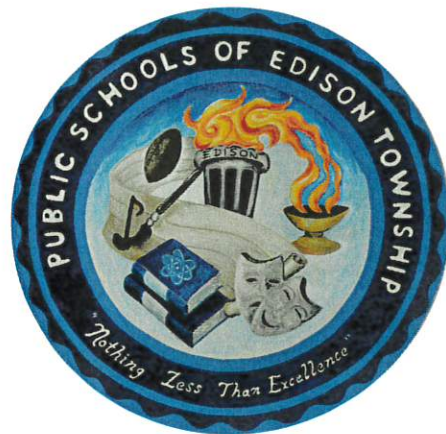


PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



ENGLISH LANGUAGE ARTS

Length of Course:	Term
Elective/Required:	Required
Schools:	High School
Eligibility:	Grade 9
Credit Value:	5 Credits
Date Approved:	September 28, 2021

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Modifications will be made to accommodate IEP mandates for classified students.

Instructional Materials List: Grade 9

- For Academic/Level 2/ICR students: Teacher chooses 1-2 short non-fiction/fiction texts and one long text per marking period.
- For Accelerated/Level 1 students: Teacher chooses 2-3 short non-fiction/fiction texts and one long text per marking period.
- For Honors students: Teacher chooses 4-5 short non-fiction texts and one-two long texts per marking period.

Essential Questions			
MP1: Perceptions and Identity • What is perception? What is a misconception? What is identity? • Where and when does the journey of forming and shaping perceptions begin? How does one start forming an image of oneself and others? • What role does environment and technology play in guiding people's perception(s) of the world? • What experiences force humans to realize their misconceptions? What are the consequences of misconceptions?	MP2: Self and Journey • What determines one's journey in life? Why is it important for people and cultures to construct narratives about their experiences and journeys? • How can people learn from failure and mistakes? In what way can the journey be the destination? • Who is admired as having a successful journey in life, and why? What is the language of success? The language of failure? How is this language formed and how does it change over time? • What is a hero or an icon? How do these heroes or icons reinforce or reject our collective notions of success and failure? • What role does belonging play in one's journey (age, class, gender, race, religion)? How does challenging insider/outsider roles create a hero? (HJ=hero's journey)	MP3: Power and Equity • What is power? What is equity? • What is the relationship between power and ethics? To what extent do people compromise their standards to achieve or maintain power? • Is power always violent? Is there such a thing as responsible power, and/or a power for peace? Does power always corrupt? • What role does language play in power and manipulation? How does the language of power differ for different cultures and countries? • In what ways can power be more equitably distributed? What shape does powerlessness take? Can one work to bring power to others?	MP4: Survival and Evolution • What does it mean to survive as humans? To evolve? Is evolution a choice? • What are the qualities of a survivor and/or a survival tale? What motifs are featured in stories of survival (ex.: noise, nighttime, darkness, silence, animal imagery, animal behavior)? Why? • What influences bring about change in a person? Is dynamic change (moving from simple to more complex) always positive? What does a character's evolution reveal about human experience? • To what extent can a human take on and reconstruct multiple identities? How does one claim an identity or multiple identities while remaining true and authentic?
Long Texts			
Fiction: • <i>Another Brooklyn</i> Jacqueline Woodson • <i>All My Sons</i> Arthur Miller • <i>Animal Farm</i> George Orwell • <i>The Book Thief</i> Markus Zusak • <i>Born Confused</i> Tanuja Desai Hidier • <i>Fahrenheit 451</i> Ray Bradbury • <i>Greek Mythology</i> The Gods, Goddesses, and Heroes handbook, Liv Albert • <i>The Hate U Give</i> Angie Thomas • <i>Heroes, Gods And Monsters Of The</i> Greek Myths, Bernard Evslin • <i>Julius Caesar</i> William Shakespeare • The Mahabharata Vyasa (excerpts) • Medea Euripides • <i>A Midsummer Night's Dream</i> William Shakespeare	Fiction: • <i>Another Brooklyn</i> Jacqueline Woodson • <i>All My Sons</i> Arthur Miller • <i>Animal Farm</i> George Orwell • <i>The Book Thief</i> Markus Zusak • <i>Born Confused</i> Tanuja Desai Hidier • <i>Fahrenheit 451</i> Ray Bradbury • <i>Greek Mythology</i> The Gods, Goddesses, and Heroes handbook, Liv Albert • <i>The Hate U Give</i> Angie Thomas • <i>Heroes, Gods And Monsters Of The</i> Greek Myths, Bernard Evslin • <i>Julius Caesar</i> William Shakespeare • The Mahabharata Vyasa (excerpts) • Medea Euripides • <i>A Midsummer Night's Dream</i> William Shakespeare	Fiction: • <i>Another Brooklyn</i> Jacqueline Woodson • <i>All My Sons</i> Arthur Miller • <i>Animal Farm</i> George Orwell • <i>The Book Thief</i> Markus Zusak • <i>Born Confused</i> Tanuja Desai Hidier • <i>Fahrenheit 451</i> Ray Bradbury • <i>Greek Mythology</i> The Gods, Goddesses, and Heroes handbook, Liv Albert • <i>The Hate U Give</i> Angie Thomas • <i>Heroes, Gods And Monsters Of The</i> Greek Myths, Bernard Evslin • <i>Julius Caesar</i> Shakespeare • The Mahabharata Vyasa (excerpts) • Medea Euripides • <i>A Midsummer Night's Dream</i> William Shakespeare	Fiction: • <i>Another Brooklyn</i> Jacqueline Woodson • <i>All My Sons</i> Arthur Miller • <i>Animal Farm</i> George Orwell • <i>The Book Thief</i> Markus Zusak • <i>Born Confused</i> Tanuja Desai Hidier • <i>Fahrenheit 451</i> Ray Bradbury • <i>Greek Mythology</i> The Gods, Goddesses, and Heroes handbook, Liv Albert • <i>The Hate U Give</i> Angie Thomas • <i>Heroes, Gods And Monsters Of The</i> Greek Myths, Bernard Evslin • <i>Julius Caesar</i> William Shakespeare • The Mahabharata Vyasa (excerpts) • Medea Euripides • <i>A Midsummer Night's Dream</i> William Shakespeare

• <i>Of Mice and Men</i> John Steinbeck • <i>Openly Straight</i> Bill Konigsberg • <i>The Palace of Illusions</i> Chitra Banerjee Divakaruni • <i>The Poet X</i> Elizabeth Acevedo • <i>A Raisin in the Sun</i> Lorraine Hansbury • <i>Speak</i> Laurie Halse Anderson • <i>The Taming of the Shrew</i> William Shakespeare • <i>Their Eyes Were Watching God</i> Zora Neale Hurston <u>Nonfiction:</u> • <i>All Boys Aren't Blue</i> George Johnson • <i>The Color of Water</i> James McBride • <i>Fast Food Nation</i> Eric Schlosser • <i>Funny in Farsi</i>, Firoozeh Dumas • <i>Ordinary Hazards</i> Nikki Grimes • <i>They Called Us Enemy</i> George Takai	• <i>Mythology</i> Edith Hamilton • <i>The Odyssey</i> Homer (HJ) • <i>Of Mice and Men</i> John Steinbeck • <i>Openly Straight</i> Bill Konigsberg • <i>The Palace of Illusions</i> Chitra Banerjee Divakaruni • <i>The Poet X</i> Elizabeth Acevedo • <i>Rebecca Daphne du Maurier</i> • <i>Speak</i> Laurie Halse Anderson • <i>The Taming of the Shrew</i> William Shakespeare • <i>Their Eyes Were Watching God</i> Zora Neale Hurston (HJ) • <i>Twelve Angry Men</i> Reginald Rose <u>Nonfiction:</u> • <i>All Boys Aren't Blue</i> George Johnson • <i>Battle Hymn of the Tiger Mother</i> Amy Chua • <i>The Color of Water</i> James McBride • <i>Fast Food Nation</i> Eric Schlosser • <i>Funny in Farsi</i>, Firoozeh Dumas • <i>Hiroshima</i> John Hersey • <i>Night</i> Elie Wiesel • <i>Ordinary Hazards</i> Nikki Grimes • <i>They Called Us Enemy</i> George Takai (HJ)	• <i>The Odyssey</i> Homer (HJ) • <i>Of Mice and Men</i> John Steinbeck • <i>Openly Straight</i> Bill Konigsberg • <i>A Raisin in the Sun</i> Lorraine Hansbury • <i>Speak</i> Laurie Halse Anderson • <i>The Palace of Illusions</i> Chitra Banerjee Divakaruni • <i>The Penelopiad</i> Margaret Atwood (excerpts) • <i>The Poet X</i> Elizabeth Acevedo • <i>The Taming of the Shrew</i> William Shakespeare • <i>Their Eyes Were Watching God</i> Zora Neale Hurston • <i>Twelve Angry Men</i> Reginald Rose <u>Nonfiction:</u> • <i>All Boys Aren't Blue</i> George Johnson • <i>Battle Hymn of the Tiger Mother</i> Amy Chua • <i>The Color of Water</i> James McBride • <i>Fast Food Nation</i> Eric Schlosser • <i>Funny in Farsi</i>, Firoozeh Dumas • <i>Hiroshima</i> John Hersey • <i>Night</i> Elie Wiesel • <i>Ordinary Hazards</i> Nikki Grimes • <i>They Called Us Enemy</i> George Takai	• <i>A Midsummer Night's Dream</i> William Shakespeare • <i>Night</i> Elie Wiesel • <i>The Odyssey</i> Homer (HJ) • <i>Of Mice and Men</i> John Steinbeck • <i>Openly Straight</i> Bill Konigsberg • <i>A Raisin in the Sun</i> Lorraine Hansbury • <i>Speak</i> Laurie Halse Anderson • <i>The Palace of Illusions</i> Chitra Banerjee Divakaruni • <i>The Penelopiad</i> Margaret Atwood (excerpts) • <i>The Poet X</i> Elizabeth Acevedo • <i>A Raisin in the Sun</i> Lorraine Hansbury • <i>Rebecca Daphne du Maurier</i> • <i>Speak</i> Laurie Halse Anderson • <i>Their Eyes Were Watching God</i> Zora Neale Hurston • <i>Twelve Angry Men</i> Reginald Rose <u>Nonfiction:</u> • <i>All Boys Aren't Blue</i> George Johnson • <i>Battle Hymn of the Tiger Mother</i> Amy Chua • <i>The Color of Water</i> James McBride • <i>Fast Food Nation</i> Eric Schlosser • <i>Ordinary Hazards</i> Nikki Grimes • <i>They Called Us Enemy</i> George Takai
Short Nonfiction			
<u>Essays:</u> • <i>Man's Search for Meaning</i> (excerpts) Viktor Frankl • "Rice Paddies and Math Tests" Chapter 8 of <i>Outliers</i> Malcolm Gladwell • "A Woman's Beauty: Put Down or Power Source?" Susan Sontag <u>Speeches:</u> • "Gender Equality is Your Issue too" Emma Watson (video also available) <u>Primary Sources:</u> • <i>Parallel Lives</i> Plutarch, Ancient History Sourcebook • <i>Smithsonian</i> - "A More Perfect Union" Japanese Americans and the U.S. Constitution	<u>Essays:</u> • <i>Man's Search for Meaning</i> (excerpts) Viktor Frankl • "Rice Paddies and Math Tests" Chapter 8 of <i>Outliers</i> Malcolm Gladwell <u>Speeches:</u> • "Bitburg Speech" Elie Wiesel • "Gender Equality is Your Issue too" Emma Watson (video also available) • "Nobel Peace Prize Speech" Elie Wiesel <u>Primary Sources:</u> • <i>The Path to Nazi Genocide - The US Holocaust Memorial Museum</i> • <i>Parallel Lives</i> Plutarch, Ancient History Sourcebook	<u>Essays:</u> • "Rice Paddies and Math Tests" Chapter 8 of <i>Outliers</i> Malcolm Gladwell • "A Woman's Beauty: Put Down or Power Source?" Susan Sontag <u>Speeches:</u> • "Bitburg Speech" Elie Wiesel • "Gender Equality is Your Issue too" Emma Watson (video also available) • "Gettysburg Address" Abraham Lincoln* • "Lincoln's 2nd Inaugural Address" Abraham Lincoln* • "Nobel Peace Prize Speech" Elie Wiesel <u>Primary Sources:</u> • <i>Stanford Commencement Speech (and Video)</i> Steve Jobs	<u>Essays:</u> • "Rice Paddies and Math Tests" Chapter 8 of <i>Outliers</i> Malcolm Gladwell • "A Woman's Beauty: Put Down or Power Source?" Susan Sontag <u>Speeches:</u> • "Bitburg Speech" Elie Wiesel • "Gender Equality is Your Issue too" Emma Watson (video also available) • "Nobel Peace Prize Speech" Elie Wiesel • <i>Stanford Commencement Speech (and Video)</i> Steve Jobs <u>Primary Sources:</u> • <i>Parallel Lives</i> Plutarch, Ancient History Sourcebook

<u>Articles</u> • "Afterword to the Novel" Ray Bradbury • "An American Tragedy" Naunihal Singh • "The Creation Myth" Malcolm Gladwell • "How do you Count Without Numbers?" Caleb Everett • "Is Imagination More Important than Knowledge?" Kathleen Taylor • "Is There a Right Way to Act Blind?" Andrew Leland • "I've Talked With Teenage Boys About Sexual Assault for 20 Years. This Is What They Still Don't Know" Laurie Halse Anderson • "Nazi Origins of the Olympic Flame Relay" Max Fisher • "Reclaiming the Imagination" Timothy Williamson • "Spoiled Rotten" Elizabeth Kolbert • "What Not to Do in a Disaster" Zaria Gorvett • "You Have Insulted Me" Kurt Vonnegut <u>Personal Narratives:</u> • "Afterward to Speak" Jason Reynolds • "I Know What Incarceration Does to Families. It Happened to Mine" Michiko Kakutani • "Man's Search for Meaning" Viktor Frankl	<u>Smithsonian - "A More Perfect Union"</u> Japanese Americans and the U.S. <u>Articles</u> • "Afterword to the Novel" Ray Bradbury • "The Creation Myth" Malcolm Gladwell • "Dealing with Olympic Failure" Reeves Wiedeman • "Gripped by 'Dinner Party-gate.'" Yale Law Confronts a Venomous Divide" by Sarah Lyall and Stephanie Saul • "How do you Count Without Numbers?" Caleb Everett • "Is Imagination More Important than Knowledge?" Kathleen Taylor • "Is There a Right Way to Act Blind?" Andrew Leland • "I've Talked With Teenage Boys About Sexual Assault for 20 Years. This Is What They Still Don't Know" Laurie Halse Anderson • "The Man Who Sailed His House" Micheal Paterniti (HJ) • "The Memo that Started it All" Christopher Volger (HJ) • "Should Kids Be Bribed to Do Well in School?" Amanda Ripley • "What if the Secret to Success is Failure?" Paul Tough • "What Not to Do in a Disaster" Zaria Gorvett • "You Have Insulted Me" Kurt Vonnegut <u>Personal Narratives:</u> • "Afterward to Speak" by Jason Reynolds • "Chinese Mothers are Superior" Amy Chua • "I Know What Incarceration Does to Families. It Happened to Mine." by Michiko Kakutani • "Man's Search for Meaning" (excerpts) Viktor Frankl • "Reclaiming the Imagination" Timothy Williamson • "The Right to Fail" William Zinsser	<u>Primary Sources:</u> • <i>Parallel Lives</i> Plutarch, Ancient History Sourcebook • <u>Smithsonian - "A More Perfect Union"</u> Japanese Americans and the U.S. <u>Articles</u> • "Afterword to the Novel" Ray Bradbury • "Gripped by 'Dinner Party-gate.'" Yale Law Confronts a Venomous Divide" by Sarah Lyall and Stephanie Saul • "How do you Count Without Numbers?" Caleb Everett • "Is Imagination More Important than Knowledge?" Kathleen Taylor • "Is There a Right Way to Act Blind?" Andrew Leland • "I've Talked With Teenage Boys About Sexual Assault for 20 Years. This Is What They Still Don't Know" Laurie Halse Anderson • "Man's Search for Meaning" (excerpts) Viktor Frankl (First half - Personal Narrative) • "No Time for Bullies: Baboons Retool Their Culture" Natalie Angier • "Reclaiming the Imagination" Timothy Williamson • "You Have Insulted Me" Kurt Vonnegut <u>Personal Narratives:</u> • "Afterward to Speak" by Jason Reynolds • "Chinese Mothers Are Superior" Amy Chua • "I Know What Incarceration Does to Families. It Happened to Mine." by Michiko Kakutani • "Learning About Work Ethic From My High School Driving Instructor" James Somers (Level 2 use portions only) • "Man's Search for Meaning" (excerpts) Viktor Frankl (First half - Personal Narrative)	<u>Smithsonian - "A More Perfect Union"</u> Japanese Americans and the U.S. <u>Articles</u> • "The Blind Man Who Taught Himself to See" Michael Finkel • "Gripped by 'Dinner Party-gate.'" Yale Law Confronts a Venomous Divide" by Sarah Lyall and Stephanie Saul • "How do you Count Without Numbers?" Caleb Everett • "Is Imagination More Important than Knowledge?" Kathleen Taylor • "Is There a Right Way to Act Blind?" Andrew Leland • "I've Talked With Teenage Boys About Sexual Assault for 20 Years. This Is What They Still Don't Know" Laurie Halse Anderson • "Learning About Work Ethic From My High School Driving Instructor" James Somers (Level 2 use portions only) • "The Made-to-Order Savior" Lisa Belkin • "The Man Who Sailed His House" Michael Paterniti • "Man's Search for Meaning" (excerpts) Viktor Frankl (First half - Personal Narrative) • "No Time for Bullies: Baboons Retool Their Culture" Natalie Angier • "Reclaiming the Imagination" Timothy Williamson • "What Not to Do in a Disaster" Zaria Gorvett <u>Personal Narratives:</u> • "Afterward to Speak" by Jason Reynolds • "I Know What Incarceration Does to Families. It Happened to Mine." by Michiko Kakutani • "Man's Search for Meaning" (excerpts) Viktor Frankl (First half - Personal Narrative)
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Short Fiction & Poetry

Short Stories:	Short Stories:	Short Stories:
• "A Brief Moment in the Life of Angus Bethune" Chris Crutcher • "The Contents of a Dead Man's Pocket" Jack Finney • "The First Day of School" Edward P. Jones • "The Necklace" Guy de Maupassant • "The Open Window" Saki • "The Stolen Party" Liliana Heker • "The Veldt" Ray Bradbury • "There Will Come Soft Rains" Ray Bradbury Poetry: • "At Last We Killed The Roaches" Lucille Clifton • "Coming of Age" video Taylor Lauren Davis • "Gate A-4" Naomi Shihab Nye • "Listen" text, "Listen" video - Read by Laurie Halse Anderson • "The Rose that Grew from the Concrete" Tupac • "There Are Birds Here" by Jamaal May	• "Arranged Marriage" by Chitra Banerjee Divakaruni (short stories) • "A Brief Moment in the Life of Angus Bethune" Chris Crutcher • "By the Waters of Babylon" Stephen Benet (HJ) • "The Contents of a Dead Man's Pocket" Jack Finney (HJ) • "The First Day of School" Edward P. Jones • "Through the Tunnel" Doris Lessing (HJ) Poetry: • "At Last We Killed The Roaches" Lucille Clifton • "Ballad" by Sonia Sanchez • "Birthday" M.T. Buckley • "Coming of Age" video Taylor Lauren Davis • "Dulce et Decorum Est" Wilfred Owen • "Gate A-4" Naomi Shihab Nye • "Heroides" by Ovid • "Ithaka" Constantine Cavafy • "Little Red Riding Hood and the Wolf" Roald Dahl • "Listen" text, "Listen" video - Read by Laurie Halse Anderson • "Mirror" Sylvia Plath • Poetry of Sappho • "Siren Song" Margaret Atwood • "There Are Birds Here" by Jamaal May	Short Stories: • "A Brief Moment in the Life of Angus Bethune" Chris Crutcher • "The First Day of School" Edward P. Jones • Harrison Bergeron" Kurt Vonnegut • "The Open Window" Saki • "The Monkey's Paw" W.W. Jacobs • "The Most Dangerous Game" Richard Connell • "The Stolen Party" Liliana Heker Poetry: • "At Last We Killed The Roaches" Lucille Clifton • Burning a Book William Stafford • "Coming of Age" video Taylor Lauren Davis • "Dulce et Decorum Est" Wilfred Owen • "Gate A-4" Naomi Shihab Nye • "Ithaka" Constantine Cavafy • "Listen" text, "Listen" video - Read by Laurie Halse Anderson • "Rites of Passage" Sharon Olds • "Siren Song" Margaret Atwood • "There Are Birds Here" by Jamaal May Poetry: • "At Last We Killed The Roaches" Lucille Clifton • "Coming of Age" video Taylor Lauren Davis • "Gate A-4" Naomi Shihab Nye • "Heroides by Ovid • "Ithaka" Constantine Cavafy • "Mirror" Sylvia Plath • "Listen" text, "Listen" video - Read by Laurie Halse Anderson • Poetry of Sappho • "Siren Song" Margaret Atwood • "There Are Birds Here" by Jamaal May

Media & Documentaries

TED Talks:	TED Talks:	TED Talks:
• "A Call to Men" TED Talk by Tony Porter • Lessons from the Mental Hospital TED talk by Glennon Doyle Melton • "Lost Voices" Scout Bostley & Darius Simpson Spoken Word • "Taking Imagination Seriously" TED talk by Janet Echelman • "Violence Against Women--It's a Men's Issue" TED Talk by Jackson Katz	• "A Call to Men" TED Talk by Tony Porter • Lessons from the Mental Hospital TED talk by Glennon Doyle Melton • "Lost Voices" Scout Bostley & Darius Simpson Spoken Word • "Taking Imagination Seriously" TED talk by Janet Echelman • "Violence Against Women--It's a Men's Issue" TED Talk by Jackson Katz	TED Talks • "A Call to Men" TED Talk by Tony Porter • Lessons from the Mental Hospital TED talk by Glennon Doyle Melton • "Lost Voices" Scout Bostley & Darius Simpson Spoken Word • "Taking Imagination Seriously" TED talk by Janet Echelman • "Violence Against Women--It's a Men's Issue" TED Talk by Jackson Katz

• "Why I Love a Country that Once Betrayed Me" TED Talk by George Takei <u>Documentaries/Media:</u> • "The Afterward to Speak" by Jason Reynolds • "Creative Change" by Lavern Cox • "From the Fringe to the Capitol:" Code Switch podcast • "One Korean American's Reckoning:" Code Switch podcast • "The Poet X" live performance by Elizabeth Acevedo • "The Protests Heard Around the World:" Code Switch podcast • Tupac's explanation of THUG LIFE	• "What Makes A Hero: Do You Enter the Forest Alone?:" TED talk by Matthew Winkler • "Why I Love a Country that Once Betrayed Me" TED Talk by George Takei <u>Documentaries/Media:</u> • "The Afterward to Speak" by Jason Reynolds • "Creative Change" by Lavern Cox • "From the Fringe to the Capitol:" Code Switch podcast • "The Hero's Journey": NPR TED Radio Hour • "One Korean American's Reckoning:" Code Switch podcast • "The Poet X" live performance by Elizabeth Acevedo • "The Protests Heard Around the World:" Code Switch podcast • Tupac's explanation of THUG LIFE	• "Why I Love a Country that Once Betrayed Me" TED Talk by George Takei <u>Documentaries/Media:</u> • "The Afterward to Speak" by Jason Reynolds • "Creative Change" by Lavern Cox • "From the Fringe to the Capitol:" Code Switch podcast • "One Korean American's Reckoning:" Code Switch podcast • "The Poet X" live performance by Elizabeth Acevedo • "The Protests Heard Around the World:" Code Switch podcast • Tupac's explanation of THUG LIFE	• "Why I Love a Country that Once Betrayed Me" TED Talk by George Takei <u>Documentaries/Media:</u> • "The Afterward to Speak" by Jason Reynolds • "Creative Change" by Lavern Cox • "From the Fringe to the Capitol:" Code Switch podcast • "One Korean American's Reckoning:" Code Switch podcast • "The Poet X" live performance by Elizabeth Acevedo • "The Protests Heard Around the World:" Code Switch podcast • Tupac's explanation of THUG LIFE
Collections			
Grade 09 Book: • Collection 1: Finding Common Ground • Collection 3: The Bonds Between Us	Grade 09 Book • Collection 2: The Struggle for Freedom • Collection 6: Heroes and Quests	Grade 09 Book • Collection 2: The Struggle for Freedom • Collection 4: Sweet Sorrow	Grade 09 Book • Collection 5: A Matter of Life and Death

Grade 9 Skill-Based Framework

Reading Complex Texts RL 9.1-RL 9.10, RI 9.1-RI.10	Text Conventions RL 9.1-RL 9.10, RI 9.1-RI 9.10	Vocabulary Skills L 9.1-L 9.6	Process Writing W 9.1-W 9.10	Improving Presentation W 9.1-W 9.10	Research Writing W 9.1-W 9.10	Speaking and Listening SL 9.1-SL 9.6
Reading Complex Texts See IML	Literary Elements, Structural Elements, and Genre Conventions	Applying Expanded Vocabulary (2-3 units per marking period)	Process Writing (Minimum of 5 for the year)	Grammar, Mechanics, & Usage Skills	Research Skills/ MLA Format (1 per year)	Informal and Formal Presentations (Minimum of 1 for the year)
Close Reading: Informal writing assignments included as part of close reading workshops (journal writing, open-ended responses, summarizing, and note-taking) focus on getting students to decode and understand the text on multiple levels. Note taking/ Summarizing: - Finding main idea and supporting details - Noticing connections – similarities/ differences - Paraphrase (differentiate among paraphrase, summary, and big idea) - Organization and structure - Recognize it - Explain purpose/use - Organize for content/ effect (i.e., flashback) - Defining literary elements - Defining unfamiliar words (dictionary use) - Utilizing cues/questions/advance organizers (T-charts, Cornell notes, etc.) Note Taking / Close Reading - Annotating - Using the Dictionary to find unknown words - Decode unfamiliar words - Finding main idea and supporting details - Identifying and pursuing connections--similarities/ differences	Literary Elements: Depending upon the text being studied, define each literary element; describe the impact of authors' choices upon meaning/audience; select literary elements for use in one's own writing: *Grade level focus areas are underlined. - Alliteration - Allusion <u>Characterization</u> (indirect and direct)/ character <u>development</u> - Dialogue - Diction/Syntax - Dream sequence - Flashback - Foreshadowing - Hyperbole - Idiom <u>Imagery / image</u> <u>patterns</u> - Informational text conventions - Internal monologue <u>Irony</u> - Literal vs. figurative language - Metaphor - Onomatopoeia - Paradox - Personification - Persuasive	Expanding Vocabulary: - Identify parts of speech and common affixes - Use reference materials to determine root meaning and apply to other relevant words (ex. demise, missile, and commission) - Use various types of context clues to form tentative meaning - Determine a word's denotative and connotative meanings - Recognize and use words in different word forms/different parts of speech (ex.: coercion, to coerce, coercive, coercively) - Recognize/explain subtle shades of meaning (true synonyms vs. near synonyms) - Effectively incorporate new words in own writing	General Writing Skills: - Review structure of the essay: - Introduction - Thesis - Topic Sentences - Body Paragraphs - Conclusion - Compose effective thesis statements (introduction to closed versus open thesis statements) - Providing evidence and embedding quotes - Providing a warrant/explanation of quote - Varied Transitions - Basic Modern Language Association rules - Formal Writing Expectations - Rework writing to improve clarity, coherence, and style - Rework writing to improve presentation (grammar) and polish - Writing to learn/on-demand writing: Open Ended Responses: - CSA: Claim, <u>Support</u> Analysis - CEW: Claim,	Improving Clarity of Thought and Written Communication: Compose structurally sound, mature sentences and paragraphs by eliminating patterns of error in grammar, mechanics, and usage by the end of grade 9: - Subject-verb agreement, with interruptor - Comma splice, fused sentences - Pronoun antecedent agreement - Tense consistency/avoiding tense shifts - Prepositional phrase(s) - Appositive Phrases - Dangling and misplaced modifiers - Active versus passive voice - Sentence variety - Transitional	Getting Students to Converse with Text: - Use MLA page-formatting elements correctly - Identify reliable sources and avoid plagiarism - Proper Works Cited page - Identify the quotations that are most important to an author's argument - Paraphrasing versus direct quoting - Select and embed/ integrate relevant quotations and internal citation correctly and effectively - Formulate one's own ideas in response to those proposed by	Preparing Students for Career & Academic Presentations: - Participate in a wide variety of discussions - Participate in impromptu speaking exercises - Speaker deliberately attends to audience and purpose - Speaking style is expressive, clear, audible, and well-paced - Speaker uses few filler words ("um," "like," "you know"), corrects hedge words ("maybe," "kind of," "sort of") and avoids fidgeting / swaying - Presenter gains audience attention immediately and maintains interest - Use of digital media (textual, graphic, audio, visual, and interactive elements) and other presentation aids is appropriate, adding considerably to highlight findings, reasoning, and evidence and to

- Recognizing organization and structure - Literal versus figurative meanings - Finding literary and rhetorical elements - Analyze author's diction - Substitute alternative words for those used by the author to discover impact - Identify textual cues which signal something is important and should be noted - Identify and analyze point of view - Identify and analyze protagonist/antagonist/foil - Identify and make use of navigational features of a text such as subtitles or a table of contents - Isolate and decode passages which are personally resonant, contain ambiguous meaning or lend themselves to multiple meanings - Engage in a conversation with text by questioning and thoughtful commentary (not simple paraphrase) - Recognize/explain impact of patterns and breaks in patterns for effect - Recognize impact of sentence openings and sentence structure	Techniques - Plot structure - Exposition - Rising Action - Climax - Falling Action - Resolution - Point of view / <u>Reliability of</u> <u>Narrator</u> - Propaganda - Pun - Repetition - Rhetorical devices: - Anecdote - Parallel Structure - Call to Action - Rhetorical - Qs/Hypophora - Logical Fallacy - Rule of 3 /Repetition - Rhyme - Rhythm - Satire - Setting - Simile - Suspense - Symbolism - Theme - Tone/Mood	<u>Evidence, Warrant</u> - RSS: <u>Restate</u>, <u>Support</u>, <u>Support</u>, <u>Extend</u> - RSE: <u>Restate</u>, <u>Support</u>, <u>Support</u>, <u>Extend</u> Process Pieces, options: - Narrative - Synthesis/Expository - Argument - Speech Writing - Research - Rhetorical Analysis Writing instruction should focus on quality over quantity and give priority to depth over breadth. Larger process pieces should include an assignment sheet, multiple revisions, ongoing detailed feedback (from self or others), and a rubric. Teachers must make frequent use of formative assessments as a means of scaffolding instruction which can include, but are not limited to: - Journal - Quick Write - Diary entry - Response - Reaction paper - Summary - Open-ended (assesses reading but can count as a shorter piece) - Narrative to practice a grammar skill or to infuse vocabulary acquisition	phrases The semicolon and colon as advanced punctuation	others - Use quotations /evidence to support one's own premises - Compose a thesis statement which demonstrates student engagement in the understanding of a subject under investigation	enhance overall audience engagement Note taking: - Paraphrase versus direct quoting - Summarize main points - Identify verbal cues which signal something is important and should be noted - Use speaker's visual aids to clarify or enhance understanding - Note one's own reaction to messages - Compare and contrast similar concepts Feedback: - Set goals for learning and provide evidence of progress
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APPENDIX A

Standard	Skill	What This Means	9 th /10 th	Evidence
Reading Literature Key Ideas/Details RL. 9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	You will use details and information from the text to support your understanding of its main ideas—both those that are stated directly and those that are suggested.	- WALT locate direct evidence in the text to support our thinking about what the text says - We can use what the author has said and our schema to draw inferences. - WALT quote/summarize text to support our thinking about what the text says.	- We can answer "Right There" and "Think and Search" literal questions about a text by choosing evidence that support the main ideas. - We can answer "Author and Me" and "On My Own" inferential questions about a text by choosing evidence that supports the main ideas.
Reading Literature Key Ideas/Details RL. 9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	You will analyze the development of a text's main ideas and themes by showing how they progress throughout the text. You will also summarize the main idea of the text as a whole without adding your own ideas or opinions.	- WALT identify the main idea or theme by showing how they progress throughout the text. - WALT summarize the main idea or theme without adding our own opinions or ideas.	- We can complete a graphic organizer that identifies the main idea or theme as it appears in the beginning, middle, and end of the text. - We can summarize the main idea or theme by using the narrative or topic-restriction-illustration summary frames.
Reading Literature Key Ideas/Details RL. 9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	You will analyze the development of a text's characters and how their actions, thoughts and words contribute to the story's plot or theme.	- WALT describe a character development throughout a story based on indirect and direct characterization. (U) - WALT analyze how characters thoughts, actions, and words advance plot. (AN) - WALT evaluate	- We can create/complete a character development map or chart. - We can respond to various journal prompts focusing on relationships between character and plot. - We can

				characters thoughts, actions, and words to illustrate theme based on indirect and direct characterization. (EV)	argue/debate the role characters play in illustrating a theme.
Reading Literature Craft/Structure RL 9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	You will analyze specific words and phrase in the text to determine both what they mean individually as well as how they contribute to the text's tone and meaning as a whole.	- WALT determine various meanings of words and phrases based on context clues. - WALT explain how word choice (diction) affects author's tone. - WALT evaluate how word choice demonstrates author's purpose.	- We can compose our own definitions of words or phrases based on context clues. - We can compare a "T" chart that distinguishes denotative versus connotative meanings and figurative versus literal meanings. - We can compose an open ended response explaining how diction affects author's tone or purpose.	
Reading Literature Craft/Structure RL 9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	You will analyze the ways the author has chosen to structure and order the text and determine how those choices affect the text's mood and tone.	WALT assess how an author's choices in instructional text effects the reader's expectations.	- We can create a visual timeline of events. - We can compose double entry journal responses focusing on how author's structural choices influence our reactions and predictions.	

Reading Literature Craft/Structure RL 9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	You will analyze the point of view or cultural experience of a work of literature from outside the United States.	- WALT analyze the extent to which point of view contributes to a reader's opinion of a work. - WALT analyze the extent to which a cultural experience contributes to a reader's opinion of a work.	We can compose a literary critique that focuses on evaluating point of view or cultural experience.
Reading Literature Integration of Knowledge and Ideas RL 9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	You will compare and contrast how events and information are presented in visual and non-visual texts.	WALT compare and contrast multiple representations or interpretations of a particular subject	- We can complete a Venn diagram. - We can compose a personal response explaining which you've liked better and why. - We can complete a "T" chart. - We can create a letter to the author/artist questioning why the subject was presented that way - We can assume the identity of the author/artist and justify our rationale for artistic choices.
Reading Literature Integration of Knowledge and Ideas RL 9-10.8	N/A to Lit			
Reading Literature Integration of Knowledge and Ideas RL 9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a	You will recognize and analyze how an author draws from and uses source material from other texts or other types of sources.	- WALT identify elements of source materials in an author's work. - WALT explain how	We can research specific source material via web quest before a reading.

	theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).			source materials are transformed in an author's work.	- We can compare specific source materials with artistic renditions via graphic organizers. - Benchmark assessments.
Reading Text Complexity RL 9-10.10	By the end of grade 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	You will demonstrate the ability to read and understand grade-level appropriate literary texts by the end of grade 9 and 10.		WALT demonstrate the ability to read and understand grade-level appropriate literary texts by the end of grade 9 and 10.	
Reading Informational Text Key Ideas/Details RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	You will use details and information from the text to support your understanding of its main ideas—both those that are stated directly and those that are suggested.		- WALT locate direct evidence in the text to support our thinking about what the text says. - We can use what the author has said and our schema to draw inferences - WALT quote/summarize text to support our thinking about what the text says.	- We can answer “Right There” and “Think and Search” literal questions about a text by choosing evidence that support the main ideas. - We can answer “Author and Me” and “On My Own inferential questions about a text by choosing evidence that supports the main ideas.
Reading Informational Text Key Ideas/Details RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined	You will analyze the development of a text's main ideas and themes by showing how they progress throughout the text. You will also summarize the main idea of the text as a whole without adding		- WALT identify the central idea and supporting details by showing how they progress throughout the text. - WALT summarize	We can complete a graphic organizer that identifies the central idea as it appears in the beginning, middle, and end of the text.

	by specific details; provide an objective summary of the text	your own ideas or opinions.	the central idea without editorializing.	We can summarize the central idea by utilizing Cornell notes.
Reading Informational Text Key Ideas/Details RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	You will analyze the ways the author has chosen to structure and order the text and determine how those choices affect the text's central ideas.	WALT deconstruct an author's ideas in an informational text.	- Given an essay broken into "puzzle pieces," we can organize the pieces so they are introduced, developed, and connected in a coherent manner. - We can do a think, pair, share justifying their choices. - We can compare our products to the original text and explain any discrepancies.
Reading Informational Craft/Structure RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	You will analyze specific words and phrase in the text to determine both what they mean individually as well as how they contribute to the text's tone and meaning as a whole.	- WALT determine various meanings of words and phrases based on context clues. - WALT explain how word choice (diction) affects author's tone - WALT evaluate how word choice demonstrates author's purpose.	- We can compose our own definitions of words or phrases based on context clues. - We can complete a chart that distinguishes between denotative, connotative, figurative, literal, and technical meanings. - We can compose and open ended response explaining how

					diction affects author's tone or purpose.
Reading Informational Craft/Structure RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	You will examine specific portions of a text (sentences, paragraphs, or larger sections) to understand how they develop the author's ideas and claims.	WALT examine specific portions of a text in order to understand how they develop the author's ideas and claims.	- We can re-write selected sentences in various ways in order to explain the impact in the author's idea. - We can conduct a close reading and annotate the development of an author's ideas.	
Reading Informational Craft/Structure RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	You will understand the author's purpose and analyze how the author uses language to effectively communicate that purpose.	- WALT identify an author's point of view or purpose. - WALT differentiate among the various forms of rhetoric. - WALT recognize and explain how rhetoric advances the author's point of view.	- We can identify author's point of view by completing provided sentence stems. - Given a set of examples and a graphic organizer by the teacher, we can identify different types of rhetoric. - We can compose an essay analyzing how an author uses rhetoric to advance the point of view or purpose.	
Reading Informational Integration of Knowledge and Ideas RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	You will compare and contrast the ways in which various media, such as newspapers, television, documentaries, blogs and the internet portray the same events.	WALT compare and contrast how the medium and the details the medium emphasizes affect the message.	We can complete a jigsaw activity utilizing various media accounts of the same current event.	

Reading Informational Integration of Knowledge and Ideas RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	You will evaluate the strength of the author's claims by examining the supporting details and reasoning and identifying any faults or weaknesses in them.	- WALT identify the thesis of a text. - WALT evaluate the strength and credibility of the author's claims.	- We can color-code the thesis, claims, and evidence. - We can use "Factchecker.com" to evaluate or assess the validity of claims made in sample political speeches and/or ads. - We can construct a "report-card" on the ad or speech with a focus on the quality of claims.
Reading Informational Integration of Knowledge and Ideas RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	You will read and analyze influential documents and explain how they address important themes related to United States history and culture.	WALT recognize the significance of historical documents and the concepts they relay.	We can do a close read of the Declaration of Independence and maintain a year long log of connections between the literature and the tenets of the Declaration.
Reading Informational Text Complexity RI 9-10.10	By the end of grade 9 and 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range	You will demonstrate the ability to read and understand grade-level appropriate literary texts by the end of grade 9 and 10.	WALT demonstrate the ability to read and understand grade-level appropriate literary texts by the end of grade 9 and 10.	Benchmark Assessments
Writing Text Types/Purposes W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant	You will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant	WALT make claims and to deliberately choose evidence that sufficiently supports these	Drafting activity: find two quotes to support each claim and have a partner critique the quality

	and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the	sufficient evidence. a. You will introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. You will develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. You will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. You will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. You will provide a concluding statement or section that follows from and supports the argument presented.	claims. - WALT organize our claims and counterclaims. - WALT develop fair and accurate claims and counterclaims that reflect audience's familiarity with topic. - WALT use transitional words, phrases and clauses to link information. - WALT establish an appropriate tone and style for the essay. - WALT create strong conclusions.	of the quotations and/or make suggestions for alternate quotes. - Complete an outline of claims and counterclaims that includes peer approved quotes (from above drafting activity). - Read "Letter from Birmingham Jail" and complete a teacher created template that identifies the participants of the "academic conversation" and their views on the topic. Mimic this strategy for rough drafts. (See Graff, Birkenstein and Durst's <i>They Say, I Say</i>) - After discussing, try to emulate King's strategy in developing their claims and counterclaims. - Give students a paragraph with transitions deleted. Have students fill in blanks with appropriate words and phrases (for level 2s and 1s, provide list).
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Writing Text Types/Purposes W.9-10.2	discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.			Discuss and debate choices. - Have students read a movie review. Identify the tone of the review. How do they know? Identify words that support claims. Change the adjectives the author used to change the tone of the review. Discuss the impact of the changed adjectives and how word choice and repetition has a strong impact on tone. - In groups, students can write a conclusion for an essay (given to them by teacher). Compare work as class and critique the quality of products.
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex	You will write clear, well-organized, and thoughtful informative and explanatory texts with - A clear introduction and organization, including headings and graphic organizers (when appropriate) - Sufficient supporting details and background information - Appropriate transitions	- WALT compose clear and organized informative texts. - WALT introduce our topic when composing an informational text. - WALT organize the information using headings and graphics. - WALT research facts and other	- Final, polished work. (could be an article, a letter, an editorial, etc) - Have students complete a "Need to Know" worksheet where the students compile a list of info that their readers need to know in order to understand

	ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and	d. Precise language and relevant vocabulary e. A tone and style appropriate to the task f. A strong concluding statement or section that restates the importance or relevance of the topic.	information that will further develop the topic and strengthen audience's familiarity with the topic. - WALT use transitional words, phrases and clauses to link information. - WALT establish an appropriate tone and style for the text. - WALT use vocabulary relevant to task. - WALT create strong conclusions.	the text. - Group info from "Need to Know" worksheets to create headings for sections. Order headings logically. Choose appropriate graphics and multimedia if appropriate. - Add to each component of the "Need to Know" worksheet an "expert" support (i.e. facts, quotes, etc.). - Students can generate a list of topic-specific words for this text. Students must use a certain number of terms appropriately in essay. Use of words is included in rubric. - Give students a paragraph with transitions deleted. Have students fill in blanks with appropriate words and phrases (for level 2s and 1s, provide list). Discuss and debate choices. - Give students an informational text
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Writing Text Types/Purposes W.9-10.3	conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			that is mixed up. Have them organize the information and discuss choices.
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences,	You will write clear, well-structured, detailed narrative texts that - draw your readers in with a clear topic and an interesting progression of events or ideas - use literary techniques to develop and expand on events and/or characters - have a coherent sequence and structure - use precise words and sensory details that keep readers interested - have a strong conclusion that reflects the topic	- WALT write a well-structured, detailed and engaging narrative. - WALT develop an exposition with a clear problem and/or situation and narrator(s). - WALT select appropriate literary techniques to develop characters and events. - WALT create a narrative with an understandable and logical structure. - WALT "show, not tell" in our stories by choosing interesting diction and sensory details. - WALT compose strong conclusions that relate to the rest	- Polished final product - Using template, create a storyboard that plans characters, setting, conflict and solution. - With the volume turned down, watch a short scene from a movie or TV show where the actors have abundant facial expressions. Have the students identify what the scene is about, what the mood is, and what the characters might be saying. Have students write the script for the scene. Using the products,

	events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			of the narrative.	discuss pacing, description and how to stretch a scene. • Instead of a storyboard, students will organize a group of ten pictures. They may place the pictures in any order and then tell a story according to the order. Rubric will assess students on use of literary techniques, coherence of story and progression of ideas.
Writing Production / Distribution W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	You will produce writing that is appropriate to the task, purpose, and audience for whom you are writing.	• WALT produce writing suited to task, purpose and audience.		• Students will participate in writing conferences.
Writing Production / Distribution W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting,	You will revise and refine your writing to address what is most important for your purpose and audience.	• WALT revise and refine writing for purpose and audience.		• Students will participate in writing conferences or collaborative activities.

	or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			- During process, have editors and writers identify major elements of writing (i.e. underline thesis, highlight conflict, circle evidence, etc.) Students can work from a checklist. - Final presentations submitted via cloud.
Writing Production / Distribution W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	You will use technology to share your writing and to provide links to other relevant information.	WALT share drafts and relevant information using various means, such as a cloud or Google Docs.	
Writing Research and Present W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	You will engage in short and more complex research tasks that include answering a question or solving a problem by using multiple sources. The product of your research will demonstrate your understanding of the subject.	WALT respond to a question using research to strengthen our response.	Example: Students can research a role in Greek society and write a diary entry that covers a day in the life of the person. Diary should reflect what is learned in the research and information should be cited in MLA format.
Writing Research and Present W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source	You will effectively conduct searches to gather information from different sources and assess the relevance of each source, following a standard format for citation.	WALT gather and document relevant and reliable sources to investigate a research question.	In final product, students will cite sources in MLA format.

	in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			
Writing Research and Present W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and	You will paraphrase, summarize, quote, and cite primary and secondary sources, using both literary and informational texts, to support your analysis, reflection, and research.	- WALT paraphrase information to support analysis, reflection, and research. - WALT summarize information to support analysis, reflection, and research. - WALT quote information to support analysis, reflection, and research. - WALT cite sources in MLA format to support analysis, reflection, and research.	- Students will read an article with a notes column next to the text. In the notes, students will paraphrase each paragraph. At the end, the students will give a brief summary of the overall article. - Students will answer questions about the same article and use quotes to support answers. - Students will respond to an OEQ and in typed final copy will cite the quote support in MLA format.

	fallacious reasoning").				
Writing Range W.9-10.10	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. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	You will write for many different purposes and audiences both over short and extended periods of time.	WALT determine best mode of writing for a specific task.	Samples from writing folders.	
Speaking and Listening Comprehension/ Collaboration SL.9-10.1	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and	You will actively participate in a variety of discussions in which you	- WALT participate in one-on-one, teacher led, or group discussions. - WALT prepare for meaningful group discussions. - WALT establish goals and rules as a group to meet deadlines and objectives. - WALT generate ideas that spur	- Participation chart. - Socratic seminar pre-discussion worksheets. - Post-it notes based on reading. - Interactive notebooks. - Notes based on group discussion and previous study compiled in journal form. (C) Use of	

	persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and	a. have read any relevant material beforehand and have come to the discussions prepared. b. work with others to establish goals and processes within the group c. Initiate dialogue by asking and responding to questions and by relating the current topic to other relevant information d. Respond to different perspectives and summarize points of agreement or disagreement when needed.	conversation by responding and listening to group members. WALT summarize major points of discussion.	sentence stems to engage in meaningful conversation. Reflection on use of stems in conversation. - Using notes, summarize the major points of the day's conversation. (D) student will satisfy a rubric specification on related to text to world/text to text.
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	disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.				
Speaking and Listening Comprehension/ Collaboration SL.9-10.2	2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	You will integrate multiple sources of information, assessing the credibility and accuracy of each source.	WALT integrate multiple sources of information, assessing the credibility and accuracy of each source successfully.	Different sources provided and students must choose two based on credibility and accuracy.	
Speaking and Listening Comprehension/ Collaboration SL.9-10.3	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	You will evaluate a speaker's argument and identify any false reasoning or evidence.	WALT evaluate a speaker's argument.	- Speaker's audience will complete a "report card." - Interactive Notebooks to critique speaker's argument.	
Speaking and Listening Presentation SL.9-10.4	4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	You will organize and present information to your listeners in a logical sequence and style that are appropriate to your task and audience.	WALT prepare a well organized, logical, and stylistic presentation.	- Power point presentations. - Movie maker	

Speaking and Listening Presentation SL.9-10.5	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	You will use digital media to enhance and add interest to presentations.	WALT incorporate digital media to enhance presentations.	- Power point - Movie makers - Digital media
Speaking and Listening Presentation SL.9-10.6	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	You will adapt the formality of your speech appropriately, depending on its context and purpose.	WALT use speech appropriate to context and purpose.	- Two minute speech addressing peers in the cafeteria. - Two minute speech addressing grandparents at a dinner table.
Language Conventions L.9-10.1	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	You will correctly use the conventions of English grammar and usage including	WALT demonstrate proper parallel structure and use various types of phrases.	Student will compose complex sentences using parallel structure and phrase varieties (i.e. noun,

	a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	b. Phrases and clauses b. Parallel structure		verb, etc.)
Language Conventions L.9-10.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	You will correctly use the conventions of English capitalization, punctuation and spelling including a. Semicolons b. Colons c. Spelling	WALT correctly use conventions of English.	- Practice worksheets - Demonstrate mastery in writing assignment.
Language Knowledge L.9-10.3	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully	You will apply your knowledge of language in different contexts by	WALT apply language in various contexts	- Linear Arrays for Vocabulary - Definition Frames - Demonstrate in writing assignments.

	when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.	a. Conforming to a style manual when writing and editing		
Language Vocab Acquisition / Use L.9-10.4	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries,	You will understand the meaning of grade-level appropriate words and phrases by a. Using context clues b. Recognizing and adapting root words according to meaning or part of speech. c. Using reference materials	WALT use context clues, etymology, and reference materials	- Practice Worksheets - Mastery on Quizzes and Tests - Practice SAT/ACT - Compose sentences or narrative using vocabulary - Vocabulary Game using SmartBoard

	thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	d. Infering and verifying the meaning of words in context.			
Language Vocab Acquisition / Use L.9-10.5	5 .Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	You will understand figurative language, word relationships, and slight difference in word meanings by a. Interpreting figures of speech in context b. Analyze slight differences in the meaning of similar words	WALT analyze word relationships	- Linear Arrays - Definition Frame - Word Illustrations - Composing sentences with sufficient context	
Language Vocab Acquisition / Use L.9-10.6	6.Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness	You will develop vocabulary knowledge at the college and career readiness level and demonstrate confidence using it appropriately	WALT use appropriate language in authentic, "real world" contexts	- Mock Interview - SAT - Letter to Editor - Business Letter - Public Speech - Presentation - Extended Definition	

	level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				Paper
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