

English 9 and 9 Honors
Room 17
Ms. Wray
4th Period Prep
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Google Classroom Codes:
1st Period English 9: uzxfkzj
5th Period English 9: 2zjwoeq
6th Period English 9 Honors:lc23gyj

Welcome to English 9 and 9 Honors. I hope you all have a true love for reading and writing. In this course, you will accomplish several things:

- You will practice and improve your writing through a variety of assignments, all designed to help you think, revise, and polish your work at the 9th grade level.
- You will practice and improve your reading through the study of a variety of literature from different eras and cultures.
- You will study works from many genres and develop a love of the artistry of literature as well as an appreciation for the historical and social values reflected in the text.
- You will learn to read critically and to develop arguments by analyzing and mastering the use of rhetorical strategies and devices in non-fiction texts and writing.

Remember that I am here to facilitate the learning process; however, as a community of learners, you will get out of this class what you put into it. We all bring knowledge and wisdom to the table. Please plan to share your knowledge and wisdom with others in large and small group settings.

Course Structure:

There will be four thematic units this year. Each unit is divided equally between reading and writing. The literature selections are designed to provide a deeper understanding of meaning through the study of language, structure, style, imagery, symbolism, and tone.

Expect to write often!

Writing is a process that requires time and energy to improve your craft. Expect to spend a large amount of time practicing and improving your craft. In writing, you will analyze literature through narrative, expository, analytical, and argumentative essays. Critical analysis will be the focus for writing this year; however, there will also be several opportunities for creative writing which will enhance your understanding of how to conceive, develop, and publish a story. Specific writing goals will be to organize ideas into clear, cohesive, coherent, and persuasive language.

Other students will read and evaluate your writing. Prepare yourself for this in advance. We will practice kindness and diplomacy in writing workshops, and work shared publicly

with the class will be anonymous. Mistakes are opportunities for learning. In addition, examples of excellence that are shared publicly will be anonymous. Humility is a great trait, and you will need to practice it in this classroom.

Weekly pattern for literary analysis and writing:

1. Read the text and complete individual reflection
2. Brief assessment over text to demonstrate comprehension of the reading
3. Discuss the text in small groups or large group discussion
4. Write a formal or informal response/reflection/essay on a topic from class discussions
5. Score your own or a peer's writing using various scoring rubrics, or a rubric adopted by the class
6. Revise writing for publication

Late work policy*:

Students will have one class period for each class period missed due to an absence to turn in late work for FULL CREDIT. Papers turned in within two weeks after the due date will lose a minimum of 25% of the credit for the assignment. Papers turned in after two weeks will lose a minimum of 50% off the final grade for the assignment. **Late papers will not be accepted during the final week of the semester.**

***Failing to plan is planning to fail.**

Papers/essays/projects 40%

Quizzes 20%

Reflective writing/class assignments 20%

Participation in class discussions/activities 20%

Resubmission will only be allowed for in class writings. Out of class essays will not be eligible for re-writes, as you will have several opportunities to review and edit in class. Essay rubrics will be distributed and discussed prior to all essay assignments and presentations. After an essay has been graded, you will have an opportunity to conference with me about the assignment. **You are personally responsible to save copies of every paper you submit.**

Tardies and Absences:

See "late work policy" for details on turning in work after absences.

Tardies are disruptive to the learning process. Please be on time and ready to learn.

All policies in the PAPA Student Handbook will apply in this class.

Class Supply List:

- Notebook with loose leaf paper
- Dividers: Grammar, Literature, Writing
- Blue or Black Pens for in-class essays and formal essays
- # 2 Pencils for scan-tron tests
- Water Bottle

Phone—You will rarely have your phone in class. Phones will be kept in individual pockets at the back of the classroom. There is even a charging station! You can do any online activities on your Chromebook.

I look forward to a great year!

Please pay attention to the class mottos and rule:

- **Teamwork makes the dream work.**
- **Do your best work and be kind.**

The *key* **Common Core Anchor Standards** (skills) on which we will focus this quarter are:

Reading:

[CCSS.ELA-LITERACY.CCRA.R.1](#): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing:

[CCSS.ELA-LITERACY.CCRA.W.10](#): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and listening:

[CCSS.ELA-LITERACY.CCRA.SL.1](#): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Language:

[CCSS.ELA-LITERACY.CCRA.L.1](#): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.CCRA.L.2](#): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Follow this link to read ELA CCS: <http://www.corestandards.org/ELA-Literacy/>.

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>