

9th Grade English Language Arts
Bundle 1
Reading Short Stories

Reading	Writing
Focus:	Focus:
Vocabulary	Composition
<p>STEMS</p> <p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>SUPPORTING</p> <p>9.1 (D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo)</p> <p>READINESS</p> <p>9.1 (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.</p>	<p>Autobiographical Narrative (13)(A), (C),(D), (E)</p> <p>Autobiographical poem: Use <i>Abandoned Farmhouse</i> by Ted Kooser as springboard for writing personal poem</p> <p>Plan a first draft by selecting genre, revise to improve style, word choice, figurative language, sentence variety, edit, peer feedback</p> <p>Anchor Chart: Personal narrative/autobiography/biography</p> <p>LA.9.17.C - [Knowledge/Skill] - use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). LA.9.17.B - [Knowledge/Skill] - identify and use the subjunctive mood to express doubts, wishes, and possibilities; and LA.9.17.A.i - more complex active and passive tenses and verbals (gerunds, infinitives, participles); LA.9.18 - Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. LA.9.18.A - [Knowledge/Skill] - use conventions of capitalization; and LA.9.18.B - [Knowledge/Skill] - use correct punctuation marks including: LA.9.19 - Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. LA.9.18.B.i - quotation marks to indicate sarcasm or irony;</p> <p>Open Ended Response Stop and Teach: Quotations</p> <ul style="list-style-type: none"> • Direct Quotations • Partial Quotations • Quotation Marks to indicate sarcasm or irony • Quotation is introduced indirectly in the text <p>The part of the quotation renamed in the same sentence</p> <p>READINESS</p>

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	9.1 (B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
Comprehension	Grammar
<p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>Draw and Support Conclusions With and Without Text Evidence A statement about persons, places, things, or events that is supported by accurate information [Note: On STAAR, that information <u>must</u> come from the text.]</p> <ul style="list-style-type: none"> statement about an individual person, place, thing, or event; statement/conclusion about the future = prediction; and statement/conclusion about why something happened = cause/effect <p>Best summary of <u>Narrative/Literary Passages</u> as a plot summary:</p> <ul style="list-style-type: none"> 2-4 sentences Story problem or central conflict (BEGINNING) Significant detail from the rising action (MIDDLE) Climax (MIDDLE OR END) Solution of the story problem/resolution of the central conflict (END) <p style="text-align: center;">SUPPORTING</p> <p>9.5 (A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development</p> <p>Recognize Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a</p>	<p>Bell Ringers 9.1 (C) produce analogies that describe a function of an object or its description</p> <p>DOL (SAT Prep) Grammar Exercise workbook Writing Appetizer Current Events Literary Response Expository response: Quickwrites (26 lines) Write an essay explaining how laughter can help you cope in hard times. Explain the importance of not letting people doubt you. If you have low expectations, are you more likely to fail?</p> <p>Dialectic Response- quotes from text citing with MLA format- personal response 3-5 sentences</p>

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struggle between two opposing forces.”

Plot Elements (when they are used and for what purpose)

- Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view)
- Central Conflict
- Rising Action (events leading up to climax) or Complication (building of the tension between opposing forces)
- Climax (highest point of interest or the turning point)
- Falling Action (leading down to the resolution of the story problem/central conflict)
- Resolution/Denouement (conclusion or end)

Conflicts: Types

- Man v. Man
- Man v. Society
- Man v. Environment
- Man v. Self (internal)

Conflicts: How they are addressed and resolved

- Everybody wins
- Flight/run away/avoid
- Fight /resist
- Death
- Compromise
- Someone wins; someone loses
- Acceptance
- Unresolved
- Dynamic
- Static
- Protagonist
- Antagonist
- Foil
- Confidant

SUPPORTING

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9.5 (C) analyze the way in which a work of fiction is shaped by the narrator's point of view

Narrator - The person telling the story.

POINTS OF VIEW

First-person - Narrator participates in action but sometimes has limited knowledge/vision.

3RD Person Objective - Narrator is unnamed/unidentified (a detached observer). Does not assume character's perspective and is not a character in the story. The narrator reports on events and lets the reader supply the meaning.

Omniscient - All-knowing narrator (multiple perspectives). The narrator takes us into the character and can evaluate a character for the reader (**editorial omniscience**). When a narrator allows the reader to make his or her own judgments from the action of the characters themselves, it is called **neutral omniscience**.

Limited omniscient - All-knowing narrator about one or two characters, but not all.

READINESS

9.5 (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils

Including:

Analyzing Traits of Characters

- Physical Traits
- Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor)

Analyzing Feelings/Emotions of Characters

Analyzing Motivation of Characters (for decisions, actions, and changes)

- Intellectual Motivation
- Emotional Motivation
- Physical Motivation

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<ul style="list-style-type: none"> • Status-seeking <p>Analyzing Relationships</p> <ul style="list-style-type: none"> • Between/among other characters • With self • With society • With nature/ environment • With fate/destiny • With a higher power <p>Analyzing Change</p> <ul style="list-style-type: none"> • Intellectual • Emotional • Physical • Change From beginning to end • Change before an event and after an event in the plot • Spiritual <p>Analyzing Types of Characters</p> <ul style="list-style-type: none"> • Archetypes • Round • Flat <p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:</p> <p style="text-align: center;">SUPPORTING</p> <p>9.7 (A) explain the role of irony, sarcasm, and paradox in literary works.</p> <p>9.10 (B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.</p>	
<p>Figure 19: Reading/Comprehension Skills. Students use a flexible range of</p>	<p>Spelling:</p>

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<p>metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p> <p>Students are expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p style="text-align: center;">READINESS (Fiction)</p> <p style="text-align: center;">SUPPORTING (Literary Nonfiction, Poetry, Drama)</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>	
Listening and Speaking	
<p>(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>9.24 (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p> <p>9.24 (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes;</p> <p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building and setting ground rules for decision-making.</p>	
On-Going Process Skills	
<p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>9.1 (A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes</p> <p style="text-align: center;">READINESS (Fiction)</p> <p style="text-align: center;">SUPPORTING (Literary Nonfiction, Poetry, Drama)</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>	<p>(17) Oral and Written Conventions/ Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p style="text-align: center;">READINESS</p> <p>9.17 (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> <p>(18) Oral and Written Conventions/ Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>

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	READINESS
	9.18 (A) use conventions of capitalization
	READINESS
	9.18 (B) use correct punctuation marks including: 9.18 (B) (i) quotation marks to indicate sarcasm or irony; 9.18 (B) (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and 9.18 (B) (iii) dashes to emphasize parenthetical information.
	(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
	READINESS
	9.19 (A) spell correctly, including using various resources to determine and check correct spellings.
Resources	
Instructional Resources / Textbook Correlations	
Suggested: STEM vocabulary; Short Story Unit; Story-related vocabulary; Graphic organizers; Literary terms; ABE open-ended response formula Suggested fiction: Gift of the Magi Interlopers The Necklace Cask of Amontillado Suggested Non-fiction : White House Diary	
Web Links / Other Resources	
Video footage of news reports from Walter Cronkite and Lady Bird Johnson related to the assassination of JFK	
Academic Language / Language of Instruction	
Assessments	

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Formative	Summative	Formative	Summative
Journal quickwrites Current events literary responses Literary terms evaluations	Bundle 1 assessment	Editing and revising	<i>Abandoned Farmhouse</i> autobiographical poem Rubric assessment of autobiographical narrative
Other Curricular Connection (ELA, Math, SS)			
Exemplar Lessons			