

TSD Grade 9 Units of Study Calendar

UNIT	READING*	WRITING*	SPEAKING/LISTENING*
UNIT 0 First 2 Weeks	Launching a Community of Readers and Writers Students Will: <ul style="list-style-type: none"> • Set up their writer’s notebook for use during semester • Review summer reading articles and use them to discuss the different purposes of reading • Set goals for their own reading during first semester • Select a book for independent reading • Write or talk about their summer reading for purpose of sharing with others to spark interest in texts for independent reading and begin to form reading coalitions • Participate in a read aloud to establish what it means to be a reader and thinking in this space • Read an excerpt and write an on-demand reading comprehension response 		
UNIT 1 Sept-Oct	Narrative & Non-Fiction <ul style="list-style-type: none"> • Craft Study • Implicit/Explicit Claim • Narrative Structure Independent Choice Reading <ul style="list-style-type: none"> • Use independent choice reading to practice craft analysis skills 	Identify Narrative <ul style="list-style-type: none"> • Use mentor texts to practice writing narrative - writing multiple drafts over the unit • Use revision strategies to draft and revise narratives • Write reflective and personal responses to connect their lives to the mentor texts • Annotate texts to identify and analyze narrative craft moves • Study vocabulary relating to identity • Identify and analyze themes in narrative, poetry, and current event articles • Choose one drafted narrative to develop into a final, revised narrative 	<ul style="list-style-type: none"> • Participate in small/whole group and digital discussion – both literary analysis and thematic/issue based • Participate in writing partnerships– asking for and offering feedback to peers
UNIT 2 Oct-Nov	Whole Class Novel Study (*and Short Story Option) <ul style="list-style-type: none"> • Look for small details and use them to make inferences • Consider how contrasting details reveal things are more than one way • Track how tension develops and shifts throughout the story • Notice how dramatic irony affects the reader • Track a symbol or motif and think though how it deepens the meaning • Examine how setting impacts mood and character • Use character archetypes to understand character • Examine how minor characters impact the development of other characters • Notice elements of satire and what flaw its being used to expose and protest • Examine how language choices impact the mood, tone and story’s meaning 	Literary Analysis Claim and Paragraph Writing <ul style="list-style-type: none"> • Establish and communicate interpretations of literature through arguments supported by textual evidence. • Write complex claims • Create multiple paragraph outlines • Write literary analysis paragraphs • Analyze author’s use of literary and stylistic elements and draw conclusions about the meaning of the work as a whole • Examine language to understand that precise words and language patterns stir thoughts, emotions, and actions of a reader • Interpret the relevant details and features of a work explaining their relationship to the meaning of the work as a whole 	<ul style="list-style-type: none"> • Participate in small/whole group and ditigital discussion – both literary analysis and theme based • Work with writing partners to give and receive feedback
UNIT 3 Dec-Jan	Book Club Work <ul style="list-style-type: none"> • Participate in a book club to gain independence as readers • Develop and maintain a reading schedule • Choose and track a reading focus using stickies or notebook pages Reading Skills: How do writers... <ul style="list-style-type: none"> • Use narrators and narrative modes to affect how the readers experience and interpret the text? • Create dynamic change in characters? • Use archetypal plot structures (hero’s journey) or diverge from archetypal plot structures? • Manipulate the structure of a text to impact conflict and character development? • Use minor/mentor characters to impact the protagonist? Are they advancing, stalling, or shifting the plot? • Create moments of pivotal psychological or moral development within characters leading to an epiphany? • Create characters to reinforce and challenge stereotypes? • Use setting to impact the character’s choices, motivation, and identity? • Use symbol/motif to reveal a story’s theme? 	Literary Analysis Essay <ul style="list-style-type: none"> • Write literary analysis paragraphs • Write a thematic essay centered around an original claim using effective organization, evidence, analysis, and innovative strategies to engage the audience 	Club Dynamics <ul style="list-style-type: none"> • Learn how to be a collaborative and supportive member of small group literary discussion • Problem solve when issues with group collaboration arise
UNIT 4 Feb-Mar	Argumentative Non-Fiction <ul style="list-style-type: none"> • Read and comprehend narrative and nonfiction pieces • Practice annotation strategies to identify key elements of argument • Identify and analyze rhetorical moves (ethos, pathos, logos, contrast, repetition, parallel structure, and claim) • Identify and articulate author’s claim (both explicit and implicit) • Explain how multiple texts convey different perspectives on a common topic • Evaluate the strength of evidence • Analyze the impacts of the author’s selected structural strategies • Identify an author’s purpose, intended audience, and select strategies used to accomplish that purpose 	Personal Essay <ul style="list-style-type: none"> • Take a stance on topics discussed in texts and explore their positions in writing and/or discussion • Craft an original argument/claim • Use mentor texts to inspire writing • Use author’s craft moves and rhetorical strategies to write a personal essay • Engage in revision, editing, and publishing a personal essay • Explore a variety of ways to research and include research in their writing 	<ul style="list-style-type: none"> • Weekly whole group “AOW” discussion • Digital reflection on “harkness” style AOW discussion • Work with writing partners to give and receive feedback
UNIT 5 Mar-Apr	Whole Class Novel and/or Book Club <ul style="list-style-type: none"> • Craft study 	Rhetorical Analysis <ul style="list-style-type: none"> • Synthesis 	
UNIT 6 May-Jun	Poetry and Poetic Language	Personal Reflective Writing About Process & Growth	
	<i>*Writing Notebooks</i>	<i>*Independent Choice Reading</i>	
	Reading Experiences: Book Clubs/Whole Class: 5-15+ and ICR	Writing Experiences: At least 5-6 full assignments where students learn from mentor texts and apply skills in their drafts which are then taken through the writing process to include conferring and timely and responsive feedback for revision. In addition, students write Notebook Entries, several Drafts, Revisions, Reading Responses, & Reflections.	