

ENGLISH 9 Long Term Lesson Plans

A Starting Block To Plan for the Year



by
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2022

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ABOUT THESE LESSON PLANS

Thanks for downloading my lesson plans! These plans should provide a START for your English 9 year. I have attempted to provide you with an outline that you can personalize for your students. Because every teacher has different state or national standards, I have included none, but I teach in Illinois and follow Common Core standards.

You can simply plug them in or copy and paste my ideas next to your requirements. Please think of these lessons as a starting block.

These plans may also give you a start for eighth or tenth grade lessons.

I divided the lessons into 36 weeks. Of course, the school year has half weeks and breaks. As you continue the school year, you will probably need to stretch and repeat at times, and hurry and delete at times. Hopefully, I've provided a framework that allows you to personalize.

Along the way, I have added blog posts that help me at certain points in the school year. I hope they help you, too.

My students have always come to me with a variety of levels, especially with grammar. A few notes about grammar:

- My [middle school bundle](#) has differentiated and scaffolded practice for more than a year. I have linked to other grammar units along the way, but this curriculum contains all of those links and extras that will work for a variety of levels. If you purchase this grammar bundle, you will not need any of the other materials for Common Core middle school language that I have listed below—it contains everything and much more.
- My [ninth and tenth grade bundle](#) will help you meet standards that are typically listed for ninth and tenth grades. Note: Not all students will be ready to jump into these difficult standards. You might need to review topics that are typically listed in the middle school standards.

Where you start with grammar is a judgement call from the teacher. You may give a pretest and use that feedback to help in your decision making.

All of my activities reflect that teachers should have multiple tools for helping their students. I believe that individual teachers can and should pick what will help the students in front of them—I don't believe that I know what you should do! You will never find a strict schedule from me. Please take my framework and make it work for you.

Finally, I connect all aspects of an English class: I teach grammar with literature, vocabulary and writing, vocabulary with grammar. . . I find that students appreciate the content more when they see connections to their lives and within the class. For example, the short story bundle contains writing assignments, vocabulary activities, and mentor sentences for grammar. This hopefully provides reinforcement and options for student understanding.

My sincere hope is that these lesson plans provide a starting point for you or a peek into how another English teacher structures their year. Basically, I want these to be of benefit to a fellow English teacher, to make their yearly planning easier.



LAURALEE MOSS
Language Arts Classroom

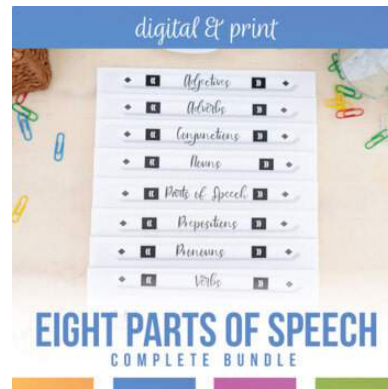
FIRST QUARTER

Materials

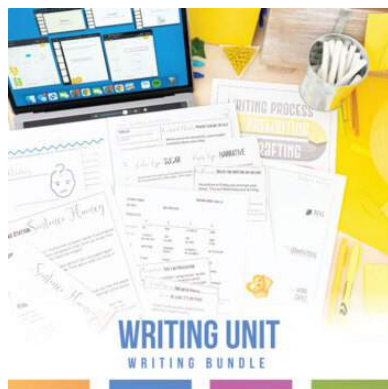


[Entire year of grammar](#)

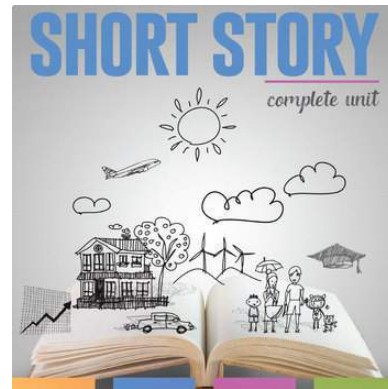
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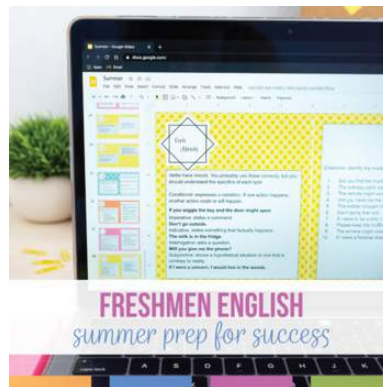
[One quarter of grammar](#)



[Entire year of writing](#)



[One quarter of short stories](#)



[Review of eighth grade standards](#)



FIRST QUARTER OVERVIEW: FIRST SEMESTER

During the first quarter, I want to understand what students know and where they need more practice. My goal is to provide a concrete foundation of grammar so that providing feedback with writing and practicing vocabulary becomes natural. I want students to understand my expectations for their writing and write a cohesive, well-developed, and formal paragraph by the end of the first quarter. I want students to enjoy literature through short stories, so I allow students a choice in what we read.

Of course, all of my goals and expectations change based on the students that I have in front of me.

WRITING

My writing unit does NOT contain a strict set of rules. Instead, it provides teachers with a variety of tools that they can use for a variety of students. You will probably not use every piece of it for every class. I add to it periodically so that other teachers have better options for their lesson plans.

- Start with explaining expectations and defining terms. Assignments generally come from short stories.
- If students need focused practice, I use the [writing prompts](#) + pictures activities (included in the writing bundle) for more focus.
- Depending upon the students' needs, I do typically do NOT complete a large research project the first quarter of freshman year. I work on building a writing community and getting students to implement writing feedback.

GRAMMAR

Most freshmen need a refresher with the eight parts of speech or parts of a sentence, but they have studied them before.

The eight parts of speech unit contains a pretest and a posttest. It also has a vast number of ways to study. These methods of practice and study allow student choice.

If your students understand the basics of parts of speech and parts of a sentence, I generally review:

- Phrases
- Clauses
- Punctuation

We directly connect their grammar to our writing assignments.

If we need a larger review of many concepts, I use [this presentation](#) to scaffold.

LITERATURE/SHORT STORIES



We read short stories, and I've included them below, but any short story will work. If your students need a more difficult short story or an easier one, you should be able to substitute a story from the [Short Story Bundle](#). Feel free to

switch the short stories around for what works for your students. I teach vocabulary and poetry within the short story unit.

Furthermore, I encourage independent reading. You can read more ideas about how I build a [love of literacy](#) with my students.

You can read more (and get free downloads) about my ideas for short stories here:

[Short stories and student choice](#)

[Short stories and a free activity](#)

[Modern short stories](#)

TEACHING TOOLS:

Everything for teaching short stories is in [this bundle](#).

Everything for teaching the [eight parts of speech](#) or [parts of a sentence](#) for review.

Everything for teaching writing is in [this bundle](#).



WEEK 1

Syllabus, procedures, interest and reading inventory.

Sign up for digital platforms. Grammar pretest.

Writing pretest. Library tour and independent reading books.

WEEK 2

Reading: “The Most Dangerous Game.” Suspense, irony.

Writing: Writing expectations presentation and note sheets.

Grammar: Nouns and pronouns, subjects, direct objects, predicate nominatives.

WEEK 3

Reading: “There Will Come Soft Rains.” Suspense, setting.

Writing: What predictions of Bradbury’s came true? (Graphic organizer.)

Grammar: Pronouns and adjectives.

WEEK 4

Reading: “The Monkey’s Paw” OR “The Lady or the Tiger.” Conflict, setting, theme, tone.

Writing: Adding transitions between paragraphs. Write two paragraphs about the effect of literary devices from the story.

Grammar: Verbs and adverbs.

WEEK 5

Reading: “The Scarlet Ibis.” Colors in literature.

Writing: Color activity— [colors in real life](#). Possibly the “cliche” activity.

Grammar: Prepositions.

WEEK 6

Reading: “The Gift of the Magi” and “The Necklace.”

Writing: Included with stories—story prompts.

Grammar: Conjunctions.

WEEK 7

Reading: Creation of short story presentations—review.

Public Speaking: Presentations!

Grammar: Interjections and review.

WEEK 8

Reading: Wrapping up independent reading. Students work on assignments.

Writing: Writing assignments for independent reading.

Grammar: [Grammar review with food](#)

WEEK 9

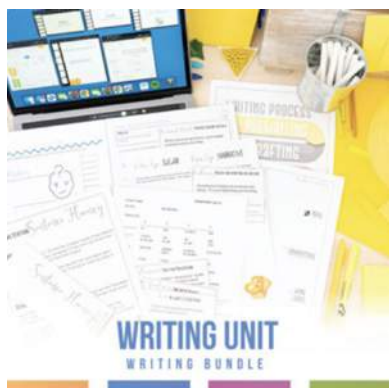
Reading: Novel or play introduction. (See note at the start of the second quarter.)

Writing: Pre-reading activity: research into the background.

Grammar: Conjunctions. Possibility of eight parts quiz—posttest.

SECOND QUARTER

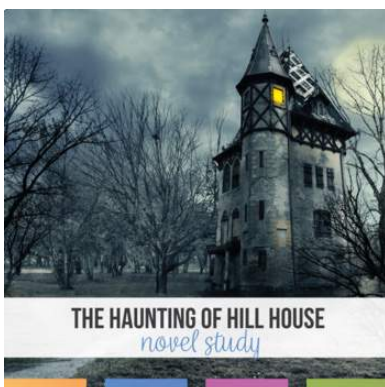
Materials



[Entire year of writing](#)



[Entire year of grammar](#)



[Literature: The Haunting of Hill House](#)



[Literature: The Hunger Games](#)



[One quarter of grammar](#)



For the second quarter, I do a variety of activities. At this point, I know my students. I also consider what novels I have access to.

I have always been mandated to give a final exam. I review with my students at the end of the second quarter and give students a final. If you do not give a final, you may wish to create a final assessment or culminating activity. The second quarter is often difficult because students (and teachers) need a break. If you assign a long paper as I do, be sure not to have students turn it in too close to the end of the quarter. You need time to grade it, and you want them to take your feedback seriously.

Again, these plans are an overview; please choose the activity or writing prompt that works best for your students.

WRITING

I continue using my [writing unit](#); it contains material for the entire school year. We work on informative writing. Students can either research and write about a subject pertaining to the novel or play, or they can choose their own topics.



I begin the quarter with students writing a paragraph and transitioning to a second paragraph. That transition is important because students will be writing a paper by the end of the second quarter.

GRAMMAR

Again, most freshmen need a refresher with [sentence structure](#), but they have studied them before. As I teach grammar, I constantly reinforce that what students see in grammar is what they write; that the descriptions in the dictionary of their vocabulary words require grammatical knowledge; and that authors use these structures in their writing.

The sentence structure unit contains a pretest and a posttest. It also has a vast number of ways to study. These methods of practice and study allow student choice.

LITERATURE

I have taught several novels. My decision on what to teach depends largely on my student population. With each novel, I adjust the time taught and add research and nonfiction as needed.

As I continue novel studies, I use a variety of brain-based approaches. We recall information in a variety of ways, complete graphic organizers, and map our ideas. The outline below shows a general overview of a novel study. You may need to speed or slow down depending on the novel and your students' understanding.

TEACHER READING:

[Sentence structure](#) teaching ideas that will connect grammar to writing.

[Writing tests](#)—fairly grading writing without an incredible amount of grading at the end of the year.

TEACHER TOOLS:

Everything for teaching literature

With freshmen, I have taught these novels:

[The Haunting of Hill House](#). This book is online for free, and students enjoy the modern version of it.

[The Hunger Games](#). If you need help to meet more language standards, you might find the [mentor sentence](#) bundle for that novel helpful.

[Animal Farm](#) is another great novel to teach with freshmen.

NOTE: If you have the [middle school grammar bundle](#) and are still working on seventh and eighth grade standards, you have material for this quarter as well.

**Everything for [teaching writing](#) is in this bundle:
NOTE - THIS IS FOR THE ENTIRE YEAR**



SECOND QUARTER OVERVIEW: FIRST SEMESTER

WEEK 10

Reading: Relate background information to first chapter - read first chapter.

Writing: Information from story, time period, or literary device - informative, formal tone.

Grammar: Subjects and verbs.

WEEK 11

Reading: Approximately next three chapters and activities.

Writing: Two paragraphs with a transition between. Work on transitions.

Grammar: Prepositional phrases.

WEEK 12

Reading: Approximately next three chapters and activities.

Writing: Outlining a paper. Writing with transitions.

Grammar: Action and linking verbs.

WEEK 13

Reading: Approximately next three chapters and activities.

Writing: Including action verbs in writing. Assign informative paper.

Grammar: Direct and indirect objects. Predicate nouns and adjectives.

WEEK 14

Reading: Approximately next three chapters and activities.

Writing: Outlines due; work on topic sentences for each body paragraph.

Grammar: Parts of sentence review and quiz.

WEEK 15

Reading: Approximately next three chapters and activities.

Writing: Writing and peer editing, then revising.

Grammar: Infinitives and gerunds.

WEEK 16

Reading: Approximately next three chapters and activities. (If the novel is shorter than this outline presents, I might work on [independent reading](#) with students, [poetry](#), or [vocabulary](#). (Download ALL of that material for free.)

Writing: Final paper work; papers due.

Grammar: Participles.

WEEK 17

Reading: Novel review and test.

Writing: Final writing is often included on test.

Grammar: Appositive phrases.

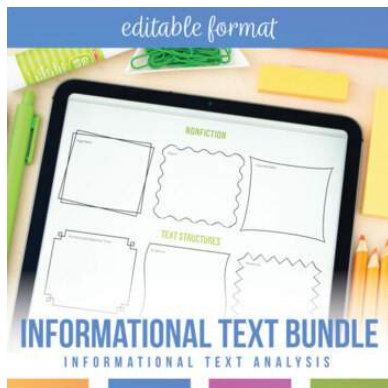
WEEK 18

Review and final exam.

Need extra help? [HELPFUL HINTS HERE](#)

THIRD QUARTER

Materials



[Nonfiction Lessons](#)



[Literature: Romeo and Juliet](#)



[Entire year of grammar](#)



[Grammar: Verbals](#)



[Writing and grammar errors](#)



[Entire year of writing](#)



THIRD QUARTER OVERVIEW: SECOND SEMESTER

For the third quarter, I cover Shakespeare and argumentative writing. I incorporate nonfiction whenever possible.

Again, these plans are an overview; please choose the activity or writing prompt that works best for your students.

WRITING

I continue using my [writing unit](#); it contains material for the entire school year. We work on argumentative and analytical writing. Students typically defend an argument about *Romeo and Juliet*.

With nonfiction, students will write a response to each piece of nonfiction that we read. I vary between informative, argumentative, or analytical responses.

GRAMMAR

Students often need a quick grammar review before we continue with sentence structure.

LITERATURE

I teach *Romeo and Juliet* with freshmen. You can switch this with a play and nonfiction that I have scheduled in the fourth quarter.



TEACHER READING:

[Romeo and Juliet ideas](#)

[Sentence Structure](#)

[Scaffolding grammar lesson plans](#)

[Student Writing](#)

[Clauses](#)

Everything for teaching phrases, clauses, and types of sentences is in these bundles:

[Clauses Worksheets](#)

[Grammar & Writing Errors](#)

[Sentence Structure](#)

NOTE: If you have the middle school bundle, these activities are included.

Everything for teaching nonfiction:

[Informational Text Bundle](#)



WEEK 1

Reading: Cover background information of Shakespeare.

Writing: Background information writing.

Grammar: Grammar review and independent clauses.

WEEK 2

Reading: Act One of *Romeo and Juliet*.

Writing: Information from story, time period, or literary device - informative, formal tone.

Grammar: Subordinating conjunctions and relative pronouns. Finding dependent clauses.

WEEK 3

Reading: Act Two of *Romeo and Juliet*.

Writing: Information from story, time period, or literary device - informative, formal tone.

Grammar: Independent and dependent clauses, simple sentences.

WEEK 4

Reading: Act Three of *Romeo and Juliet*.

Writing: Information from story, time period, or literary device - informative, formal tone.

Grammar: Compound sentences.

WEEK 5

Reading: Act Four of *Romeo and Juliet*.

Writing: Information from story, time period, or literary device - informative, formal tone.

Grammar: Complex sentences.

WEEK 6

Reading: Act Five of *Romeo and Juliet*.

Writing: Assign paper for *Romeo and Juliet* writing prompts.

Grammar: Compound-complex sentences.

WEEK 7

Reading: Review for *Romeo and Juliet* test. Test at the end of the week.

Writing: Finish argumentative/analytical essay for *Romeo and Juliet*. Writing due - often connected to the test.

Grammar: Sentence structure review and punctuation.

WEEK 8

Reading: First nonfiction article.

Writing: Argumentative and informative with introduction of nonfiction.

Grammar: Grammar manipulatives.

WEEK 9

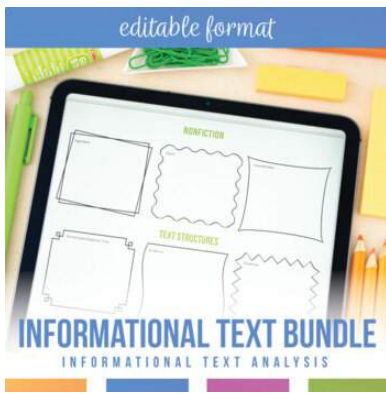
Reading: Second nonfiction article.

Writing: Response to nonfiction.

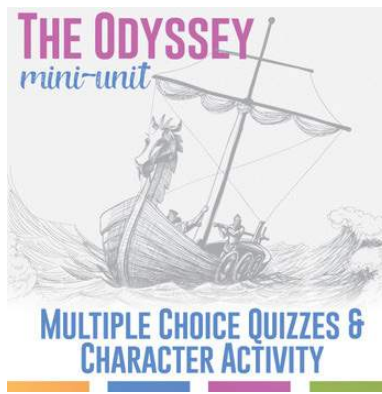
Grammar: Final test of sentence structure.

FOURTH QUARTER

Materials



[Nonfiction Lessons](#)



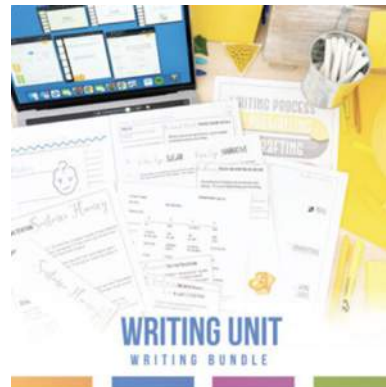
[The Odyssey](#)



[Ninth and Tenth Grade Grammar](#)



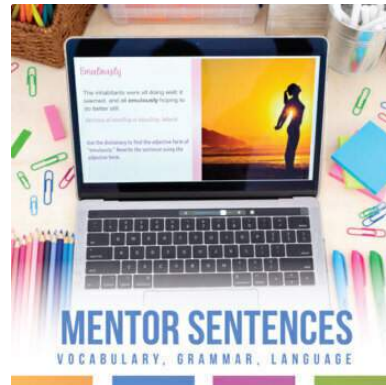
[High School Literature](#)



[Entire year of writing](#)



[Eighth, Ninth & Tenth Grade Writing Prompts Argumentative, Narrative, Informative](#)



[Eighth, Ninth, & Tenth Grade Mentor Sentences Grammar & Vocabulary](#)



For the fourth quarter, I teach nonfiction and a play. I work with students on sentence structure and comma placement. We write and research based from our nonfiction.

Typically, students need structure during the fourth quarter of school. I implement the mentor sentences and writing standards as bell ringers. Doing this allows me to differentiate and to keep structure.

I have always been mandated to give a final exam. I review with my students at the end of the fourth quarter and give students a final. If you do not give a final, you may wish to create a final assessment or culminating activity.

Again, these plans are an overview; please choose the activity or writing prompt that works best for your students.

WRITING

I continue using my writing unit; it contains material for the entire school year. We work on argumentative writing and responding to nonfiction in a mature way. Often, a class will show interest about one of the nonfiction articles. We will decide as a class what to write our final papers on.

GRAMMAR

At the end of the freshmen year, we are working to meet the language standards for ninth grade. We have reviewed and worked our way up to comma and semicolon use—especially within phrases, clauses, and types of sentences.

LITERATURE

Many plays will work with freshmen. I teach *The Odyssey* and often close the year with a literary analysis paper. There are also versions of the poem online, and you can complete a movie/play comparison.

TEACHER READING:

[Hands-on sentence building.](#)

[High school literature.](#)

[Teaching nonfiction.](#)

TEACHING TOOLS:

[Everything for teaching grammar—high school standards.](#)

[Grammar Manipulations](#) for hands-on sentence building.

Everything for teaching literature/nonfiction:

[Nonfiction](#) graphic organizers, writing prompts, and rubric included.

[The Odyssey.](#)

[Literary analysis](#), writing/reflection, literature circles, and more included.



FOURTH QUARTER OVERVIEW: SECOND SEMESTER

WEEK 10

Reading: Third nonfiction article.

Writing: Response to nonfiction.

Grammar: Noun clauses.

WEEK 11

Reading: Fourth nonfiction article.

Writing: Response to nonfiction.

Grammar: Noun clauses, cont.

WEEK 12

Reading: Introduction to *The Odyssey*.

Writing: Response to nonfiction.

Grammar: Adjective clauses.

WEEK 13

Reading: First four books of *The Odyssey*.

Writing: Response to nonfiction.

Grammar: Adjective clauses, cont.

WEEK 14

Reading: Next 4-5 books of *The Odyssey*.

Writing: Response to nonfiction.

Grammar: Adverb clauses.

WEEK 15

Reading: 4-5 books of *The Odyssey*.

Writing: Response to nonfiction.

Grammar: Adverb clauses, cont.

WEEK 16

Reading: Wrap up *The Odyssey* with literary analysis questions—student choice.

Writing: About *The Odyssey*.

Grammar: Semicolons and grammar errors from writing corrections.

WEEK 17

Reading: Summer reading - independent reading.

Writing: Response to nonfiction.

Grammar: Grammar manipulations for review.

WEEK 18

Review and final exam. This [editable writing test](#) will start a final exam.