  Selection Test  Close Reader – page 90 Student Text and page 324f Teacher’s Edition  Evaluate the effectiveness of Colvin’s argument. | laud, transfix, consume, berate, edict  Synonyms  L 4c  Indefinite Pronouns  L 3 |
| **CLOSE READER**  SPEECH  “Truth at All Costs”  By Marie Colvin  (P. 324B) |
| **Date Range** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessment** | **Vocabulary/Language Conventions** |
| January 28-30 | SHORT STORY  “The Leap”  By Louise Erdrich  (P. 339a) | Analyze the effects of an author’s choices and make inferences about theme. | Page 348  4. The narrator speaks of the three ways that she owes her existence to her mother. Identify the three ways and the literary techniques used to reveal them. How does each revelation affect the story’s tension?  5. What do these scenes reveal about the mother’s character: Anna saves herself during the trapeze accident; Anna saves her daughter from the house fire?  7. Reread lines 227-252. What does the narrator learn? What inferences can you make about the story’s theme?  Selection Test | encroach, extricate, constrict, comply, tentative  Colons and semi colons from page 338  Prefixes L 4c |
| February 2-6 | ***ANCHOR TEXT***  POEM  “The End and the Beginning”  by Wislawa Szymborska  (P. 351A) | Determine the meanings of figurative language and how it influences tone in poetry. | Page 354 Performance Task  Selection Test  Close Reader – page 94 (student book) and 354e Teacher’s Edition  How do the two writers use figurative language to convey contrasting tones within their poems? | none |
| **CLOSE READER TEXTS**  POEMS  “The Survivor”  By Marilyn Chin  and  “Who Understand Me but Me”  By Jimmy Santiago Baca  (P. 354c) |
| February 9-13 | **LCS Progress Monitoring for Writing**  . | | | |
| **Date Range** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessment** | **Vocabulary/Language Conventions** |
| February 9 – March 6 | Study of Major Work Drama or Novel | Varies Depending upon Unit of Study | HMH Assessments or District Curriculum Unit Assessments | NA |
| Collection 6 Assessment and any other novel/major work assessments |
| March 9-10 | **Florida Standards Assessment for ELA Writing – Grade 9** | | | |

Note: Teachers should work together at each school site in making decisions about adjustments in pacing, exclusion of selections within a collection, and novel study.