

KPBSD ELA CURRICULUM

9th GRADE – GENRE AND THEME

ELA 9: Genre and Theme

This course will provide an overview of literature across the major forms and genres (short story, novel, poetry, drama, and literary nonfiction) in order for students to prepare for focused literary study in subsequent grades.

PLEASE NOTE that ELA Curriculum documents are:

- Living documents that will continue to evolve. They are not static and feedback is welcome. You should print a new copy at regular intervals to stay abreast of the updates.
- Shared resources for all those teaching this content area. ***Please share new resources you and your students find as you explore the course content and personalize learning.***
- A guideline, not a regime. All requirements for the course are met by this plan, but in personalized learning there will be expected variation.

ELA 9 Course Navigation:

Unit 1 – Literary Nonfiction – Reflection (the Memoir, the Essay and the Speech)

Unit 2 – Literary Elements and the Short Story

Unit 3 – Poetry and Drama

Unit 4 – The Novel

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Course Name: LA 9 - Genre & Theme

BIG IDEA:

This course will provide an overview of literature across the major forms and genres (short story, novel, poetry, drama, and literary nonfiction) in preparation for focused literary study in the subsequent grades.

[Standards Pacing Guide](#)

Writing Assessment Foci:

Semester 1 - Narrative and Expository

Semester 2 - Persuasive and Research

SEMESTER 1 (UNITS 1-2)

Unit 1: Literary Nonfiction - Reflection (the Memoir, the Essay, and the Speech)

ENDURING UNDERSTANDING(S):

Students recognize and appreciate the effective use of literary devices in nonfiction.

ESSENTIAL QUESTIONS:

- What are the characteristics of a memoir?
- What are the effects of rhetorical strategies in speeches such as alliteration, repetition, and extended metaphors?
- What are the characteristics of various types of essays (e.g., literary and narrative)?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

Students will... (state standards)

- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9 - Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address,

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Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter).
- RI.6 - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.7 - Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.8 - Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9 - Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence

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from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.3 - Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use parallel structure.
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

I CAN... (student-friendly language)

- RL.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.

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- Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- RI.1
 - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.
- RI.2
 - Determine the main idea of a piece of informational text.
 - Explain how details develop the main idea.
 - Summarize a text.
- RI.3
 - Determine the organization of an author’s main points, ideas, or textual events.
 - Examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
- RI.4
 - Determine the meaning of a word when it appears in writing from multiple genres.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a piece of writing.
- RI.5
 - Analyze sentences, paragraphs, or chapters of an author’s work to see how the author developed the main idea.
 - Provide textual evidence from sentences, paragraphs, or chapters to prove the development of an idea.
- RI.6
 - Determine an author’s point of view or purpose in a piece of literature.
 - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a piece of literature.
- RI.7
 - Closely examine multiple accounts of a subject from different media sources.
 - Identify the similarities and differences between various accounts of a subject.
- RI.8
 - Identify key points or claims made in an argument or text.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- RI.9
 - Closely read important U.S. or world historical or literary documents.
 - Identify themes or main concepts in historical or literary documents.
 - Identify or accurately hypothesize the impact of specific historical or literary documents on a specific theme or concept.
- W.3 - Narrative
 - Capture a reader’s attention with an effective narrative hook.
 - Create character(s) and narrator(s) who have depth and a recognizable character arc.

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- Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
- Effectively organize narrative plot elements.
- Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
- Create an engaging narrative using precise, descriptive language and sensory details.
- Provide an effective and satisfying conclusion to a narrative piece.
- SL.1
 - Refer to evidence from research during a discussion on a specific topic.
 - Work with my peers to create effective and fair discussion expectations.
 - Appropriately pose and respond to questions in a group setting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
- SL.3
 - Identify a speaker's key points or claims.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- SL.4
 - Present findings clearly and logically in a way appropriate for the purpose and audience.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- L.2
 - Capitalize, punctuate, and spell correctly in my written work.
 - Link independent clauses using semicolons or conjunctive adverbs.
 - Use a colon to introduce a list or a quotation in my written work.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).

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SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary & Informational Texts

Memoirs & Essays

- Lincoln and the Gettysburg Awakening (Glenn LaFantasie) (excerpts) [Link](#)
- Avant-Garde and Kitsch (Clement Greenberg) [Link](#)
- Lear, Tolstoy, and The Fool (George Orwell) [Link](#)
- Life on the Mississippi (Mark Twain) (EA) (excerpts) [Link](#)
- Politics and the English Language (George Orwell) (E) (This is a CCSS exemplar text for grades 11 and 12.) [Link](#)
- Preface to Lyrical Ballads (William Wordsworth)
- Excerpts from The 100 Most Influential Books Ever Written: The History of Thought from Ancient Times to Today (Martin Seymour-Smith)
- The Lost Childhood (Graham Greene)
- Memoirs A Four Hundred Year Old Woman (Bharati Mukherjee)
- A Sketch of the Past (Virginia Woolf) [Link](#)
- Learning to Read and Write (Frederick Douglass) (EA) [Link](#)
- A Childhood: The Biography of a Place (Harry E. Crews)
- In Search of Our Mothers' Gardens (Alice Walker) (EA) [Link](#)
- Notes of a Native Son (James Baldwin)
- One Writer's Beginnings (Eudora Welty)
- Running in the Family (Michael Ondaatje)
- The Woman Warrior: Memoirs of a Girlhood Among Ghosts (Maxine Hong Kingston)
- Unbroken: A World War II Story of Survival, Resilience, and Redemption (Laura Hillenbrand)

Speeches

- Brandenburg Gate Address (June 12, 1987) (Ronald Reagan) [Link](#)
- Gettysburg Address (Abraham Lincoln) (E) [Link](#)
- Letter from a Birmingham Jail (Martin Luther King, Jr.) (E) [Link](#)
- Address at the March on Washington (Martin Luther King, Jr.) (E) [Link](#)
- Nobel Prize in Literature Acceptance Speech, 1949 (William Faulkner) (EA)

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- Second Inaugural Address (Abraham Lincoln) (E) [Link](#)
- Sinews of Peace Address (Winston Churchill) [Link](#)

Art, Music, and Media Art

- Albrecht Dürer, Self-Portrait at the age of 13 (1484) [Link](#)
- Artemisia Gentileschi, Self-Portrait as the Allegory of Painting (1630s) [Link](#)
- Balthus, Le roi des chats (The king of cats) (1935) [Link](#)
- Sir Francis “Side of” Bacon, Self-Portrait (1973) [Link](#)
- Gustave Courbet, The Desperate Man (self-portrait) (1843) [Link](#)
- Jacob Lawrence, Self-Portrait (1977) [Link](#)
- Jan van Eyck, Self-Portrait (1433) [Link](#)
- Leonardo da Vinci, Possible Self-Portrait of Leonardo da Vinci (c.1513)
- Louisa Matthíasdóttir, Self-Portrait with Dark Coat (No Date) [Link](#)
- Pablo Picasso, Self-Portrait (1907) [Link](#)
- Rembrandt van Rijn, Self-Portrait at an early age (1628) [Link](#)
- Rembrandt van Rijn, Self-Portrait at the Age of 63 (1669) [Link](#)
- Vincent van Gogh, Self-Portrait (1889) [Link](#)

Additional Online Resources

- Online Bank of American Speeches (americanrhetoric.com)
- Annotated List of Memoirs (ReadWriteThink)
- Introducing the Essay: Twain, Douglass, and American Nonfiction (National Endowment for the Humanities) (RI.9- 10.5)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Students analyze how rhetorical techniques support an author’s point of view. [Example](#) (RI.6)
- Students analyze differences between two versions. [Example](#) (RI.7, RI.7)
- Theme: students track development of theme and cite evidence supporting their identification of theme. [Example 1](#) [Example 2](#) (RI.2, RI.1)
- Potential essay question prompts for RI.2, RI.1: A. What is the main idea of this piece? Cite 2-3 details that support your assertion. B. In your own words, summarize this piece in 4-6 sentences.
- Potential essay question prompt for RI.3, RI.1: Consider this author’s explanation of (INSERT EVENT OR PHENOMENON). Why do you think the author chose to explain it in this order? Make sure to reference the way in which points are introduced and connected.

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- Potential essay question prompt for RI.5, RI.1: Choose one of the author’s main ideas and cite their strongest support that develops that idea. Make sure to explain how your chosen excerpt (quote) helps develop the main claim or idea.
- Potential essay question prompt for RI.6, RI.1: What is the author’s purpose in this piece (to inform, entertain, persuade, reflect)? Cite 2-3 examples from the text that support your assertion.
- Potential essay question prompt for RI.7: Compare the two different accounts of (INSERT EVENT OR BIOGRAPHICAL SUBJECT) Answer the following: Choosing a detail emphasized in only one account (it may even be missing from the other), explain why you think this specific portrayal emphasized this detail. Consider: What might the author have been trying to accomplish?
- RI.9: After reading a seminal text (suggestions include Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, and MLK’s “Letter from Birmingham Jail”), have students analyze its historical and/or literary significance, including how they treat related themes (i.e. freedom, equality).
- RI.8: Using the text from RI.8, have students evaluate reasoning and rhetorical devices in the argument, assessing the use of logic and evidence (including faulty logic or distortions of evidence).
- SL.3: Using a famous speech (likely in conjunction with RI.8 and/or RI.9, see above), students will write a critique in which they evaluate the argument for its use of logic and rhetorical devices, citing any fallacious logic or distortions of evidence.

WRITING FOCI: NARRATIVE WRITING

Potential Writing Prompts

- Each of us have people in our lives that we admire, respect, want to know more about, and feel that we can learn from. Identify a person in your life who fits into one of these categories, conduct an interview with them, and write a biographical narrative that illustrates why you admire them, why you respect them, what makes them interesting or what you learned from them.
- Think about a story that involves your name. Retell the story, and in retelling the story make sure that you reveal something about you. Remember to focus on one story, be very specific, and develop your ideas thoroughly.
- Retell a story that reveals a family tradition or ritual and why this tradition or ritual is important to you and your family.
- Choose a family story or legend to retell. In retelling show why the story is important to you or your family.
- Tell a story that reveals the roles or responsibilities of individuals in your family. In telling your story, make sure to reveal why these roles or responsibilities are important or meaningful to you or your family.
- Childhood Event. Choose a vivid time from your childhood: you might think of the first time that you rode a school bus, of a time when you went to the principal's office, the first “A” you earned on a test or paper, earning money to buy something that you really wanted, and so on. Narrate the events related to the childhood memory that you've chosen so that your readers will understand why the event was important and memorable.
- Standing Up. Choose a time when you did something that took a lot of nerve, a time when you didn't follow the crowd or a time when you stood up for your beliefs. Perhaps your friends were urging you to do something that you were uncomfortable with and you chose not to cave into peer pressure. Maybe you took a stance on a political issue that was important in your community. Whatever you choose, think about the details of the event and

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write a story that tells about what happened. Your narrative should show your readers why you decided to make a stand or try something that took nerve, give specifics on the events, and share how you felt after the event.

- 650 Narrative or Personal Writing Prompts from the NY Times: <https://www.nytimes.com/2016/10/20/learning/lesson-plans/650-prompts-for-narrative-and-personal-writing.html>.

VOCABULARY

Abstract/universal essay
Alliteration
Autobiography
Chronological order
Classification and division

Compare-and-contrast essay
Ethos, pathos, logos
Exemplification
Extended metaphor
Memoir

Objective/factual essay
Personal/autobiographical essay
Repetition
Satire

TECH SKILLS

I CAN...

- Recognize, explain, and avoid plagiarism.
- Review, annotate, comment, or “track changes” using collaborative digital tools or cloud-based documents.
- Backup files on appropriate storage mediums (school servers, online storage, flash drives).
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.

Unit 2: Literary Elements and the Short Story

ENDURING UNDERSTAND(S):

Students use the short story as a means for reviewing common literary elements, as well as for appreciating the art of great storytelling.

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ESSENTIAL QUESTIONS:

- What is the structure of a plot (i.e. exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories?
- How do authors create setting in a short story?
- What is the concept of theme and what are the themes within the stories read?
- What are characterization techniques in short stories?
- What are the types of figurative language used in short stories and how are those types used?
- How does point of view affect the reader's interpretation of a story?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.
- RL.5 - Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.6 - Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work

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[e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare]”).

- b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Use parallel structure.
 - b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.

I CAN... (student-friendly language)

- RL.1
 - Properly cite textual evidence using APA format.
 - Support my analysis of a text using specific evidence.
- RL.5
 - Identify the way an author organizes or structures a text.
 - Identify and provide examples of literary devices in a text (e.g., foreshadowing, allusion, imagery, symbolism, etc.).
 - Accurately order events within a text, including events manipulated by pacing or flashbacks.
 - Recognize how an author’s writing technique impacts a reader’s emotional response (e.g., mystery, tension, surprise, etc.).
- RL.6
 - Read a variety of world literature.

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- Recognize, compare, contrast, and analyze points of view or cultural experiences in works of literature.
- W.2 - Expository
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Use an outline to organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Use formatting to logically organize my essay.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Explain my thoughts in a logical order to support the evidence of my thesis.
 - Choose appropriate and varied transition words effectively in my writing.
 - Determine what style and tone are appropriate for the audience of my writing.
 - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- SL.1
 - Refer to evidence from research during a discussion on a specific topic.
 - Work with my peers to create effective and fair discussion expectations.
 - Appropriately pose and respond to questions in a group setting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- L.5
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Examine how figurative language impacts a text.
 - Recognize words which have similar meanings.
 - Recognize analogies in a selection of text.
 - Determine if an analogy makes an appropriate comparison.

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SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Short Stories

- Drinking Coffee Elsewhere: Stories (ZZ Packer) [Link](#)
- Everyday Use (Alice Walker) (EA) [Link](#)
- How Much Land Does a Man Need? (Leo Tolstoy) [Link](#)
- Points of View: An Anthology of Short Stories (James Moffett and Kenneth L. McElheny, eds.) (1968 edition)
- The Black Cat (Edgar Allan Poe) (EA) [Link](#)
- The Cask of Amontillado (Edgar Allan Poe) (EA) [Link](#)
- The Gift of the Magi (O. Henry) (E) [Link](#)
- The Kitchen Boy (Alaa Al Aswany) [Link](#)
- The Minister's Black Veil (Nathaniel Hawthorne) (EA) [Link](#)
- The Most Dangerous Game (Richard Connell) [Link](#)
- The Overcoat (Nikolai Gogol) (EA) [Link](#)
- The Scarlet Ibis (James Hurst) [Link](#)
- The Secret Life of Walter Mitty (James Thurber) (EA) [Link](#)
- The Tell-Tale Heart (Edgar Allan Poe) (EA) [Link](#)

Informational Texts - None for this unit

Art, Music, and Media Art

Prompt: How do artists create visual narratives in photography and painting?

Art

- Emanuel Leutze, Washington Crossing The Delaware in a Hat (1851) [Link](#)
- Jacob Lawrence, On The Way (1990) [Link](#)
- Michelangelo, The Creation of Adam, Sistine Chapel (c. 1511) [Link](#)
- Pablo Picasso, Young Acrobat on a Ball (1905) [Link](#)
- Roy DeCarava, Rapsallions (1950) [Link](#)

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- Sultan Muhammad, From a Khamseh of Nizami (1539-1543) [Link](#)
- Tina Barney, Marina's Room (1987) [Link](#)

Film

- Ang Lee, dir., Chosen (and other [BMW short films](#))
- Ken Burns, dir., Brooklyn Bridge (1981) [Link](#)
- Martin Scorsese, dir., No Direction Home (2005)

Music

- Clothesline Saga (Bob Dylan)
- Me and Bobby McGee (Kris Kristofferson and Fred Foster)
- Peter and The Wolf (Sergei Prokofiev)
- The Bonnie Lass o'Fyvie (Peggy-O) (Folk Ballad)
- Variations on an Original Theme (Worcester) (Edward Elgar)

Additional Online Resources

- The Minister's Black Veil Study Questions (Mr. Burnett's Classroom) (RL.9-10.1, RL.9-10.2, RL.9-10.3) [Link](#)
- Lesson Plans for "The Scarlet Ibis" (WebEnglishTeacher) (RL.9-10.2) [Link](#)
- Analyzing Irony and Symbolism in a Short Story (Louisiana Department of Education) (RL.9-10.4, RL.9-10.5) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Plot analysis: students chart the plot of a narrative, identifying climax and key points as well as characters, setting, and other elements. [Example](#) (also a good way to plan narrative writing)(RL3, RL5)
- Potential essay question prompt for RL5, RL1: RL5, 1: Using your knowledge of literary devices (including imagery, allusion, and symbolism) and/or plot structure (including parallel plots, pacing, foreshadowing, and flashbacks), choose 2-3 examples from the text and explain how the author used these to create tension, surprise, or mystery.

WRITING FOCUS: EXPOSITORY WRITING

Potential Writing Prompts

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- Adapt essay questions (see above) into an expository essay prompt.
- Drawing upon personal experience, in an explanatory essay show how you or someone you have known showed courage. In your essay explain clearly what the situation or experience was, who was involved, how and why it was an act of courage.
- What can you do that few people know about? Think of the things that few other friends or family members are able to do, or a skill that is passed down in your family. Maybe you can bake bread, wiggle your ears, do a back-flip, or play the accordion, etc. Choose one of these things you think is unique or interesting and explain the process behind this activity; explain the chronological steps necessary to perform your task so others may try to emulate you.
- Choose two or more stories from the unit and provide a thematic analysis that compares and contrasts the treatment of a theme in the stories.
- Explain the significance of stories to you, your community, or your country.
- Based upon your reading of the short stories in this unit, identify a thematic topic-love, tolerance, greed, friendship, etc.-and define what that abstract term means.
- Examine the decisions one of the characters makes in one of the stories you read. In your examination, explain the cause and effect relationships in their decisions and how that cause and effect relationship led to self-knowledge on the part of the character.

VOCABULARY

Character, characterization
 Figurative language
 Irony (e.g., dramatic, situational, verbal)
 Narrator
 Parable

Plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement)
 Point of view
 Sensory imagery
 Setting

Style
 Symbol, symbolism
 Theme
 Tone

TECH SKILLS

- I CAN:**
- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
 - Recognize, explain, and avoid plagiarism.
 - Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
 - Find pertinent research by searching appropriate keywords in databases.
 - Recognize spurious or false information while analyzing resources and avoid their use in work produced individually or in a group.
 - Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.

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- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available
- Copy/paste and/or embed digital media into documents, media projects, or presentations.

Semester 2 (Units 3-4)

Unit 3: Poetry and Drama

ENDURING UNDERSTANDING(S):

Students understand how poetry is different from prose and examine the power of imagery and other kinds of figurative language.

Students understand the elements of drama in preparation for other dramatic works throughout high school.

ESSENTIAL QUESTION(S):

- What are poetic devices, such as alliteration, assonance, consonance, and enjambment?
- How do poetic devices help to reveal the theme(s) of a poem?
- What are the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets?
- How is poetry different from prose?
- What are the general elements of drama?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.
- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the

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cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- RL.5 - Analyze how an author’s choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.7 - Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- RL.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).
 - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence

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from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.
- SL.3 - Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Use parallel structure.
 - b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

I CAN... (student-friendly language)

- RL.1
 - Support my analysis of a text using specific evidence.
- RL.2
 - Identify the main idea or the theme of a text after reading the piece.

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- Find specific evidence of a main idea or theme within a text.
- Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.3
 - Identify main and supporting characters in a text.
 - Cite specific character traits about main or supporting characters throughout a text.
 - Track relationships between main or supporting characters throughout a text.
 - Identify and cite how character development affects a text’s plot or theme.
- RL.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- RL.5
 - Identify the way an author organizes or structures a text.
 - Identify and provide examples of literary devices in a text (e.g., foreshadowing, allusion, imagery, symbolism, etc.).
 - Accurately order events within a text, including events manipulated by pacing or flashbacks.
 - Recognize how an author’s writing technique impacts a reader’s emotional response (e.g., mystery, tension, surprise, etc.).
- RL.7
 - Compare details between different accounts of a subject.
- RL.9
 - Identify literary allusions made within a text.
 - Examine and explain how literary allusions impact a secondary text.
- RI.1
 - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.
- RI.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Explain my thoughts in a logical order to support the evidence to my thesis.
 - Introduce evidence which supports my thesis into the body paragraphs of my essay.
 - Acknowledge evidence which goes against my thesis and explain why my support is stronger.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph which supports my thesis.

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- W.8
 - Find and use multiple sources of information, both in print and digital formats.
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- SL.1
 - Refer to evidence from research during a discussion on a specific topic.
 - Work with my peers to create effective and fair discussion expectations.
 - Appropriately pose and respond to questions in a group setting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
- SL.2
 - Interpret details from a variety of media.
 - Evaluate data and identify discrepancies.
- SL.3
 - Identify a speaker's key points or claims.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- SL.4
 - Present findings clearly and logically in a way appropriate for the purpose and audience.
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
- L.5
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Examine how figurative language impacts a text.
 - Recognize words which have similar meanings.

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- Recognize analogies in a selection of text.
- Determine if an analogy makes an appropriate comparison.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Poetry

- A Lemon (Pablo Neruda) (EA) [Link](#)
- Bogland, Digging, and/or The Underground (Seamus Heaney)
- Buffalo Dusk (Carl Sandburg) [Link](#)
- Campo di Fiori (Czesław Miłosz) [Link](#)
- Complete Poems (Marianne Moore) [Link](#)
- Dream Variations (Langston Hughes) (EA) [Link](#)
- Elegy Written in A Country Churchyard (Thomas Gray) [Link](#)
- Grass (Carl Sandburg) [Link](#)
- Haiku selections
- Homecoming (Julia Alvarez) (EA)
- I Ask My Mother to Sing (Li-Young Lee)
- I Wandered Lonely as a Cloud (William Wordsworth)
- Lord Randall (Anonymous)
- Love Is (Nikki Giovanni) (EA)
- Mending Wall (Robert Frost) (E) (This is a CCSS exemplar text for grades 11 and 12.)
- Morning Glory (Naomi Shihab Nye)
- Ozymandias (Percy Bysshe Shelley) (E) [Link](#)
- Phantom Limbs (Anne Michaels)
- Psalm 96 (King James Bible)
- Saturday's Child (Countee Cullen) (EA)
- Sonnet 73 (William Shakespeare) (E) [Link](#)
- The Bison (Hilaire Belloc) [Link](#)
- The Darkling Thrush (Thomas Hardy)

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- The Lady of Shalott (Alfred, Lord Tennyson)
- The Raven (Edgar Allan Poe) (E) [Link](#)
- The Reader, In Trackless Woods (Richard Wilbur)
- The Sound of the Sea (Henry Wadsworth Longfellow) (EA)
- Walking Distance (Debra Allbery)
- We Grow Accustomed to the Dark (Emily Dickinson) (E)
- With Sincerest Regrets (Russell Edson) [Link](#)

Drama

- Antigone (Sophocles) (EA)
- Oedipus the King (Sophocles) (E)
- Romeo and Juliet (William Shakespeare) (E)
- A Raisin in the Sun (Lorraine Hansberry) [Link](#)
- Inherit the Wind

Informational Texts

Nonfiction

- “Crediting Poetry,” the Nobel Prize Lecture, 1995 (Seamus Heaney) (excerpts)
- Faulkner in the University: Class Conferences at the University of Virginia 1957-1958 (William Faulkner, Frederick L. Gwynn, ed.) (excerpts)
- Poetics (Aristotle) (excerpt on comedy and tragedy)

Art, Music, and Media

Art

- Chartres Cathedral (1193 and 1250)
- Frank Lloyd Wright, Frederick C. Robie House (1909)
- Greek, Terracotta Hydria (ca. 510 BCE)
- Leonardo da Vinci, Mona Lisa (1503-1506)
- David, Michelangelo (1504)
- Sandro Botticelli, Venus on a Clamshell (1486)
- The Parthenon (447-432 BC)
- Vincent van Gogh, Starry Night (1889)
- Artemisia Gentileschi, Judith and Her Maidservant with the Head of Holofernes (1625)
- Michelangelo Merisi da Caravaggio, The Death of the Virgin (1604-1606)

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- Pablo Picasso, *The Tragedy* (1903)

Music

- Giacomo Puccini, “O mio butтино caro” (Gianni Schicchi, 1918)
- Giacomo Puccini, “Un bel di, vedremo” (Madama Butterfly, 1904)

Additional Online Resources

- Robert Frost reads “Mending Wall” View Lesson Plan for Robert Frost's Mending Wall” (National Endowment for the Humanities)
- Seamus Heaney reads “Bogland”
- Seamus Heaney reads “Digging”
- Seamus Heaney reads “The Underground”
- Listening to Poetry: Sounds of the Sonnet (National Endowment for the Humanities) (RL.9-10.4, RL.9-10.5)
- Oedipus the King: An Introduction to Greek Drama (PBS) (RL.9-10.4, RL.9-10.10)
- Antigone and the Ancient Greek Theater (National Endowment for the Humanities) (RL.9-10.4, RL.9-10.10)
- Shakespeare’s Romeo and Juliet: “You Kiss by the Book” (National Endowment for the Humanities) (RL.9-10.4, RL.9- 10.10)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Potential essay question prompts for RL.2, RL.1: a. What is the theme of this piece? Cite 2-3 details that support your assertion. b. In your own words, summarize this piece in 4-6 sentences.
- Potential essay question prompt for RL.3, RL.1: a. How is (INSERT CHARACTER NAME) different at the end of the story than at the beginning? Cite 2-3 events from the story that were influential in the change. Make sure to explain how the event is related to the change. b. Imagine how the story would have been different had it not been for (INSERT CHARACTER NAME). Choose 2-3 decisions made by this character that either influence the plot, demonstrate the theme, or both. Make sure to explain how the decision/action connects with the plot or theme.
- Potential essay question prompt for RL.4, RL.1: What is the tone of this piece? Cite 2-3 examples of language used by the author that contribute to the tone. Make sure to explain how the word choice is related to the tone.
- Potential essay question prompt for RL.5, RL.1: Using your knowledge of literary devices (including imagery, allusion, and symbolism) and/or plot structure (including parallel plots, pacing, foreshadowing, and flashbacks), choose 2-3 examples from the text and explain how the author used these to create tension, surprise, or mystery.
- Potential essay question prompts for RL.7: 1. (To be used in a text/movie comparison) Choose a specific scene found in both the book and the film and think about what was emphasized or absent in one representation compared to the other. Answer the following: a. How does this difference affect the story? b. Why do you think they chose to make the adaptation different from the original? 2. Choose a character found in both the text and the

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film and think about what was emphasized or absent in one representation compared to the other. Answer the following: a. How does this difference affect the story or character development? b. Why do you think they chose to make the character in the adaptation different from in the original?

- Potential essay question prompt for RL.9, RL.1: Of the (literary, historical) allusions made in the text, choose one and explain why you think the author chose it. Consider: Does it improve the piece? Does the allusion “work”? You may need to make a direct comparison between the allusion and the situation in which we find it in the text.
- Potential essay question prompts for RI.2, RI.1: 1. What is the main idea of this piece? Cite 2-3 details that support your assertion. 2. In your own words, summarize this piece in 4-6 sentences.
- SL.4 (possibly SL.5): Persuasive speeches. Using persuasive essays as a starting point, students develop speeches arguing an issue, making sure to identify and refute the main point(s) from the opposing argument. Delivery of speeches can be used to satisfy other Speaking and Listening standards, including SL.6 and SL.5 (if the student uses multimedia to support their speech).
- SL.2, 3 (possibly RI.8 as well): Speech critiques. Students choose a classmate’s speech to critique, making sure to evaluate the logic of the argument (SL.3, RI.8) as well as any use of multimedia (if it was used—SL.2). Argument critique can also be done as part of a debate.

WRITING FOCUS: PERSUASIVE (RESEARCH) WRITING

Potential Writing Prompts

- Adapt essay questions (see above) into a persuasive essay prompt.
- Identify a local, national or international issue that interests you. Write a letter to the editor that develops an argument on the topic, whether an argument to inform, to persuade, or to provide a solution.
- Develop an argument about the importance of poetry in a community/culture.
- Examine the argument presented in one of the poems studied during this unit and how the poet created their argument.
- After finishing one of the plays in this unit, analyze the cultural, historical or social commentary it provides.
- NY Times Argumentative Writing prompts: <https://www.nytimes.com/2017/03/01/learning/lesson-plans/401-prompts-for-argumentative-writing.html>

VOCABULARY

Alliteration
 Analogy
 Assonance
 Ballad
 Blank Verse
 Consonance

Enjambment
 Figurative Language
 Free Verse
 Haiku
 Heroic Couplet
 Imagery

Narrative Poetry
 Octet
 Ode
 Rhyme
 Rhyme Scheme
 Rhythm

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Diction Dramatic Poetry	Lyric Poetry Meter	Sestet Sonnet (Petrarchan, Shakespearean)
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Unit 4: The Novel

ENDURING UNDERSTANDING(S):

Students focus on the novel as a literary form.

ESSENTIAL QUESTIONS:

- What are the similarities and differences in the use of literary elements between novels and short stories?
- What characterization techniques are used and how are the techniques used for major and minor characters in the novel?
- What is the importance of point of view in a novel and how would it be different if told from someone else’s point of view?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.6 - Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.
- RI.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and

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- examples appropriate to the audience’s knowledge of the topic.
- c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
 - SL.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.
 - SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
 - SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Use parallel structure.
 - b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
 - a) Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.
 - b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation

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of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

- d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

I CAN... (student-friendly language)

- RL.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.3
 - Identify main and supporting characters in a text.
 - Cite specific character traits about main or supporting characters throughout a text.
 - Track relationships between main or supporting characters throughout a text.
 - Identify and cite how character development affects a text's plot or theme.
- RL.6
 - Read a variety of world literature.
 - Recognize, compare, contrast, and analyze points of view or cultural experiences in works of literature.
- RI.3
 - Determine the organization of an author's main points, ideas, or textual events.
 - Examine the effectiveness of a text's argument using my knowledge of an author's organizational strategy.
- W.2 - Expository
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Use an outline to organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Use formatting to organize my essay in a logical manner.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Explain my thoughts in a logical order to support the evidence of my thesis.
 - Choose appropriate and varied transition words effectively in my writing.
 - Determine what style and tone are appropriate for the audience of my writing.
 - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
 - Provide a strong closing statement or paragraph, which supports my thesis.
- W.7
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project.

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- Adjust my research area of focus as needed for my project.
- Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately.
- SL.2
 - Interpret details from a variety of media.
 - Evaluate data and identify discrepancies.
- SL.4
 - Present findings clearly and logically in a way appropriate for the purpose and audience
- SL.5
 - Incorporate digital media into a presentation in a way that enhances the presentation.
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking using grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- L.4
 - Figure out and define unknown words.
 - Clarify the difference between words with multiple meanings.
 - Use roots or cultural knowledge to determine a word's meaning.
 - Use context clues to determine a word's meaning.
 - Recognize dialect or idiomatic expressions within a piece of literature.
 - Identify how words will change to become different parts of speech.
 - Gather information from a variety of reference materials.
 - Find information on how to pronounce a word.
 - Check whether my guess at a word's definition is correct and change my definition as needed.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

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Note: Alternatives to *To Kill a Mockingbird* are provided. The theme of honor could be considered in any of the texts listed here. It is also possible to find excellent novels with themes not relating to honor.

Novels

- All Quiet on the Western Front (Erich Maria Remarque)
- Black Boy (Richard Wright) (E) Note: This is an exemplar text in grades 11 and 12.
- Of Mice and Men (John Steinbeck) (EA)
- The Color Purple (Alice Walker) (EA)
- The Killer Angels (Michael Shaara) (E)
- To Kill A Mockingbird (Harper Lee) (E)
- Fahrenheit 451 (Ray Bradbury)

Informational Texts

Essays

- “In Search of Our Mothers’ Gardens” (Alice Walker) (EA) (to accompany The Color Purple)

Nonfiction

- Brother, Can You Spare a Dime? The Great Depression of 1929 - 1933 (Milton Melzer)
- Only Yesterday (Frederick Lewis Allen) (excerpts, e.g., chapters XII-XIV)

Speeches

- First Inaugural Speech, March 4, 1933 (Franklin D. Roosevelt) [Link](#)

Art, Music, and Media

- America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945 (Library of Congress) [Link](#)
- Selected photographs by Dorothea Lange, taken for the Farm Security Administration (Library of Congress) [Link](#)
- Film Robert Mulligan, dir., To Kill A Mockingbird (1962)

Additional Online Resources

- American Life Histories: Manuscripts from Federal Writers Project (The Library of Congress)
- [Famous American Trials: "The Scottsboro Boys" Trials](#) (1931-1937) (University of Missouri-Kansas School of Law) (Note: This website contains both primary and secondary source accounts of the trial.)
- St. Louis Federal Reserve Resources and References for The Great Depression View The History of Jim Crow (JimCrowHistory.org) (RI.9-10.2)

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- To Kill a Mockingbird and the Scottsboro Boys Trial: Profiles in Courage (National Endowment for the Humanities) (RI.9-10.7, RI.9-10.8)
- Harper Lee’s To Kill a Mockingbird: Profiles in Courage (National Endowment for the Humanities.) (RL.9-10.2, RL.9- 10.3)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Character development map: students use an organizer to track character development over the course of a story. [Example](#) (RL.3)
- Plot analysis: students chart the plot of a narrative, identifying climax and key points as well as characters, setting, and other elements. [Example](#) (also a good way to plan narrative writing)(RL.3, RL.5).
- Theme: students track development of theme and cite evidence supporting their identification of theme. [Example 1](#) [Example 2](#) (RL.2, RL.1)
- Potential essay question prompts for RL.2, RL.1: A. What is the theme of this piece? Cite 2-3 details that support your assertion. B. In your own words, summarize this piece in 4-6 sentences.
- Potential essay question prompt for RL.3, RL.1: A. How is (INSERT CHARACTER NAME) different at the end of the story than at the beginning? Cite 2-3 events from the story that were influential in the change. a. Make sure to explain how the event is related to the change. b. Imagine how the story would have been different had it not been for (INSERT CHARACTER NAME). Choose 2-3 decisions made by this character that either influence the plot, demonstrate the theme, or both. Make sure to explain how the decision/action connects with the plot or theme.
- SL.4, SL.5: Research presentations. Students create a presentation (slideshow, video, etc.) that utilize multimedia (photos, charts, graphs, maps, videos, audio files, etc.) to share the results of their research with the class (or other audience). This presentation can also be used to assess Speaking and Listening standards such as SL.6.
- SL.2, SL.3: Presentation critiques. Students will critique a classmate’s presentation, evaluating the flow of logic as well as the effectiveness of the supporting multimedia.

WRITING FOCUS: RESEARCH WRITING

Potential Writing Prompts

- Adapt essay questions (see above) into an essay prompt.
- Choose an issue in “To Kill a Mockingbird”, or a different novel in the unit, that still applies today. Conduct research and write an explanatory or argumentative essay examining the issue.
- Using research from multiple sources as evidence, defend an idea or issue that is important to you.
- Using research from multiple sources as evidence, examine an issue related to media in order to reach a conclusion.
- Using research from multiple sources as evidence, analyze one of the novels from this unit.

VOCABULARY

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Antagonist Characterization Characters: major and minor Conflict	Extended Metaphor Motif Parallel plots	Protagonist Setting Theme
TECH SKILLS		
I CAN... <ul style="list-style-type: none"> • Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach. • Recognize, explain, and avoid plagiarism. • Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research. • Find pertinent research by searching appropriate keywords in databases. • Recognize spurious or false information while analyzing resources and avoid their use in work produced individually or in a group. • Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product. • Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used. • Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.). • Use collaborative digital tools, including reviewing, annotating, and commenting. 		