



Introduction to English-language Literature for Ninth Grade

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**Atlantic Bilingual School**

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*For daily breakdown see Cuaderno de Planificación Semanal*

#### Week One

- Establish student-centered learning
- Objective: To increase student confidence and interest in the course
- “Hope for the year” freewrite
- Worksheet distributed: “high school” (wikipedia)
- Key Words defined, eg. paraphrase
- Write an original definition for the entry “Honduras high school”
- Collaborative Learning
- Objective: To remove pressure of being right early in the school year
- Together outlined points about attending secondary school in Honduras
- Writing to Understand
- Objective: To introduce student accountability for own work
- Returned worksheets: “high school”
- Expand, detail and complete your entry
- Combine and connect the points from an outline
- Classifying types of writing by purpose
- Objective: To enter academic discourse community
- On the board: first 4 modes of writing (R 27)
- The “high school” entry is exposition
- Begin narrative or persuasion
- Incorporate spelling for fluency in context
- Objective: To learn new words as our need for their meanings arises
- Review for quiz
- 4 modes of writing as vocabulary words
- Spelling quiz
- Worksheet distributed: parts of speech
- Writing to understand
- Objective: To understand person and voice by writing in specific person and voice
- Journal: Write 2 short narratives: one in first person, the other in third

#### Week Two

- Preparing to Read Narratives
- Objective: To introduce literariness as primary course purpose
- How to Read Literature (521)
- Genre: Short Story (519)
- Reading Representative Works
- Objective: To read the major works of major writers in the American, English-language literature tradition
- Shirley Jackson: moods and endings
- One Ordinary Day with Peanuts
- Questions 1-6 (430)
- Introduction to Composition Mechanics
- Objective: To ensure understanding of teacher’s corrections and expectations
- Typographical marks
- Elements of paragraphs