

**CV Guarantee
(ELA/Grade 9/10: Short Text Analysis)**

Big Idea:

Read, annotate and analyze short text (literary or expository); respond with inference and justification or claim and warrants; use text to support claims, quoted precisely and cited in MLA style

Standard:

Reading 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.

Writing 1A: Introduce precise claim(s) that establishes clear relationships among claim(s), reasons, and evidence.

Writing 6: Use technology to produce, publish, and update individual products

Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing.

Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language 3A: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Timeline: baseline within first two weeks of class, thereafter at least once a quarter throughout year; common assessment in last month, at least two weeks before final exam

Key Vocabulary

Prior Knowledge Vocab:

New Vocab:

Extension Vocab:

Annotate
SOAPST:
Speaker
Occasion
Audience
Situation
Tone
Infer
Imply

Knowledge	Reasoning	Performance Skills	Product Examples
		Annotate text (SOAPST) using paper, InsertLearning, Google Classroom in rotation; Respond to short questions in CAASPP format via Google Forms; write in response to text (short, first draft)	Short response in CAASPP format; MLA style response to text quoting source and responding with analysis and claim
Resources: varying short stories, anthology such as <i>America Street</i>			

CV Guarantee
(ELA/Grade 9: Narrative - Writing/ Language)

Big Idea:

Write a narrative to develop a personal experience using figurative language & literary devices.

Standard:

Writing 3A: Engage and orient the reader by setting out a problem, situation, or observation, establishing a point of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 Writing 3D: Use telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 Writing 4: Produce clear and coherent writing in which development, organization and style are appropriate to task.
 Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing.
 Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 Language 3: Apply knowledge of language to make effective choices for meaning.
 Language 5B: Analyze nuances in the meaning of words with similar denotations.

Timeline:

Duration: Quarter 1
 Preceded By: Close Read of Samples
 Followed By: Mood & Tone

Key Vocabulary

Prior Knowledge Vocab:

Sensory, Figurative, Language, Descriptive, Synonym, Connotation, Word Choice

New Vocab:

Narrative, 1st. & 3rd Person, Story Arch, Conflict, Resolution, Exposition, Rising Action, Falling Action, Climax

Extension Vocab:

Protagonist, Antagonist

Knowledge

I can recognize 1st person vs. 3rd person narrative.

 I can identify the use of figurative language and sensory details within a text.

Reasoning

I can cite examples of figurative language and sensory details.

 I can explain how the use of descriptive language impacts the text.

Performance Skills

I can identify and map each element of a story arch: Exposition, conflict, rising action, climax, falling action, and resolution.

 I can compose details sentences that utilize descriptive language and sensory details.

Product Examples

I can effectively construct a short personal narrative that follows the rubric guidelines for character and plot development, and using sensory language.

Resources: Student Sample of Narratives, *Time for Kids*: Personal Narrative, *The Cell* (excerpt) Stephen King, *Persepolis* - Marjane Satrapi, other California Writing Project resources

**CV Guarantee
(ELA/Grade 9: Reading Narrative – Reading/Speaking & Listening)**

Big Idea:

Analyze the impact of language in writing and reading a short story.

Standard:

Reading 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).
 Reading 6: Assess how point of view or purpose shape the content and style of a text.
 Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.
 Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats.

Timeline:

Duration: Quarter 1
 Preceded By: Summer Break
 Followed By: Personal Narrative

Key Vocabulary

Prior Knowledge Vocab:

Synonym, Antonym, Word, Choice, Adjectives

New Vocab:

Figurative Language, Descriptive language, Sensory, Vivid, Connotation, Denotation

Extension Vocab:

Mood, Tone

Knowledge

Reasoning

Performance Skills

Product Examples

I can identify the story arc and plot sequence within a story.
 I can recognize the motivations of a characters actions within a story.

I can give examples of loaded language that creates the tone and mood of a text.
 I can discuss why an author made a specific word choice and how it could be changed by using synonyms with different connotations.

I can create a descriptive paragraph by choosing words that are heavy in sensory details and provide vivid imagery to my reader.
 I can develop a clear story arc within my narrative.

I can chart my character's motivations on a story arc.
 I can deliberate my choices of words with my peers in group discussion.

Resources: *Persepolis* - Marjane Satrapi
The Cell (excerpt) Stephen King
 TED Talk
 Cornell Notes

Other California Writing Project resources

CV Guarantee
(ELA/Grade 9: Analysis- Reading/Speaking & Listening)

Big Idea:			
Identify theme over the course a text gathering evidence to support assertion.			
Standard:		Timeline:	
<p>Reading 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Reading 2: Determine a theme of a text and analyze, including how it emerges and is shaped and refined by specific details</p> <p>Listening and Speaking 4: Present information, findings, and supporting evidence such that listeners can follow.</p> <p>Listening and Speaking 5: Make strategic use of visual displays of data to express information and enhance understanding of presentations.</p>		<p>Duration: Quarter 2</p> <p>Preceded By: Tone & Mood</p> <p>Followed By: Summative written text</p>	
Key Vocabulary			
Prior Knowledge Vocab:		New Vocab:	Extension Vocab:
Mood, Tone, Connotation, Denotation		Theme, Author's Message, Evidence, Concrete Detail	Commentary
Knowledge	Reasoning	Performance Skills	Product Examples
I can identify the central theme of a text. I can quote textual evidence to support the theme.	I can explain how the theme conveys the author's message. I can demonstrate how the evidence relates to the theme.	I can discriminate between relevant evidence and nonessential details. I can expand a basic theme into a clear opinion-based theme statement. I can present and discuss the reasoning for my choices of evidence.	I can create a visual representation of theme with relevant quotes from text. I can construct a T chart to display the theme in relation to the evidence.
Resources: <i>The Illustrated Man</i> - Ray Bradbury, <i>The Cell</i> (excerpt) Stephen King, Non-Fiction Texts			

**CV Guarantee
(ELA/Grade 9: Literature Analysis-Writing/Language)**

Big Idea:

Develop the written text utilizing relevant quoted evidence, varied transitions, and clear thoughtful analysis.

Standard:

Writing 1A: Introduce precise claim(s) that establishes clear relationships among claim(s), reasons, and evidence.
 Writing 2B: Develop the topic with well-chosen and sufficient facts, concrete details, quotations, and examples
 Writing 2C: Use appropriate and varied transitions to link the major sections of the text and create cohesion
 Writing 6: Use technology to produce, publish, and update individual products
 Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing.
 Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 Language 3A: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Timeline:

Duration: Quarter 2
 Preceded By: Theme/MLA
 Followed By: Thesis

Key Vocabulary

Prior Knowledge Vocab: Theme, Evidence, Commentary	New Vocab: Citations, MLA	Extension Vocab:
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Knowledge	Reasoning	Performance Skills	Product Examples
I can select relevant quotes from the text to support my thesis. I can associate the quote to the themes in the text.	I can associate a quote from the text to the theme. I can rephrase the meaning of the evidence to support my assertion.	I can compose an evidence statement using transitions, lead-ins and correct punctuation. I can integrate my quotes fluidly within the text using correct MLA format.	I can justify my evidence with supporting commentary statements. I can validate my choices based on the criteria in the rubric.

Resources: *The Illustrated Man* - Ray Bradbury, Non-Fiction Texts

CV Guarantee
(ELA/Grade: 9 Research- Reading/Listening & Speaking)

<p>Big Idea:</p> <p>Students will develop a research question from prompt on theme and historical fiction, locate and evaluate multiple sources of information, select and synthesize relevant evidence that supports the thesis.</p>			
<p>Standard:</p> <p>Reading 9: Analyze how two or more texts address similar themes or topics.</p> <p>Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Reading 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.</p> <p>Reading 10.7: Analyze various accounts of a subject told in different mediums.</p> <p>Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.</p> <p>Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats.</p>		<p>Timeline:</p> <p>Duration: Quarter 3</p> <p>Preceded By: Theme/MLA/Thesis/Research</p> <p>Followed By: Validating Sources & Research</p>	
Key Vocabulary			
<p>Prior Knowledge Vocab:</p> <p>Evidence, Commentary</p>		<p>New Vocab:</p> <p>Citations, MLA, Analysis, Quote, Transition, Lead-in, Works Cited</p>	<p>Extension Vocab:</p> <p>Parenthetical</p>
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can trace the effect of historical events on fiction literature through research.</p> <p>I can locate evidence to support my assertion for my research topic.</p>	<p>I can select and support my evidence linking fiction text with non-fiction text that explores similar themes or topics.</p> <p>I can discuss and give examples of research based information that supports a specific topic or theme.</p>	<p>I can validate sources and discriminate evidence based on research guidelines.</p> <p>I can defend gathered evidence and provide logical, related commentary to support my stance.</p>	<p>I will log evidence on graphic organizers to ascertain the value and validity of the source.</p> <p>I will present my finding to my group for discussion and be prepared to debate and revise.</p>

Resources: *Of Mice and Men* - John Steinbeck, OWL Purdue Website, Source Evaluation graphic organizer, Various web pages on the Great Depression, other California Writing Project resources

**CV Guarantee
(ELA/Grade 9: Research- Writing/Language)**

Big Idea:

Write a research-based essay utilizing both fiction text and web-based research in MLA format.

Standard:

Writing 1A: Introduce precise claim(s) and create an organization that establishes clear relationships among claim(s), reasons, and evidence.

Writing 2B: Determine central idea of a text.

Writing 2C: Use appropriate and varied transitions

Writing 6: Use technology to produce, publish, and update individual products.

Writing 8: Gather relevant information from print and digital sources, assess the credibility and accuracy of each source, and integrate information while avoiding plagiarism.

Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing.

Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language 3A: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook) appropriate for the discipline and writing type.

Timeline:

Duration: Quarter 3

Preceded By: Theme/MLA/Thesis

Followed By: Validating Sources & Research

Key Vocabulary

Prior Knowledge Vocab:

Evidence, Commentary

New Vocab:

Citations, MLA, Analysis, Quote, Transition, Lead-in, Works Cited

Extension Vocab:

Parenthetical

Knowledge

I can identify evidence within a text to use as support.
I can relate evidence to the requirements within a writing prompt.

Reasoning

I can recognize and explain how examples of text support my argument.
I can connect research of a subject to a fictional text to support my research topic.

Performance Skills

I can evaluate researched information for validity with reasoning.
I can formulate an assertion about the theme and its connection to true events and then support my claim with valid research.

Product Examples

I can produce a research paper with a connection between historical fiction and actual events.
I can demonstrate my grasp of MLA format by correctly using parenthetical quotes and works cited.

Resources: *Of Mice and Men* - John Steinbeck

OWL Purdue Website

Source Evaluation graphic organizer

Various web pages on the Great Depression

Other California Writing Project resources

CV Guarantee
(ELA/Grade: Argument- Reading/Listening & Speaking)

Big Idea:

Identify the structure of arguments and how the support of claims and the analysis of substantive topics is used to validate reasoning.

Standard:

Reading 8: Delineate and evaluate the argument and specific claims in a text including the validity of reasoning as well as the relevance and sufficiency of the evidence.

Reading 9: Analyze how two or more texts address similar themes or topics.

Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.

Reading 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.

Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.

Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats.

Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence.

Timeline:

Duration: Quarter 4

Preceded By: Research Unit

Followed By: End of year

Key Vocabulary

Prior Knowledge Vocab:

Evidence, Commentary, Citations, MLA, Analysis, Quote, Transition, Lead-in, Works Cited

New Vocab:

Parenthetical, Argument, Audience, Anticipation, Bias, Claim

Extension Vocab:

Formal Style, Syntax, Ethos, Pathos, Logos

Knowledge

I can locate the argument and claim(s) within a text.
 I can discuss how the author supported the claim and explain their reasoning.

Reasoning

I can summarize the argument from both sides and explain the validity of their claims.

Performance Skills

I will be able to organize my claims in a logical sequence.
 I will be able to introduce precise, knowledgeable claims based on evidence from the text.

Product Examples

I can use my claims and evidence to debate the argument with my peers.
 I can anticipate, acknowledge, and counter an opposing claim using evidence during discussion.

Resources: *Romeo & Juliet* – Shakespeare, sample student papers, Cornell Notes & videos (Ethos, Logos, Pathos), Argument Analysis graphic organizer, other California Writing Project resources

CV Guarantee
ELA/Grade 9: Argument- Writing/Language

Big Idea:

Write arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence.

Standard:

Writing 1A: Introduce precise claim(s) and establish clear relationships among the claim(s), counterclaims, reasons, and evidence.
 Writing 1B: Develop claim(s) and counter claims fairly, supplying evidence for each while pointing out the strengths and limitations of each.
 Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing.
 Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 Language 3A: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook) appropriate for the discipline and writing type.

Timeline:

Duration: Quarter 4
 Preceded By: Research Unit
 Followed By: End of year

Key Vocabulary

Prior Knowledge Vocab:

Evidence, Commentary, Citations, MLA, Analysis, Quote, Transition, Lead-in, Works Cited

New Vocab:

Parenthetical, Argument, Audience Anticipation, Bias, Claim

Extension Vocab:

Formal Style, Syntax, Ethos, Pathos, Logos

Knowledge

I can state my claim(s) for an argument concisely.
 I can locate evidence to support my claim(s).

Reasoning

I can take a position on an issue and explain my assertions citing contextual evidence.
 I can identify the counter perspective on the topic.

Performance Skills

I will anticipate my audience, their knowledge of the subject, and possible bias.
 I will be able to develop my claims and counterclaims supplying relevant evidence.

Product Examples

I will produce a well written Argument Essay using adequate support from the text for both claim and counterclaim.

Resources: *Romeo & Juliet* – Shakespeare, other California Writing Project resources
 Sample student papers, Cornell Notes & Video (Ethos, Logos, Pathos),

Argument Analysis graphic organizer