

ELA 9 Collections 1 - September

Welcome back!

Although the first three weeks of class are usually devoted to i-Ready testing and a TEACHER’S CHOICE in evaluating each student’s Summer Reading, you should begin Collection 1 ASAP. You may assess the students’ summer reading understanding in any way you choose (see [50 alternatives to book reports](#)).

The Social Studies teachers will be doing a 9/11 unit, so please support their efforts. Collections instruction should begin no later than September 25, with a target end date of November 9.

Also, inspire students to participate in **Superintendent’s Reading Challenge** (25 books by end of year; summer reading counts as two books for each one read. Books are 200 pages long, so if a student reads a 500-page book, it counts as two books.)

We also have four (4) instructional foci for this year. Please see chart on next page.

There will be a common assessment toward the end of the first quarter.



<p>Weeks 1-3</p>	<p>Grade 9 Collection: 1 –Finding Common Ground</p>	<p>Essential Question: How do people find Common Ground?</p>
<p>Anchor Text: "A Quilt of a Country" Argument by Anna Quindlen, p. 3-10 (4 days) Lexile Level 1260L Close Reader Text (workbook)- "Making the Future Better, Together" Blog by Eboo Patel Lexile Level 1170L Objective: The students will be able to analyze and evaluate an author’s claim and delineate and evaluate an argument.</p>	<p>Unit Standards: R 1 Cite textual evidence. R 4 Determine the meaning of words and phrases. R 5 Analyze how an author’s claims are developed. RI 6 Determine an author’s point of view and analyze how an author uses rhetoric. R 8 Delineate and evaluate the argument and claims in a text. W 1 Write arguments. W 1a Introduce precise claim(s). W 1b Develop claim(s) and counterclaims. L 1b Use various phrases and clauses. L 4b Identify and use patterns of word changes</p>	
<p><u>Learning Target(s):</u></p>		
<p>Anchor Text: I can analyze how an author's claims are developed. I can delineate and evaluate the argument and claims in a text. I can determine the meaning of new words and phrases in a text.</p>		
<p>Close Reader Text: I can cite strong and thorough textual evidence. I can analyze how an author’s ideas or claims are developed and refined. I can trace and evaluate an argument. I can assess an author’s claims and reasoning.</p>		

Anchor Vocabulary:

Discordant
Pluralistic
Interwoven
Diversity

Anchor Text Specific Vocabulary:

Mongrel
Disparate
Ostracism
Conundrum
Mario Cuomo
Apartheid
Balkanized
Francie Nolan's...WASP

Close Reader Vocabulary:

Demean
Cynical

Close Reader Text Specific Vocabulary

Mohometans
Rip Van Winkle

* Students will keep a vocabulary list of “college-level words.” in the back of their notebook

Vocabulary Strategy:

Context Clues- (DISPLAY ON CHART PAPER)

- Highlight the word
- Re-read the surrounding word, looking for clues to the word’s meaning.
- Underline any clues you find, such as examples, synonyms, or antonyms
- Review your annotations and try to infer the word’s mean
- Review text features (footnotes for vocab for text specific vocab)

Extension Activity: Patterns of Word Changes (p 9)

Teachers can use this opportunity to review parts of speech using anchor vocabulary and suffixes. (see *Teacher's Edition*)

Reading Skills:

ANCHOR TEXT:

Skill: Analyze and Evaluate Author's Claim

Sometimes the author of an argument states his or her claim in a sentence.

Analyzing a claim, making inferences (*TE 3B*)

Skill: Delineating & Evaluating an Argument

In this argument, the counterarguments are implied rather than stated directly.

Explain components of an argument (claim, reasons, evidence, counterarguments)

CLOSE READER TEXT:

Skill: Citing Text Evidence (ADDITIONAL SUPPORT)

For practice in tracing an argument, ask students to cite the evidence Patel uses to support each reason.

You may want to provide the claim for some groups or elicit the claim for others. Scaffold by providing a reason (model/guided) below, and then have students determine additional support in groups/independently (if possible).

MODEL & GUIDED:

Reading Strategies:

1. **Anchor Text Guiding Questions**- Create a worksheet with a table with the guiding questions (see sample below). Model the first question & complete the next two as guided practice. Then students should complete other questions independently. You may elect to choose any number of questions to complete for the text.

Directions: Read the argument “A Quilt of a Country” by Anna Quindlen. Then, reread the lines indicated with each question below. Answer each question, citing text evidence.

Line #s	Question	My answer
Lines 4-6	What idea does the Daniel Boorstin quotation support?	

- *Find the guiding questions for every text online through the "Teacher Resources", "Guiding Questions by Collection"

https://my.hrw.com/content/hmof/language_arts/hmhcollections/resources/gr9/guided_questions/teacher/index.html

2. **Stop-Think-Jot Using Post-It Notes:** FOCUS: Find claim, evidence of Quindlen’s argument, counterarguments. (*students must use the online version for this or use sticky notes*)

<p>CLAIM: The United States is a nation that cherishes its diversity.</p> <p>Reason 1: He cites George Washington’s view that the nation needed to be built without bigotry or ethnic or religious persecution.</p> <p>Reason 2: He agrees with Washington that a diverse democracy based on respect, relationship, and service to the common good will thrive.</p> <p>Reason 3: He states that the “essence of our nation” is still that people’s identities will be respected, their freedoms protected, and their safety secured.</p> <p>Reason 4: He agrees with the idea of Dr. Martin Luther King Jr. that for real change to occur, people must work together to build bridges, community, and the future.</p>	<p><i>*STJ is a strategy where students chunk the text, read, & write a few words about the text. Students should read, stop, think & consider the FOCUS set by the teacher. This can be used for multiple skills like summarizing, making inferences, choosing vocab., etc.</i></p> <ol style="list-style-type: none"> 3. English Language Support- 5 word summary (TE p 2a) 4. Close Reader Workbook pgs. 3-8 – Guided Questions should be answered directly in consumable workbook <p>*See Reading Strategies Appendix for Additional Strategies</p>
<p style="text-align: center;"><u>Student Engagement:</u></p> <p><u>Technology for Motivation:</u> Stream to Start Video (<i>online-Student Resources</i>)</p> <p><u>Accessing Prior Knowledge-</u> (Beginning unit activity) Students share (chart, partner, carousel, etc.) moments they found "COMMON GROUND" with others; have students determine ways TO find "common ground" with those who may seem different.</p>	<p style="text-align: center;"><u>Technology:</u></p> <ol style="list-style-type: none"> 1. Teacher can assign Close Read screencast in their eBooks to access the two screencasts in which readers discuss and annotate the following key passages: statement of inherent conflicts within American ideals (lines 22–28) <ul style="list-style-type: none"> • statement of two basic American attitudes (lines 72-79) 2. <u>Interactive Lesson</u> - "Writing as a Process" (assign as extension/reinforcement)- OPTIONAL 3. <u>For students who need additional support:</u> Assign Level Up lesson to students who need additional support in Analyzing Arguments during independent and small group time. Continued below....

	<ol style="list-style-type: none"> 1) Log in to Collections Online 2) Click "Teacher Resources" >"Level Up Tutorials" >Click on the drop down menu button on top left-hand corner"> "Analyzing Informational Text" <ol style="list-style-type: none"> i. >"Analyzing Argument" ii. <u>For students who need additional support:</u> All texts have an audio component available through the student e-book.
<p style="text-align: center;"><u>Writing Activities:</u></p> <p><u>ANCHOR TEXT: (p 8)</u></p> <p><u>Choose Short Responses- "Analyzing the Text"</u></p> <p>Complete at least 2 with students.</p> <p><u>Performance Task for Anchor Text- (non-text based)- REQUIRED</u></p> <p>Remind students that a claim presents a position, and it should make clear to the reader what the writer thinks about an issue. Remind them also that each reason given to support a claim will need evidence that is not only believable but is also related to the issue.</p> <p>Argument- IN PAIRS/SMALL GROUP -"Write & support a claim about a positive aspect of your school or community."</p>	<p style="text-align: center;"><u>Writing Strategies:</u></p> <p><u>School-wide Short Response Format:</u> When completing the "Analyzing the Text" prompts on page 8, writing support may be scaffolded through:</p> <ol style="list-style-type: none"> a. models/guided practice in answering Text Dependent Questions/Guiding Q's b. carousel responses to "Analyzing the Text" or teacher-generated TDQ's c. complete partially filled in graphic organizer d. complete as a shared/partner writing e. Utilize sentence/paragraph frames <p><u>Use of Vocabulary:</u> Ensure student use at least two of this week's vocabulary words in the Performance Task.</p> <p><u>Peer Review of Writing:</u> (optional) Using the <u>CLOSE READER</u> writing prompt, have students peer review the writing piece together. Provide models for students to score first before doing a peer review. Additionally, a "fishbowl" model</p>

**Teachers may choose to have students complete this task in their online notebook myWriteSmart.*

conversation may help give students a structure for the peer review.

CLOSE READER TEXT:

Have students complete short response on p 8 of Close Reader. Each response should include a claim & relevant evidence (at least 2 pieces of evidence). Use the district-wide short response rubric (2 points) to assess.

If time, have students peer review & discuss responses.

Student Collaboration:

Collaborative Discussion: Have pairs discuss the quotations, references, facts and other information Quindlen uses to support her argument. Have them share their ideas with the class.

Write-Pair-Share: Have small groups or pairs write a one-sentence summary of each paragraph of each paragraph of Quindlen's argument in a chart like the one shown. Then have students use the chart to write a short summary if the entire article. 4-5 sentences maximum.

Paragraph	Summary Sentence
1	The American ideal is to create unity out of many different and sometimes conflicting parts
2	

Close Reader workbook: Question# 9 pg. 8

Reread and Discuss- Reread lines 80-97. In the margin lines 91-97, summarize King's hopes. Then, with a small group, discuss the kind of world Patel envisions for the future.

Peer Review of Writing: See writing strategies box

Assessments:

PROGRAM ASSESSMENT (SHOULD OCCUR BEFORE SEPTEMBER 25)

Beginning of Year Diagnostic (1 day)

i-Ready Diagnostic (3 days)

Formative Assessments (within unit):

1. Write and support a claim about a positive aspect of your school or community. (p. 8) (*Possible HW*)
2. Guiding Questions Responses (see Reading Strategies for more)
https://my.hrw.com/content/hmof/language_arts/hmhcollections/resources/gr9/guided_questions/teacher/index.html
3. Complete "**Analyzing the Text**" connected to anchor text. (p. 8)
4. **Performance Task for Anchor Text- (non-text based)-**
5. Ongoing online assessments (assigned online by teacher through my.hrw.com)
6. (**CLOSE READER**) Complete the short response on p 8.

Summative (end of text/each collection):

1. End of Selection Assessment (short, m/c tests for texts – found at Program Assessments Tab *online; printable version in "Program Assessments" online*)
2. **Performance Task A –Present a Speech (p. 37) (END OF UNIT/COLLECTION) - BEGINS OCTOBER 23**

<p>Weeks 4-7:</p>	<p>Collection: Unit 1 Common Ground</p>	<p><u>Essential Question:</u> How do people find Common Ground?</p>
<p style="text-align: center;"><u>Text Set:</u></p> <p><u>TEXTBOOK:</u> "The Gettysburg Address" Speech by Abraham Lincoln Lexile 1170L</p> <p><u>CLOSE READER:</u> "Oklahoma Bombing Memorial Address" Speech by Bill Clinton Lexile Level 1060L</p> <p><i>(NOTE: these texts conclude Collection 1- be sure to have students write Performance Task A – see assessments section)</i></p>		<p><u>Standards:</u></p> <p>R 1 Cite textual evidence.</p> <p>R 6 Determine author’s purpose and analyze rhetoric.</p> <p>R 9 Analyze seminal U.S. documents.</p> <p>SL 1d Respond thoughtfully to diverse perspectives.</p> <p>SL 6 Adapt speech to a variety of contexts and tasks.</p> <p>L 1a Use parallel structure.</p> <p>L 4a Use context as a clue to the meaning of a word or phrase.</p>
<p><u>Learning Target(s):</u></p> <p>Key Learning Objective: The student will analyze an author’s purpose and the use of rhetorical devices in a seminal U.S. document.</p>		
<p style="text-align: center;"><u>Textbook Vocabulary</u></p> <p style="text-align: center;">Conceive Detract Resolve perish</p> <p style="text-align: center;"><u>Textbook Text Specific Vocabulary</u> Four score and Seven</p>		<p style="text-align: center;"><u>Vocabulary Strategy:</u></p> <p style="text-align: center;"><u>Vocabulary Strategy: Multiple-Meaning Words</u></p> <p>Words that have more than one definition are considered multiple-meaning words. To determine a word’s appropriate meaning within a text, you need to look for context clues in the words, sentences, and paragraphs that surround it. Look at the word fitting in this sentence from the Gettysburg Address:</p>

Consecrate
Hallow

Close Reader Vocabulary

Purged
Admonished

Close Reader Text Specific Vocabulary

Pan Am 103
Psalms

* Students will keep a vocabulary list of “college-level words.” in the back of their notebook

It is altogether fitting and proper that we should do this. (lines 8–9)

The word fitting can mean “the act of trying on clothes” or “a small part for a machine.” However, the word proper is a context clue that tells you the correct meaning of fitting in this sentence is “appropriate.”

Practice and Apply Find these multiple-meaning words in the speech: engaged (line 4), testing (line 4), poor (line 13), measure (line 20). Working with a partner, use context clues to determine each word’s meaning as it is used in the speech.

1. Determine how the word functions in the sentence. Is it a noun, an adjective, a verb, or an adverb?
2. If the sentence does not provide enough information, read the paragraph in which the word appears and consider the larger context of the speech.
3. Write down your definition and the clues you used to determine the correct meaning of each word.

Context Clues- (DISPLAY ON CHART PAPER)

- Highlight the word
- Re-read the surrounding word, looking for clues to the word’s meaning.
- Underline any clues you find, such as examples, synonyms, or antonyms
- Review your annotations and try to infer the word’s mean
- Review text features (footnotes for vocab for text specific vocab)

	<p><u>Interactive Vocabulary Tutor</u>- Student Resources>WordSharp Online Vocabulary Tutor>Multiple Meaning Words</p>
<p style="text-align: center;"><u>Reading Skills</u></p> <p><u>TEXTBOOK:</u></p> <p>Skill: Determine author's purpose and analyze rhetoric Remind students that Lincoln gave his speech, in part, to stir people's emotions and move them to action.</p> <p>Skill: Analyze seminal U.S. documents Explain that the Gettysburg Address references another seminal U.S. document- the Declaration of Independence – signed eighty-seven years previously</p> <p>Skill: Cite Evidence Students will provide textual evidence</p> <p><u>CLOSE READER: (OPTIONAL SKILL SUPPORT)</u> To help students analyze the “Oklahoma Bombing Memorial Address,” have them work in small groups to fill out a chart like the one shown below.</p> <p>CITE TEXT EVIDENCE For practice in analyzing an author’s purpose and rhetoric, ask students to cite text evidence for each section of the chart.</p> <p>IE: (p 19)</p>	<p style="text-align: center;"><u>Reading Strategies:</u></p> <p>Analyzing Author's Purpose- Gettysburg Address Use these questions to analyze how the author's purpose is accomplished.</p> <ul style="list-style-type: none"> • Are the first two paragraphs very emotional? Explain. (No. Lincoln describes the context of the ceremony in dignified language.) • How does Lincoln grab the audience's attention at the beginning of the third paragraph? (He implies that the ceremony is useless because the ground has already been dedicated by the soldier's sacrifice.) • How does he build to an emotional call to action, urging his audience to do something? (He says that what the living can do to honor the dead is win the war, and he ends by describing a government. <p>Oklahoma Bombing- Close Reader Workbook pgs. 19-22 – Guided Questions should be answered directly in consumable workbook</p> <p>Determining Author's Purpose Strategy (<u>The Reading Strategies Book</u> J. Serravallo)</p> <p>Be aware of the author's reason for writing and any potential bias that comes from that. First, learn about whom the author is (from</p>

<p>Purpose</p> <p>to show support for the grieving</p>	<p>Rhetoric</p> <p>“Today our nation joins with you in grief.”</p> <p>“We pledge to do all we can . . .”</p> <p>“ . . . Your pain is unimaginable, and we know that.”</p>	<p>bio if listed). Then, consider what stake the author has in the topic based on his or her background. As you read, consider what facts are being included and what is being excluded. Consider if there are any "opinion words" being used alongside the factual information.</p> <p>Prompts:</p> <ul style="list-style-type: none"> • What do you know about the author? • What does the author's background tell you about any potential bias? • Think about the facts in the book. Why do you think the author included what he or she did? • Do you see any opinion word? • What's the slant? • Which facts go with that slant? <p>4. <u>For students who need additional support:</u> Assign Level Up lesson to students who need additional support in Analyzing Arguments during independent and small group time.</p> <p style="padding-left: 40px;">1) Log in to Collections Online</p> <p style="padding-left: 40px;">2) Click "Teacher Resources" >"Level Up Tutorials"</p> <p>>Click on the drop down menu button on top left-hand corner"></p> <p>"Analyzing Informational Text"</p> <p style="padding-left: 40px;">>"Elements of an Argument"</p>
<p style="text-align: center;"><u>Student Engagement:</u></p>		<p style="text-align: center;"><u>Technology:</u></p>

<p>a. Students can watch the Video HISTORY the Gettysburg Address: A New Declaration of Independence</p> <p>b. Journal entry- write about a time in your lifetime that evoked a similar emotion to the events of Gettysburg or the Oklahoma City Bombing. What would YOU say if you were the President?</p>	<p>A) Interactive Lesson- Analyzing and Evaluating Presentations-(assign as extension/reinforcement)- OPTIONAL</p> <p><u>For students who need additional support:</u> Assign Level Up lesson to students who need additional support in Analyzing Arguments during independent and small group time.</p> <p>1) Log in to Collections Online 2) Click "Teacher Resources" >"Level Up" > "Analyzing Informational Text " > "Elements of an Argument"</p> <p><u>For students who need additional support:</u> All texts have an audio component available through the student e-book or teacher can play through smartboard.</p>
<p style="text-align: center;"><u>Writing Tasks:</u></p> <p><u>Writing & Supporting a Claim Chart-</u> (TEXTBOOK p 7)</p> <p><u>Choose Short Responses- "Analyzing the Text"</u> (TEXTBOOK p 30)</p> <p>Complete at least 2 with students.</p> <p><u>CLOSE READER TEXT:</u></p>	<p style="text-align: center;"><u>Writing Strategies:</u></p> <p><u>Skill: Writing & Supporting a claim</u></p> <p>REMIND students that an effective argument will contain a precise claim and relevant evidence.</p> <p><u>A claim presents a position,</u> and it should make clear to the reader what the writer thinks about an issue. Remind them also that each reason given to support a claim will need evidence that is not only believable but is also related to the issue.</p> <p>PRACTICE AND APPLY – writing & supporting a claim</p>

<p>Have students complete short response on p 8 of <u>Close Reader</u>. Each response should include a claim & relevant evidence (at least 2 pieces of evidence).</p> <p>Use the district-wide short response rubric (2 points) to assess. If time, have students peer review & discuss responses.</p>	<p>Display an example of a claim that may name a positive aspect but does not express a position. Invite students to revise the claim so that is it more precise.</p> <p>Explain that a specific position should be obvious. Example: My community has the Youth Bureau. Revised example: The Youth Bureau in my community benefits many people.</p> <p>Next, present two examples of evidence, one that is unrelated to a claim and reason, and one that is relevant. Ask students to identify the evidence that best supports the claim and reason.</p> <p>EXAMPLE: Claim and Reason: The recreational center in my community benefits many people. People of all ages can take classes at the center. Evidence: Doctors say that children should receive at least one hour of exercise each day. (unrelated) My younger brother participates in a karate class each week, and my mother takes a yoga class every Tuesday. (relevant)</p> <p>Direct students to utilize these strategies as they write or revise the arguments they create in response to the Performance Task. Before students write or revise their arguments, have them complete the appropriate interactive lessons within Writing Arguments.</p> <p><u>School-wide Short Response Format:</u> Claim, evidence, analysis, reflection</p>
---	--

Use of Vocabulary:

Have students select words from the unit to include in their Performance Task.

Student Collaboration:

Gettysburg:

1) Divide students into small groups, and assign each group one of the four characteristics of seminal documents in the diagram on Student Edition page 29.

- Have each group review the speech and find examples in the text that demonstrate the characteristic.
- Invite groups to share their examples with the entire class.

2) Have partners identify two or more of Lincoln's beliefs about why it was important to reunite the nation. Have them **cite** the lines where these beliefs are expressed.

Ask students to share any questions they generated in the course of reading and discussing the speech.

EXTENSION/CHALLENGE ACTIVITY: (OPTIONAL) Compare Speeches Have pairs compare the tone, or manner of expression, and structure of the Gettysburg Address to a speech Lincoln gave two years earlier in Philadelphia. Lincoln gave the address at Independence Hall at his stop in that city during his inaugural journey from Springfield, Illinois, to Washington, D.C.

ASK STUDENTS to look for the speech on the Internet. After reading the speech, have students discuss the following, citing evidence from the text to support their ideas:

- How does the tone of the address at Independence Hall compare to the Gettysburg Address? Is one more hopeful than the other? Why?
- Does Lincoln use parallel structure in the address at Independence Hall? Is the use of this structure effective in creating rhythm and evoking emotions?

Assessment:

Formative Assessments (within unit):

1. Write and support a claim about a positive aspect of your school or community. (p. 8) (*Possible HW*)
2. Complete "**Analyzing the Text**" connected to anchor text. (p. 8)
3. **Performance Task for Anchor Text- (non-text based)-**
4. Ongoing online assessments (assigned online by teacher through my.hrw.com)
5. (**CLOSE READER**) Complete the short response on p 8.

Summative (end of text/each collection):

1. End of Selection Assessment (short, m/c tests for texts – found at Program Assessments Tab *online; printable version in "Program Assessments" online*)
2. Performance Task A –Present a Speech (p. 37) (END OF UNIT/COLLECTION)