

**Summit Public Schools
Summit, New Jersey**

**Grade Level: 9 & 10 / Content Area: English
Length of Course: Semester / Full Year**

Reading & Writing Strategies

Course Description: Freshman and sophomores assigned to this class are arranged for small group instruction to help students develop a mastery of fundamental language and writing skills to both assist in conventional language practice and pass the New Jersey Student Learning Assessment: English Language Arts/Literacy. The literacy component of the program joins the skills of thinking, reading, writing, speaking, and listening in order to prepare students to evaluate information and use it advantageously, to work both cooperatively and independently. The program improves students' reading comprehension, critical thinking strategies, and ability to use the conventions of Standard English Language to express their thoughts clearly and effectively.

**Language Domain Anchor Statements:
System and structure, effective use, and vocabulary**

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Big Ideas: Course Objectives / Content Statement(s)

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and

vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• How can I successfully understand a passage or a speech if I don't know all of the words? • What techniques can help me when writing or speaking to show more vivid images? • What does it mean to demonstrate command of the conventions of Standard English grammar and usage?	Students will understand that... • Tone and intonation, syntax and phrasing can help decipher the overall message of a written or orally presented piece. • Using context clues and inference can offer a more general idea of what unknown vocabulary words may mean or signify. • Combining sentences, using hyperboles, similes, metaphors, alliteration, etc. can be used to help instill images or thoughts into the minds of the intended audience.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: “Remedial grammar and style” Student will demonstrate - o command of capitalization rules, standard English end punctuation, and comma usage; - o command of verbs, parallel structure, and varied sentence structure; - o command of phrases and clauses, noun and verb phrases, and adjectives and adverbs; an ability to identify word roots in deciphering meaning; demonstrate an ability to correctly spell commonly misspelled words; and demonstrate command of pronoun-antecedent agreement; - o an understanding of modifiers and participial phrases; demonstrate command of colons, semicolons, parentheses, dashes, and ellipses; - o command of noun and verb phrases, adjectival and adverbial phrases, and independent and dependent clauses; - o command of figures of speech, effective word use, and active and passive voice; - o ability to determine meanings of unknown words; demonstrate command of past and present tense in writing; and demonstrate understanding of denotation and connotation. - o Use web-based resources (example: No Red Ink) for developing and practicing grammar skills)

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking. 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. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions. L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. 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 level. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	“Vocabulary Acquisition” Students can select vocabulary from readings, and generate vocabulary study lists or flash cards that consist of the word in bold, an image associated with the definition of the word, the part of speech, and a sample sentence. Readings for this course, beside those titles listed previously, include tutorials and lectures on: Shapes of stories, The Short Story, Character development, Dialogue,
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L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, 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., analyze, analysis, analytical; advocate, advocacy).
- C. 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).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, 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.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
- C. 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; how the language of a court opinion differs from that of a newspaper).

Setting, Theme, Point of View, Summary vs Opinion, Symbols, Magical realism, Gothic writing, Narrator, Poetry, Metaphors, Meter, Rhyme, Form, Allusions, Speculative writing, Compare and Contrast, Translation, Historical context; Resolution, Exposition, Rising, Climax, Falling, Superstitions, Tragic hero, Logical Fallacies, Rhetorical analysis, Bias, Reasoning, Racism, Stereotypes, Techniques of Argument, Diction, Discrimination, Suffrage, Civil Rights, Equality, Research Techniques, Invasion Literature (e.g. zombies), Hoaxes, Mass Hysteria.

Sample Assessments:

- Students can be assessed on vocabulary flash cards created, including the value of imagery as mnemonic aid.
- Students should incorporate at least one or two vocabulary words into their daily writing prompts, reading journals, or other forms of informal communication.
 - Students may create vocabulary projects or play games (see Sadlier online, levels D, E). For example:
 - o Ask students to write a “Where I’m From” poem that explains both a word’s origins and use and that also traces its relationship to words in the same family.
 - o Have students write myths about the origins of individual words or groups of words.
- Speculative image response.
- Online platforms for improving critical literacy skills quizzes
- Web-based resources for developing grammar and writing skills.
 - o Khan Academy: skills practice and tutorials on Concrete vs Abstract Nouns, Prepositional Phrases, Irregular verbs, comma use, subject-verb agreement, dependent and independent clauses. Student can take mastery assessment.
 - o No Red Ink: Practice writing and grammar skills, Write and Revise for a variety of purposes, Show mastery via quizzes and tests

Instructional Strategies:

Interdisciplinary Connections

- Vocabulary lists are composed of terms from any content-area course.

Media Literacy Integration

- online platforms for improving critical literacy skills Learning tutorials and quizzes
- Web-based resources for developing grammar and writing skills.

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	• Searching for images in magazines, newspapers, and/or the Internet. Global Perspectives • Often, vocabulary in a short story may be particular to a specific culture. Students should be aware of these culturally relevant words as well.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy

**Reading Domain Anchor Statements:
Text complexity and growth of comprehension**

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. •
- **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

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• (CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• What techniques/strategies do authors use to get their point across? • What do readers do when they don't understand what they are reading? • What are the different literary forms? • How can readers improve retention of content, themes, and ideas through active reading and note-taking?	Students will understand that... Good readers analyze word choice, writing structure and other writing techniques (e.g., formal/informal tone, pacing, flashbacks, figurative language, persuasive language) in order to identify the author's purpose. It is important to analyze titles, subtitles, and or headings in a piece of writing in order to generate inferences and use prior knowledge to assist in comprehension. When having a difficult time comprehending, strong readers analyze word choice, sentence structure, and connotation, in order to determine the meaning of the words and the author's claims. Readers should evaluate the form in which a story is told (oral storytelling, fiction, memoir, newspaper articles, short story, novel, poem) and understand which details are emphasized through the given structure.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: "Weekly Journal Prompts" Write a reflective response to a journal prompt to integrate prior knowledge with course lessons. Topics to include: Building suspense, Setting, Point of View, character and symbol, magical realism, Fear, Choice, Desires, Changing identity, Love, Predictions, supernatural, hero, crowding, choosing sides, stereotypes, discrimination, liberty, human rights, truth

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.	vs fiction, media influence “Analysis” Analyze texts to explore: o how a speaker’s choices about structure, timing, and pacing create tension;
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RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and

- o how character development advances plot and creates theme;
- o how point of view affects tone and develops theme;
- o how an author's word choice affects tone, meaning, and theme;
- o how an author structures a story to create such effects as mystery, tension, suspense, and surprise;
- o the effects of word choice, figurative language, and form in poetry;
- o a cultural experience in a work of literature from outside the United States;
- o the theme of a text and analyze its development; o the impact of specific word choices on meaning and tone;
- o the effects of dramatic structure in a Shakespearean play;
- o how rhetoric, logical fallacies, bias, and different forms of reasoning affect an argument;
- o a speaker's use of reasoning, evidence, and rhetoric;
- o interpretations of the same story presented in different media (compare and contrast).

Sample Assessments:

- Informal Assessments: Student weekly journal entry.
- Completion of practice assignments
- Completion of reading guides.
- Formal Assessments: Quiz to assess understanding of thematic materials in fiction and non-fiction texts.

Instructional Strategies

Interdisciplinary Connections

- History and World Languages, Technology, Journalism

Technology Integration/ Media Literacy Integration

- Use of online platforms for improving critical literacy skills software and tutorials (example: CommonLit, No Red Ink, Khan Academy etc.)
- Student devices (Chromebooks).
- Organization of files in student Google Drive
- Online news outlets (Newsela)
- Web-based resources for developing grammar and writing skills (example: Sadlier Online, No Red Ink, Khan Academy)

Global Perspectives

- Journal prompts of timeless and universal nature

Instructional Focus: Writing with clarity and brevity for a short duration of time.

This Unit lays a foundation of critical reading and analytical writing skills. As students develop their writing skills, they learn to brainstorm, organize, and develop writing skills.

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uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

The journals are foundational; they generate material that will be used to synthesize, analyze, discuss, and share with instructor and peers.

Sample Assessments:

- Informal participation in class discussion
- Publication of work on online platforms for improving critical literacy skills.
- Completion of worksheets, practice materials, and guides
- Participation in the class dialogue can be either formally or informally assessed
- Journal entry.

Instructional Strategies:

Interdisciplinary Connections

- Public speaking can be practiced in this unit as students present the main arguments
- Current economical/political issues can be discussed
- Instructor-led discussions in the evaluation of peer work via rubric

Technology Integration/ Media Literacy

Integration • Access to the school's internet network

- Access to online platforms for improving critical reading skills.
 - o No Red Ink: Passage-based quizzes and assessments
 - o Common Lit: Non-fiction and fiction units and reading passages, assignments, quizzes, and mastery
- Web-based resources for developing grammar and writing skills. (Khan Academy, No Red Ink)
- Online databases can be accessed, such as EBSCO, Opposing Viewpoints, and/or JSTOR for students who wish to continue their research on the topic

Global Perspectives

- Science & Technology, Sex & Gender, Entertainment, Finance & Business, Sports, World/International, etc.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Technology Skills 21st Century Themes (as applies to content area): • Civic Literacy • Global Awareness
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Writing Domain Anchor Statements: Text types, responding to reading, and research The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document. • (AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • (NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing. • (WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. • (RW) Range of Writing: By the end of grade 12, 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. Big Ideas: <i>Course Objectives / Content Statement(s)</i> To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• Why write? • What writing techniques/strategies can enhance my writing? • How can I write to reach specific audiences?	Students will understand that... • Writing can persuade, entertain, teach, inform, record, respond, and solve problems. • There are many strategies/techniques that can be used to enhance fluid writing, such as compound sentences, transition words, varied sentence structure, etc., that help communicate thoughts and ideas. • Appropriate syntax, grammar, usage, punctuation, and figurative language help establish the purpose of a written piece and reach specific audiences.
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments

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(Cumulative Progress Indicators)	
Students will:	Instructional Focus: New Jersey Student Learning Standards for English Language Arts Literacy, including open-ended questions and online platforms for improving grammar and writing. Learning tutorials. Using New Jersey Student Learning Standards for English Language Arts Literacy prep materials and other short reading samples, students will practice answering open-ended questions using the New Jersey Student Learning Standards for English Language Arts Literacy rubric as a writing guide. Students will use online platforms for improving critical literacy skills. By creating a community for the class on online platforms for improving critical literacy skills, the class can read a common literary piece, and each student will be prompted with different types of open ended questions. Students can either send their responses via private message to the teacher, post in an online class forum, or complete offline worksheets and guides. Student will demonstrate ability to: • Write a claim-driven, evidence-based explanatory essay; - o that employs audience appeals - o that uses evidence to refute counterclaims; • write an objective summary; • create a presentation that uses images to illustrate a story's theme; - create a short video presentation • Conduct research - o and organize ideas and evidence into a

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. 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. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, 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. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful

logical plan for writing;

- o to write and present an argumentative speech about an issue in your community;
- o to write and present a speech about American intervention in a foreign war;
- o that correctly quotes, paraphrases, and cites source material.

Sample Assessments:

- Using the New Jersey Student Learning Standards for English Language Arts Literacy rubric, students can be assessed on their writing.
- Completion of graphic organizers.
- Students can be assessed for peer editing.
- Writing grades can be given for completing the writing process, including a draft, editing, rewriting and then publishing.
- Writing workshops can be conducted to elicit conversation between student and teacher.

to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended	
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definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. 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. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced,	Instructional Strategies: Interdisciplinary Connections • A variety of different literary and non-fiction pieces can be supplied to students, across different disciplines. • Writing for publication is practiced. • Effective communication is encouraged during writer workshops. Technology Integration/ Media Literacy Integration • The use of online platforms for improving writing skills. • Web-based resources for developing grammar and writing skills. - o No Red Ink: Guided practice for writing drafts (argumentative, persuasive, narrative, rhetorical, compare and contrast, etc., Quick writes, guided drafts, peer edits, and self edits. - o Khan Academy: Mastery tutorials on grammar • Understanding that the Internet is a public record of writing is crucial to acknowledge • Practicing formal communications through the use of “Messages” to the teacher should be discussed and enforced. Global Perspectives • Such activities allow students to read a variety of texts, some of which are non-fiction and global in subject. Additionally, the practice of formal writing on a web source is critical for these students as this is becoming the most prominent means of communication. Instructional Focus: Timed essay responses Students will break down increasingly complex readings with close reading tools, guided instruction to apply each of the lesson's concepts back to its anchor text. Students build their writing skills in essays that focus on narrative, argumentative, and explanatory styles. • Rhetorical analysis: Claim. Discuss a claim about the text just read, using evidence from the text to support a stance. • Rhetorical analysis: Structure. Analyze how the speaker's choice of organization and narrative structure (chronological, flashback, frame, etc) creates tension and surprise. • Rhetorical analysis: Poetry. Identify figurative language (metaphor, symbol, simile, etc.) and its purposes. Sample Assessments: • Class participation grades for in-class writing prompts, drafts and essays • Respond to readings with analytical essays
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observed, or resolved over the course of the narrative.	
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W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.9–10.5. 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. 🌱 W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source 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 (MLA or APA Style Manuals). W.RW.9–10.7. 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.	• write a comparison-and-contrast explanatory essay that uses paraphrasing and quoting effectively; • Create a presentation that uses images to illustrate a poem's theme; write an explanatory essay about the use of figurative language in a poem or song; • Write a narrative that develops real or imagined experiences; Instructional Strategies: Interdisciplinary Connections • Students should be able to share information about topics they are learning in other classes. They should practice writing with the language used in those classes and subject areas. • Students can reflect on articles read in newspapers that should range in subject matter. Technology Integration / Media Literacy Integration • Data management skills: managing work and deadlines, organizing google drive, file naming conventions, tracking assignments, password safety, managing time and distractions • Access to Summit Google Drive for sharing, collaborating, and editing their writing • Practice the formalities of academic writing by assessing tone and syntax Global Perspectives • Teachers can present documentaries, podcasts, and other non-fiction forms of media to students to encourage academic writing.
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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy
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Speaking and Listening Anchor Statements: Flexible communication and collaboration
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Revised: August 2020

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task. • (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • (ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • (AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Big Ideas: <i>Course Objectives / Content Statement(s)</i> To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• How do good speakers express their thoughts and feelings? What makes a good speaker easy to follow? • What does a good listener listen for? • What does effective communication look and sound like?	Students will understand that... • Good speakers come to discussions prepared with research, organized notes, questions to pose and consider, and composure. • Good speakers present ideas in an organized manner, much like a piece of writing, main ideas are established, transition words are used, and warranted research is presented • Good listeners can summarize topics being discussed and respond with new insight. • Effective communication involves both good listening and strong speaking skills. Discussions work best when peers listen to one another and respond formally at the right time.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Discussing works of fiction and nonfiction.
SL .PE.9–10.1. Initiate and participate effectively in a range of collaborative	

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discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and 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. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign 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 various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Student will demonstrate ability to:

- o Participate in a discussion,
- o express evidence-based ideas and
- o respond to the ideas of others.

In this recurring activity, students are provided full and excerpted texts of varying length and on common themes (see journal topics list). Works include:

"A Good Man Is Hard to Find" by O'Connor; "The Chrysanthemums" by Steinbeck, "The Yellow Wallpaper" by Gilman, "Everyday Use" by Walker, "The Nose" by Gogol, "The Black Cat" by Poe, Mythology: Daedalus and Icarus, "The Metamorphosis" by Kafka, "Letter to His Father" by Kafka, "Macbeth" by Shakespeare, "Beyond the Wall" by Abbey, "One Poor Harvest Away from Chaos" by Lean, "Lifeboat Ethics" by Hardin, "The School Days of an Indian Girl" by Bonnin, "An Indian Father's Plea" by Lake, "Ain't I a Woman" by Truth, "After being convicted of Voting" by Anthony, "Nobel Acceptance Speech" by King, "Nobel Acceptance Speech" by Wiesel, "The Perils of Indifference" by Wiesel, "The War of the Worlds" by Wells, The Declaration of Independence, The Gettysburg Address.

In student- or instructor-led discussions a Socratic Seminar will be undertaken. The class thereby has an opportunity to practice good listening skills and strong oral communication techniques.

Sample Assessments:

- Complete exit tickets, surveys, or quizzes to assess understanding of material. Identify key elements (plot development, conflict, narrative structure, etc) and explain how it aids the speaker's purpose.
- Lead student can be assessed using a formal rubric on his or her presentation: organization, intonation, posed questions, and body language
- Student-completed handouts can be collected for participation grade
- Students can be formally assessed on their participation in the Socratic seminar:
 - overall
 - participation, validation of thoughts, eye contact, listening to others, etc.

Instructional Strategies:

Interdisciplinary Connections

- Teacher can assist leading students with outside sources that may help them generate discussion points
- The practice of public speaking is integral in such a unit
- Short stories, reflective of many points of view and cultures, are provided in the online platforms for

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to	
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enhance findings, reasoning, and evidence and to add interest. 🧐

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

improving critical literacy skills Learning units. (See list above).

- Web-based resources for developing grammar and writing skills (No Red Ink, Khan Academy, Common Lit)

Technology Integration/Media Literacy Integration • Use of digital resources for practicing oral presentation. • Listening and viewing a podcast requires two major skills—this is pushed when students are then asked to respond to that material viewed. They must internalize, summarize, and deduce interpretations as they would with most media outlets today (i.e. 99 Percent Invisible and other podcasts).

Instructional Focus: Digital Presentation Software

Students will choose a topic that they feel invested in and have a natural curiosity for (i.e. privacy, social networking rights and responsibilities.)

Teachers will scaffold the research where students access both school databases and the Internet to locate reliable sources. Once the material is collected, and the students have made some discoveries to expand their topic, they then will organize the information found and prepare to present it to the class in a timed oral presentation accompanied by either Google slides or a comparable digital presentation platform..

Sample Assessments:

- Oral Presentation rubric assessing: pace, fluency, and volume, etc.
- A second rubric can assess the strategic use of the digital media: Did the digital presentation aid or distract? Was all the writing edited?
- Class participation grade: Ask students viewing to complete a survey responding to the information provided.

Instructional Strategies:

Interdisciplinary Connections:

- Student can choose from a variety of topics across multiple disciplines, ie, art, history, current events, global occurrences

Technology Integration/ Media Literacy Integration

- Students will learn how to use media sources to help aid and enhance a presentation (G-Suite of Extensions)

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	• Students will refine their skills on programs such as Google Slides.
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