



[CONNECTIONS]

English Language Arts

GRADE 9

UNIT 1 Essential Question What strikes fear into the heart?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 1 Novel from <i>The Graveyard Book</i> by Neil Gaiman (930L) 3 pages	Suspenseful Details (10, 13)	Sensory Description (14)	Structure Creates Suspense (16)	Using Commas (17)	Response Journal (13) Analyze how sensory description establishes mood (15) Write a paragraph: how structure affects mood (17)	Peer review paragraphs about sensory imagery (15)	Pictorial Presentation (19) Timed Essay—Literary Analysis (20)	Viewing suggestion: <i>Danse Macabre</i> Suggested full text: <i>The Graveyard Book</i> Research (21)	Using evidence from a reading passage to support conclusions (22)
Chapter 2 Informational from <i>The Hot Zone</i> by Richard Preston (1030L) 3 pages	Defining Terms (25, 28)	Understanding Figurative Language (30)	Exploring the Author's Craft (31)	Dashes (32)	Response Journal (28) Write a paragraph—how description incorporates into a true story (32)	Give feedback on a classmate's paragraph (32)	Digital Presentation (33) Brochure (34)	Suggested full texts: <i>The Hot Zone</i> ; <i>The Stand</i> ; <i>Contagion</i> ; <i>The Andromeda Strain</i> ; <i>I Am Legend</i> Research (35)	Infer the meanings of unfamiliar words (36)
Chapter 3 Novel from <i>Dracula</i> by Bram Stoker (910L) 2 pages	Analyzing Characters (40, 42)	Character Interactions (43)	Characters' Thoughts and Dialogue (45)	Voice and Tenses In Verbs (46)	Response Journal (41)	Peer review a classmate's paragraph (45)	Modern Dracula (48)	Viewing Suggestion: <i>Dracula</i> Create an online survey (49)	Make an inference about characters (50)
Chapter 4 Short Story from "The Black Cat" by Edgar Allan Poe (1340L) 3 pages	Determining Main Ideas (54, 57)	Author's Craft (58)	Determining Theme (60)	Using Adjective Clauses (61)	Response Journal (56) Write a summary (58)	Share your thoughts on theme (61)	Roundtable Discussion (62) Argumentative Essay (63)	Suggested full texts: "The Black Cat"; "The Tell-Tale Heart"; "The Turn of the Screw" Viewing Suggestions: <i>The Raven</i> ; <i>The Fall of the House of Usher</i> (64)	Analyze the theme of the story (65)
Chapter 5 Informational from <i>Genreflecting</i> by Diana Tixier Herald (1180L) 2 Pages	Learning New Words (68, 70)	Determining Main Ideas (73)	Analyzing Development of Ideas (74)	Colons and Semicolons (75)	Response Journal (70) Write a paragraph—analyze an author's claim (73) Write a paragraph—explain the author's purpose (75)	Listen and respond to a classmate's paragraph about author's claim (73)	Table of Horror Literature (77) Response Essay (78)	Rank the stories Suggested full texts: classic horror novels; young adult novel of a similar genre Rate scary books and movies Compare and contrast (79)	Identify mistakes in colon and semicolon usage (80)
End of Unit	<p>Writing Process Assignment: Writing a Personal Narrative—Overcoming Fear (82–89)</p> <p>Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (90–94)</p>								

UNIT 2 Essential Question Are all people truly equal?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 6 Short Story from "Harrison Bergeron" by Kurt Vonnegut	Making Inferences (98, 103)	Identifying Theme (105)	Analyzing Irony (107)	Using a Dictionary (110)	Response Journal (103) Write several paragraphs—explain theme (109)	Share your theme statement (106) Peer review your classmates' paragraphs (110)	Create a Futuristic Society (112) Finish the Story (113)	Suggested full texts: "Harrison Bergeron"; <i>The House of the Scorpion</i> ; <i>The Hunger Games</i> ; <i>Brave New World</i> ; <i>The Giver</i> ; <i>1984</i> Define terms Watch a ted talk (113)	Make inferences after reading passages (114)
Chapter 7 Speech from "Address to the Commonwealth Club" by Cesar Chavez (1000L) 2 pages	Speaker's Purpose (118, 120)	How Ideas Fit Together (121)	The Craft of Rhetoric (122)	Parallel Structure (125)	Response Journal (120) Write an analysis of Chavez's use of rhetoric (124)	Collaborate to write a purpose statement for the speech (120) Discuss thoughts on how ideas fit together (122) Give feedback on a partner's paragraph about rhetoric (125)	Public Service Announcement (127) Speech (128)	Suggested full text: "Address to the Commonwealth" Viewing suggestion: <i>Cesar's Last Fast</i> Research (129)	Analyze how author's purpose is developed in different paragraphs (130)
Chapter 8 Novel from <i>To Kill a Mockingbird</i> by Harper Lee (1410L) 4 pages	Summarizing an Argument (134, 137)	Argumentation (138)	Comparing and Contrasting Presentations (140)	Unclear Modifiers (141)	Response Journal (137) Write two to three paragraph analysis of the passage's rhetoric (140)	Discuss the language and structure of the passage (140) Share analysis of film versus text (141)	Digital Presentation (142)	Research Suggested full texts: <i>To Kill a Mockingbird</i> ; <i>A Time to Kill</i> ; <i>Black Boy</i> ; <i>I Know Why the Caged Bird Sings</i> (143)	Analyze how a writer uses rhetoric to advance their point of view (144)
Chapter 9 Editorial from "Letter from Birmingham Jail" by Dr. Martin Luther King Jr. (1290L) 2 pages	Defining Terms (147, 149)	Defining Key Ideas (150)	Analyzing Author's Style (151)	Capitalization (153)	Response Journal (149) Paraphrase an aphorism (152)		Roundtable Discussion (154) Analysis of King's Rhetoric (155)	Suggested text: <i>If MLK Had Tweeted From Jail</i> Create a timeline Song suggestions: "Eve of Destruction"; "Blowin' in the Wind"; "When Will We Be Paid (For the Work We've Done)?" "Pride" (In the Name of Love)	Answer questions on figurative language (158)
Chapter 10 Historical Document from The Declaration of Independence (1790L) 3 pages	Finding Central Ideas (162, 164)	Analyzing Argument (165)	Analyzing Counterclaims (168)	Defining Words (170)	Response Journal (164) Explain the claim of the text (169)	Listen to a classmate's analysis of an argument (168)	Personal Declaration of Independence (171)	Research (172)	Analyze an argument by identifying claims, reasons, evidence and counterclaims (173)
End of Unit	Writing Process Assignment: Writing an Argumentative Essay (175–183)								
	Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (184–189)								

UNIT 3 Essential Question How do American Indians experience life in the United States?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 11 Short Story from "Indian Education" by Sherman Alexie (880L) 6 pages	Connotation and Denotation (192, 197)	Understanding Point of View (199)	Understanding Tone (202)	Using Commas with Phrases and Clauses (204)	Response Journal (197) Write a paragraph—explain the theme (201) Write a paragraph—explain the tone (203)	Share thoughts on the lessons from the text (201)	Scrapbook of Lessons (205) The American Indian Experience (206)	Watch a 20/20 interview and respond Suggested full texts: <i>The Absolutely True Diary of a Part-Time Indian</i> ; <i>The House on Mango Street</i> ; <i>American Born Chinese</i> ; <i>Farewell to Manzanar</i> ; <i>Dear Martin</i> Research (207)	Describe how word choice can influence tone (208)
Chapter 12 Informational from "I Will Fight No More Forever" by TobyMac and Michael Tait (1060L) 4 pages	Identifying Key Details (212, 216)	Understanding Structure (217)	Exploring Author's Rhetoric (219)	Using Apostrophes (221)	Response Journal (216) Write a paragraph—events leading up to the Nez Perce War (218) Write an analysis of a movie version of the speech (220)	Conduct a role-played meeting (220)	Investigative Report (222)	Research Song suggestion: <i>Monster</i> by Steppenwolf (223)	Consider the structure of the passage (224)
Chapter 13 Historical Document from "A Colloquy at a Kiowa Agency" by Judson Elliott Walker (950L) 5 pages	Summarizing Points of View (228, 232)	Analyzing Arguments (232)	Evaluating Point of View (235)	Apostrophe with Omission (236)	Response Journal (232) Write a dialogue, using style to show character (236)	Discuss whose argument is stronger (235)	Lincoln-Douglas Debate (237)	Research Viewing suggestion: <i>The Great Debaters</i> ; <i>Resolved</i> Full text suggestion: <i>Inherit the Wind</i> (239)	Evaluating points of view within a text (240)
Chapter 14 Speech from State of the Union Address (1829) by Andrew Jackson (1480L) 4 pages	Understanding Problem and Solution (243, 247)	Analyzing Author's Claims (247)	Analyzing Arguments (249)	Using Words Correctly (251)	Response Journal (246) Write a summary of the government's policies based on evidence from the text (248) Analyze the speech's proposal (250)	Share your analysis of the speech's proposal (250)	Twitter Feed (252) Read a Primary Source (253)	Research (254)	Evaluating how a sentence supports a writer's claim (255)
Chapter 15 Informational from <i>Bury My Heart at Wounded Knee</i> by Dee Brown (1310L) 3 pages	Recognizing Key Events (259, 262)	Author's Point of View (263)	Analyzing Points of View (264)	Spelling (266)	Response Journal (261) Contrast a concept based on two texts (265)	Discuss which events cause others (262) Discuss your assumptions about a writer based on context (264)	Trail of Tears Pamphlet (267) Manifest Destiny Artwork (268)	Research Viewing suggestion: <i>Avatar</i>	Sequence the steps/events within a text (270)
End of Unit	Writing Process Assignment: Writing a Comparative Essay—Conduct an inquiry about an issue facing a minority group (272–279) Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (280–286)								

UNIT 4 Essential Question When you see injustice, do you stand by—or stand up?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 16 Memoir from <i>Night</i> by Elie Wiesel (420L) 5 pages	Development of the Central Character (290, 294)	Uncovering Themes (295)	How Style Supports Theme (298)	Pronoun-Antecedent Agreement (299)	Response Journal (294) Write a paragraph explaining how style fits the theme (298)	Share analyses of narrator's attitude based on evidence (295) Discuss how the style is appropriate for the topic (298)	Letters to the Editor (301) Modern Poem (302)	Research Film suggestions: <i>The Pianist</i> ; <i>Schindler's List</i> ; <i>The Boy in the Striped Pajamas</i> Suggested full text: <i>The Diary of Anne Frank</i>	Analyze the development of the central character (304)
Chapter 17 Speech from Nobel Peace Prize Acceptance Speech by Elie Wiesel (730L) 2 pages Poem "First They Came for the Jews" by Martin Niemöller 1 page	Author's Purpose (308, 310)	Author's Craft (311)	Synthesizing Texts (313)	Fragments (315)	Response Journal (310) Explain how the author uses ideas (use evidence) (312)		Introducing Elie Wiesel Bringing Awareness (317)	Suggested full texts: <i>Sold</i> ; <i>I Am Nujood</i> , <i>Age 10 and Divorced</i> ; <i>A Long Way Gone: Memoirs of a Boy Soldier</i> Take action steps (319)	Analyze a speech's purpose and synthesize messages (320)
Chapter 18 Speech from "Enemies from Within" by Senator Joseph R. McCarthy (1310L) 3 pages from "Declaration of Conscience" by Senator Margaret Chase Smith (1180L) 3 pages	Defining Key Terms (323, 328)	Identifying Claims and Support (330)	Evaluating Arguments (332)	Connotation and Denotation (333)	Response Journal (328)	Share your inferred definitions of words (330) Share your evaluations of arguments and build a consensus (333)	Roundtable Discussion (334)	Suggested full texts: <i>Enemies from Within</i> ; <i>Declaration of Conscience</i> ; <i>Red Kayak</i> Connect ideas Research (335)	Evaluate arguments by identifying claims (336)
Chapter 19 Memoir from <i>Twelve Years a Slave</i> by Solomon Northup (1200L) 6 pages	Analyzing Characters (340, 346)	Analyzing Character Interactions (347)	Synthesizing Texts (348)	Run-On Sentences and Comma Splices (353)	Response Journal (346) Write several paragraphs—how character is revealed (348)	Discuss what you've learned about a character (348)	Digital Presentation (354)	Research Suggested full text: <i>Twelve Years a Slave</i> (355)	Identify details in paragraphs or passages that support answers (356)
Chapter 20 Poem "We Are Not Responsible" 2 pages "If—" 2 pages	Analyzing Audience and Message (360, 361)	Analyzing Tone and Mood (363)	Analyzing Structure, Rhyme, and Mood (365)	Subject-Verb Agreement (368)	Response Journal (361) Write a paragraph stating the poet's message (363) Respond to a poem (368)	Talk about the message of the poem (363) Share your evidence about a poem's tone (365) Discuss your analyses of structure, rhyme, and mood (368)	Free Verse Poem (370) Compare/Contrast Essay (371)	Research Suggested full texts: <i>Words of Protest</i> , <i>Words of Freedom</i> ; <i>Of Poetry & Protest: From Emmett Till to Trayvon Martin</i> (371)	Examine the messages, tones, moods, and structures of poems (372)
End of Unit	Writing Process Assignment: Writing a Research Paper—Human Rights Issue (374–381) Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (382–384)								