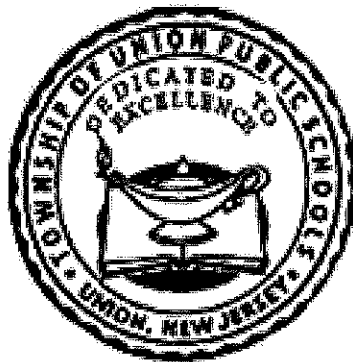


TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN100
Grade 9 Honors**

Adopted 06/20/2017
Updated 12/18/18

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

The language arts curriculum is designed to reinforce and develop reading, writing, speaking, listening, and viewing skills through an integrated approach with an emphasis on process writing and strategic reading.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.6 RI.9-10.10	W.9-10.3 W.9-10.7 W.9-10.5 W.9-10.2	SL.9-10.4 SL.9-10.1	L.9-10.4 L.9-10.5
Unit 2	RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.9 RL.9-10.7 RI.10-9.3 RI.10-9.5 RI.10-9.8	W.9-10.1 W.9-10.2 W.9-10.9	SL.9-10.4 SL.9-10.6	L.9-10.1 L.9-10.4 L.9-10.5
Unit 3	RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.7 RI.9-10.8 RI.9-10.10	W.9-10.1 W.9-10.9 W.9-10.2	SL.9-10.3 SL.9-10.4 SL.9-10.6 SL.9-10.1	L.9-10.1 L.9-10.2 L.9-10.5 L.9-10.4

Unit 4	RL.9-10.3 RL.9-10.5 RL.9-10.6 RL.9-10.10 RI.9-10.1 RI.9-10.6 RI.9-10.2 RI.9-10.3 RI.9-10.8 RI.9-10.9	W.9-10.2 W.9-10.4 W.9-10.9. W.9-10.7	SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.1	L.9-10.1 L.9-10.2 L.9-10.4. L.9-10.5 L.9-10.6
Unit 5	RL.9-10.1 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RI.9-10.1 RI.9-10.5	W.9-10.4 W.9-10.1 W.9-10.9 W.9-10.2 W.9-10.7	SL.9-10.1	L.9-10.1 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6

Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
3	ELP STANDARD 2: The Language of Language	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and

	Arts	<p>related area for review.</p> <ul style="list-style-type: none"> ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
4	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
5	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or 	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>

		Creative Commons to an original work.	
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Pacing Guide

	Anticipated Length of Time (days)
Unit 1	36 days
Unit 2	36 days
Unit 3	36 days
Unit 4	36 days
Unit 5	36 days

Overview of Required Activities

	Required Activities	Novels
Unit 1	<p>Unit Activities: Unit Goals Unit Reflection Academic Vocabulary Word Network</p> <p>Selection Activities: Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style</p>	<p>Optional: <i>My Antonia</i> <i>Stargirl</i> <i>A Step from Heaven</i> <i>The Joy Luck Club</i> <i>O, Pioneers!</i> <i>The Log School-house on the Columbia</i></p>
Unit 2	<p>Unit Activities: Unit Goals Unit Reflection Academic Vocabulary</p>	<p>Required: <i>The Fault in Our Stars</i> <i>Jane Eyre</i> <i>Wuthering Heights</i></p>

	<p>Selection Activities: Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style</p>	<p><i>My Sister's Keeper</i> <i>The Pact</i> <i>Once on a Time</i> <i>Kim</i></p>
Unit 3	<p>Unit Activities: Conventions & Style</p>	<p>Optional: <i>The Hunger Games</i> <i>Lord of the Flies</i> <i>Call of the Wild</i> <i>Life As We Knew It</i> <i>Animal Farm</i></p>
Unit 4	<p>Unit Activities: Unit Goals Unit Reflection Academic Vocabulary</p> <p>Selection Activities: Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style</p>	<p>Required: <i>To Kill a Mockingbird</i> <i>The Color Purple</i> <i>Go Tell It on the Mountain</i> <i>Feed</i> <i>Fahrenheit 451</i></p>
Unit 5	<p>Unit Activities: Unit Goals Unit Reflection Academic Vocabulary</p> <p>Selection Activities: Concept Vocabulary Word Study Analyzing Craft &</p>	<p>Required: <i>The Fault in Our Stars</i> <i>Jane Eyre</i> <i>Wuthering Heights</i> <i>My Sister's Keeper</i> <i>The Pact</i> <i>Once on a Time</i></p>

	Structure Author's Style Evidence Logs Conventions & Style	<i>Kim</i>
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Unit 1: What does it mean to be American? (MyP Unit 1)

Unit Summary

Throughout this unit students will deepen their understanding of what it means to be American by reading, writing, speaking, presenting and listening. These goals will help them succeed on the Unit Performance-Based Assessment.

Essential Question

What does it mean to be American?

READING	
Critical Knowledge and Skills	Standards
<p>Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>Determine a central idea of a text and analyze how it is developed and refined by</p>	<p>RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.6 RI.9-10.10</p>

specific details; provide an objective summary of the text.

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.

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).

Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

Suggested Materials/Educational Resources

Whole Class Learning Texts
Small-Group Learning Texts
Independent Learning Texts

WRITING

Critical Knowledge and Skills

Standards

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.

W.9-10.3
W.9-10.7
W.9-10.5
W.9-10.2

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 to aiding comprehension.

B. 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.

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).

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.

<p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>	
<p>Suggested Materials/Educational Resources</p> <p>Whole Class Learning Texts</p> <p>Small-Group Learning Texts</p> <p>Independent Learning Texts</p>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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</p>	<p>SL.9-10.4 SL.9-10.1</p>

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.

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

Suggested Materials/Educational Resources

Whole Class Learning Texts

Small-Group Learning Texts

Independent Learning Texts

LANGUAGE**Critical Knowledge and Skills****Standards**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

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.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

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.

Verify the preliminary

L.9-10.4
L.9-10.5

<p>determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p>	
<p>Suggested Materials/Educational Resources</p> <p>Whole Class Learning Texts</p> <p>Small-Group Learning Texts</p> <p>Independent Learning Texts</p>	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Unit Goals</p> <p>Academic Vocabulary</p> <p>Word Network</p> <p>Summary</p> <p>QuickWrite</p> <p>Concept Vocabulary</p> <p>First Read (Guide)</p> <p>Close Read (Guide)</p> <p>Comprehension Check</p> <p>Evidence Log</p>	<p>Performance Based Assessment Part 1: Write a nonfiction narrative</p> <p>Performance Task: Present a nonfiction narrative</p> <p>Produce a Podcast</p> <p>Speaking and Listening: Interpretive Reading</p>

Analyze the Text Analyze Craft and Structure Conventions Writing to Sources Speaking and Listening Close Review Writing to Compare/Drafting Author's Style Whole-Class Learning Performance Task Small-Group Learning Performance Task Selection Tests Unit Reflection		
District/School Texts		District/School Supplementary Materials
Pearson My Perspectives Text Pearson Writer's Coach		Scholastic Upfront Magazine
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA 1	Nonfiction Narrative Essay	Podcast

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- immigration
- politics

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

Close Reading and Annotation Guide
Evidence Log Guide
Word Network Model
Research Guide Grades 9-12
Writing Informational/Explanatory Grades 9-10

Unit 2: Do we determine our own destinies? (MyP Unit 4)

Unit Summary

Throughout this unit students will deepen their understanding of destiny in life by reading, writing, speaking, presenting and listening. These goals will help them succeed on the Unit Performance-Based Assessment.

Essential Questions

Do we determine our own direction in life and in love?
Are we simply at the mercy of fate?

READING	
Critical Knowledge and Skills	Standards
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 and provide an objective summary of the text.	
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.	
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 specific effects (e.g. mystery, tension, or surprise).	RL.9-10.2 RL.9-10.3
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).	RL.9-10.5 RL.9-10.9 RL.9-10.7 RI.10-9.3 RI.10-9.5
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).	RI.10-9.8
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.	
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).	

Describe 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 reasoning.	
Suggested Materials/Educational Resources <u>WHOLE LEARNING</u> <u>SMALL GROUP</u> <u>INDEPENDENT</u>	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, 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.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>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.</p> <p>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 to aiding comprehension.</p>	<p>W.9-10.1 W.9-10.2 W.9-10.9</p>

- B. 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.
- 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).
- Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- A. Apply *grades 9–10 Reading standards* 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 mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- Apply *grades 9–10 Reading standards* to nonfiction informational 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 fallacious reasoning”).

Suggested Materials/Educational Resources

WHOLE LEARNING

SMALL GROUP

INDEPENDENT

SPEAKING AND LISTENING

Critical Knowledge and Skills

Standards

Present information, findings, and supporting evidence clearly, concisely,

SL.9-10.4

and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	
Suggested Materials/Educational Resources	
<u>WHOLE LEARNING</u>	
<u>INDEPENDENT</u>	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>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.</p>	
<p>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.</p> <p>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.</p> <p>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>).</p> <p>C. 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.</p>	<p>L.9-10.1</p> <p>L.9-10.4</p> <p>L.9-10.5</p>

<p>D. 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).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>	
<p>Suggested Materials/Educational Resources</p> <p><u>WHOLE GROUP</u></p> <p><u>SMALL GROUP</u></p> <p><u>INDEPENDENT</u></p>	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Annotations of text Word networks Analyzing craft and structure Author's style Performance Task: Writing Focus Performance Task Prep Participation Journals Do Now Exercises	Performance Based Assessment Part 1: Write an Argument PBA 2: Present and Argument	
District/School Texts	District/School Supplementary Materials	
Pearson MyPerspectives Textbook The Fault in Our Stars Jane Eyre Wuthering Heights	NY Times Upfront Magazine Writer's Coach	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus

PBA	Written Argument	Present Argument
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Suggested Modifications
<ul style="list-style-type: none"> - Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
<ul style="list-style-type: none"> - Historical influence of time periods in which texts were written and/or represent - psychology and brain development related to age and love

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<u>Close Reading and Annotation Guide</u> <u>Evidence Log Guide</u> <u>Word Network Model</u> <u>Research Guide Grades 9-12</u> <u>Writing Narrative Grades 9-10</u>

Unit 3: What does it take to survive? (MyP Unit 2)

Unit Summary

Throughout this unit you will deepen your perspective of survival by reading, writing, speaking, listening, and presenting. These goals will help you succeed on the Unit Performance-Based Assessment.

Essential Questions

What does it take to survive?

READING	
Critical Knowledge and Skills	Standards
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 and provide an objective summary of the text.	
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.	RL.9-10.2 RL.9-10.3 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 specific effects (e.g. mystery, tension, or surprise).	RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.5 RI.9-10.7 RI.9-10.8 RI.9-10.10

Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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.

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).

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).

Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Describe 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 reasoning.

By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

Suggested Materials/Educational Resources

WHOLE CLASS LEARNING TEXTS

SMALL-GROUP LEARNING TEXTS

INDEPENDENT LEARNING TEXTS

WRITING	
Critical Knowledge and Skills	Standards
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1
W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.	W.9-10.9 W.9-10.2
W.9-10.2. 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.	
Suggested Materials/Educational Resources Pearson Textbook – Digital and Workbook <i>The Hunger Games</i> <i>Lord of the Flies</i> <i>Call of the Wild</i> <i>Life As We Knew It</i> <i>Animal Farm</i>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	SL.9-10.3
Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.9-10.4
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	SL.9-10.6 SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	

Suggested Materials/Educational Resources

LANGUAGE

Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>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.</p>	
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	L.9-10.1
<p>B. Use a colon to introduce a list or quotation.</p>	L.9-10.2
<p>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.</p>	L.9-10.5
<p>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>).</p>	L.9-10.4
<p>C. 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.</p>	

<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	
Suggested Materials/Educational Resources	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Unit Goals</p> <p>Academic Vocabulary</p> <p>Word Network</p> <p>Summary</p> <p>QuickWrite</p> <p>Concept Vocabulary</p> <p>First Read (Guide)</p> <p>Close Read (Guide)</p> <p>Comprehension Check</p> <p>Evidence Log</p> <p>Analyze the Text</p> <p>Analyze Craft and Structure</p> <p>Conventions</p> <p>Writing to Sources</p> <p>Speaking and Listening</p> <p>Close Review</p> <p>Writing to Compare/Drafting</p> <p>Author's Style</p> <p>Whole-Class Learning</p> <p>Performance Task</p> <p>Small-Group Learning</p> <p>Performance Task</p> <p>Selection Tests</p>	<p>Performance Based Assessment Part 1: Write an Argument</p> <p>PBA 2: Present and Argument</p> <p>Review Evidence for an Argument</p>

Unit Reflection		
District/School Texts Pearson My Perspectives		District/School Supplementary Materials
The Hunger Games Lord of the Flies Call of the Wild Life As We Knew It Animal Farm MyPerspectives Pearson Writer's Coach		NYT Upfront Magazine
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA 1	Argumentative Essay	Presenting Argument

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- psychology

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

Close Reading and Annotation Guide

Evidence Log Guide

Word Network Model

Research Guide Grades 9-12

Writing Argument Grades 9-10

Unit 4: How can words inspire change? (MyP Unit 3)

Unit Summary

Throughout the unit students will deepen their perspective of the literature of civil rights by reading, writing, speaking, presenting, and listening.

Essential Questions

How can words inspire change?

READING

Critical Knowledge and Skills	Standards
<p>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.</p>	
<p>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 specific effects (e.g. mystery, tension, or surprise).</p>	
<p>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.</p>	
<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>RL.9-10.3 RL.9-10.5 RL.9-10.6 RL.9-10.10 RI.9-10.1 RI.9-10.6</p>
<p>Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RI.9-10.2 RI.9-10.3 RI.9-10.8 RI.9-10.9</p>
<p>Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	
<p>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.</p>	
<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	
<p>Describe and evaluate the argument and specific</p>	

<p>claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	
<p>Suggested Materials/Educational Resources</p> <p><u>WHOLE CLASS</u></p> <p><u>SMALL GROUP</u></p> <p><u>INDEPENDENT</u></p>	

WRITING	
Critical Knowledge and Skills	Standards
<p>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.</p> <p>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 to aiding comprehension.</p> <p>B. 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.</p> <p>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.</p>	<p>W.9-10.2 W.9-10.4 W.9-10.9. W.9-10.7</p>

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).

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.)

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

Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply *grades 9–10 Reading standards* 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 mythology or the Bible or how a later author draws on a play by Shakespeare]”). Apply *grades 9–10 Reading standards* to nonfiction informational 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 fallacious reasoning”).

Suggested Materials/Educational Resources

WHOLE CLASS

SMALL GROUP

INDEPENDENT

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SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.1</p>
<p>Suggested Materials/Educational Resources</p> <p><u>WHOLE CLASS</u></p> <p><u>SMALL GROUP</u></p> <p><u>INDEPENDENT</u></p>	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>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.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p> <p>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.</p> <p>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.</p> <p>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>).</p> <p>C. 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.</p> <p>D. 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).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>L.9-10.1</p> <p>L.9-10.2</p> <p>L.9-10.4.</p> <p>L.9-10.5</p> <p>L.9-10.6</p>

<p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Suggested Materials/Educational Resources</p> <p><u>WHOLE CLASS</u></p> <p><u>SMALL GROUP</u></p> <p><u>INDEPENDENT</u></p>	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Annotations of text Word networks Analyzing craft and structure Author's style Performance Task: Writing Focus Performance Task Prep Participation Journals Do Now Exercises	Performance Based Assessment Part 1: Write an Informative Essay PBA 2: Multimedia Presentation	
District/School Texts	District/School Supplementary Materials	
Pearson MyPerspectives Textbook To Kill a Mockingbird The Color Purple Go Tell it On the Mountain	Pearson Writer's Coach NYT Upfront Magazine	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA 1	Informative Essay	Multimedia Presentation

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- Civil Rights movement

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

Close Reading and Annotation Guide

Evidence Log Guide

Word Network Model

Research Guide Grades 9-12

Writing Informational/Explanatory Grades 9-10

Unit 5: What can we learn from a journey? (MyP Unit 5)

Unit Summary

Throughout the unit students will deepen their perspective of journeys by reading, writing, speaking, presenting, and listening.

Essential Questions

Why are we drawn to new horizons?

What do we learn when we go?

READING

Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	
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.	RL.9-10.1 RL.9-10.3 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).	RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RI.9-10.1 RI.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 specific effects (e.g. mystery, tension, or surprise).	
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	

<p>world literature.</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>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).</p>	
<p>Suggested Materials/Educational Resources</p> <p><u>WHOLE CLASS</u></p> <p><u>SMALL GROUP</u></p> <p><u>INDEPENDENT</u></p>	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, 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.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between</p>	<p>W.9-10.4</p> <p>W.9-10.1</p> <p>W.9-10.9</p> <p>W.9-10.2</p> <p>W.9-10.7</p>

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.

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.

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 to aiding comprehension.

B. 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.

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).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow

<p>or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. 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 mythology or the Bible or how a later author draws on a play by Shakespeare]”). Apply <i>grades 9–10 Reading standards</i> to nonfiction informational 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 fallacious reasoning”).</p>	
<p>Suggested Materials/Educational Resources</p> <p><u>WHOLE CLASS</u></p> <p><u>SMALL GROUP</u></p> <p><u>INDEPENDENT</u></p>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>SL.9-10.1</p>

<p>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.</p>	
<p>Suggested Materials/Educational Resources</p> <p><u>WHOLE CLASS</u></p> <p><u>SMALL GROUP</u></p> <p><u>INDEPENDENT</u></p>	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>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.</p> <p>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>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.</p> <p>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.</p>	<p>L.9-10.1</p> <p>L.9-10.3</p> <p>L.9-10.4</p> <p>L.9-10.5</p> <p>L.9-10.6</p>

<p>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>).</p> <p>C. 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.</p> <p>D. 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).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Suggested Materials/Educational Resources</p> <p><u>WHOLE CLASS</u></p> <p><u>SMALL GROUP</u></p> <p><u>INDEPENDENT</u></p>	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Unit Goals Academic Vocabulary Word Network	Performance Based Assessment Part 1: Write an Explanatory Essay PBA 2: Deliver a Multimedia Presentation

Summary QuickWrite Concept Vocabulary First Read (Guide) Close Read (Guide) Comprehension Check Evidence Log Analyze the Text Analyze Craft and Structure Conventions Writing to Sources Speaking and Listening Close Review Writing to Compare/Drafting Author's Style Whole-Class Learning Performance Task Small-Group Learning Performance Task Selection Tests Unit Reflection		
District/School Texts		District/School Supplementary Materials
Pearson MyPerspectives Textbook The Adventures of Huckleberry Finn Gulliver's Travels The Catcher in the Rye		NY Times Upfront Magazine Writer's Coach
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA 1	Written Explanatory Essay	Delivering Multimedia Presentation

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

Close Reading and Annotation Guide

Evidence Log Guide

Word Network Model

Research Guide Grades 9-12

Writing Narrative Grades 9-10