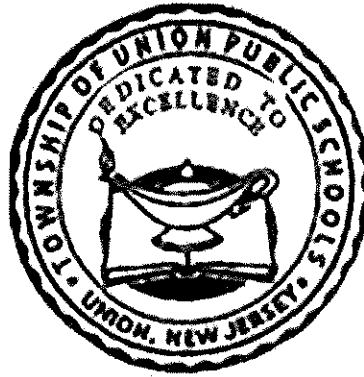


TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN175
English Lab 9**

Adopted 06/2018

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

English lab classes are offered in addition to students' regular English course. The English Lab course accommodates the tutorial needs of students who fail to meet state requirements in reading and / or writing on state assessments. Students in this course will receive enhanced instruction in grammar, content reading, reasoning skills, vocabulary, reading comprehension strategies, and expository writing skills in order to meet grade level standards. The course will enable students to become skilled readers and to write adequate prose, composing in a variety of subjects, purposes, and forms

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.9-10.10 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 3	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	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

	RI.9-10.8 RI.9-10.9			
Unit 4	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

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	MP1
Unit 2	MP2
Unit 3	MP3
Unit 4	MP4

Overview of Required Activities

	Required Activities	Novels
Unit 1	<p>Unit Activities: -Unit Reflection -Academic Vocabulary -Open Ended Essay Questions -Unit Test</p> <p>Selection Activities: -Concept Vocabulary -Word Study -Final Essay -Townsend Press -Guided Reading Comprehension questions -Comprehension and open ended questions on computer</p>	<i>Shattered</i>
Unit 2	<p>Unit Activities: -Unit Reflection -Academic Vocabulary -Open Ended Essay Questions -Unit Test</p> <p>Selection Activities: -Concept Vocabulary -Word Study -Final Essay -Townsend Press -Guided Reading Comprehension questions -Comprehension and open ended questions on computer</p>	<i>The Contender</i>
Unit 3	Unit Activities:	

	<ul style="list-style-type: none"> -Unit Reflection -Academic Vocabulary -Open Ended Essay Questions -Unit Test <p>Selection Activities:</p> <ul style="list-style-type: none"> -Concept Vocabulary -Word Study -Final Essay -Townsend Press -Guided Reading Comprehension questions -Comprehension and open ended questions on computer 	<p><i>Lost in Yonkers</i></p>
<p>Unit 4</p>	<p>Unit Activities:</p> <ul style="list-style-type: none"> -Unit Reflection -Academic Vocabulary -Open Ended Essay Questions -Unit Test <p>Selection Activities:</p> <ul style="list-style-type: none"> -Concept Vocabulary -Word Study -Final Essay -Townsend Press -Guided Reading Comprehension questions -Comprehension and open ended questions on computer 	<p><i>Someone to Love Me</i></p>

Unit 1: *Shattered*

Unit Summary

Major reading skills include analyzing text for plot development (including exposition, conflict, rising action, climax, falling action, resolution, and theme), direct and indirect characterization, setting, and conflict. Identifying forms of figurative language such as simile and metaphor.

Writing skills include development of a thesis, citing textual evidence to support a thesis, in text citations, development of an outline, introduction, body paragraphs, conclusion, and reference page. The skills practiced in this introductory unit provide the foundation for students to have in order to analyze and discuss literature as well as write scholarly about it for the rest of their studies. Develop and write a compare and contrast essay. The ability to understand the basic structure of a piece of fiction literature as well as the basics of MLA writing is important for the beginning of college readiness.

Essential Question

How can keeping secrets be helpful and harmful?

Is telling the truth always the best option?

How do lies affect and change a friendship?

READING

Critical Knowledge and Skills

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.

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

Standards

RI.9-10.1
RI.9-10.2
RI.9-10.3
RI.9-10.5
RI.9-10.6
RI.9-10.10

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

Nonfiction articles and short stories
Guided Reading Comprehension Questions
Open Ended Essay Questions
Class Discussion Prompts

WRITING

Critical Knowledge and Skills

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

Standards

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

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.

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, observed, or resolved over the course of the narrative.

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.

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.

Suggested Materials/Educational Resources

Nonfiction articles and short stories
 Guided Reading Comprehension Questions
 Open Ended Essay Questions
 Class Discussion Prompts

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</p>	<p>SL.9-10.4 SL.9-10.1</p>

<p>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>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 align="center">Suggested Materials/Educational Resources</p> <p><i>Shattered</i> Guided Reading Comprehension Questions Open Ended Essay Questions Class Discussion Prompts</p>	

LANGUAGE	
Critical Knowledge and Skills	Standards
<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>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</p>	<p>L.9-10.4 L.9-10.5</p>

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 determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

Suggested Materials/Educational Resources

Shattered
 Guided Reading Comprehension Questions
 Open Ended Essay Questions
 Class Discussion Prompts

ASSESSMENT PLAN

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
Guided Reading Comprehension Questions Word Networks Character Charts Vocabulary from Text Open Ended Prompts Exit Cards Do Nows Unit Goals Check Journals		Final Unit Test Final Essay	
District/School Texts		District/School Supplementary Materials	
<i>Shattered</i>		Scholastic Upfront Magazine Newsela Common Lit Apex Learning	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
Explanatory Essay	Details	Organization	

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

Close Reading and Annotation Guide
Evidence Log Guide
Word Network Model
Research Guide Grades 9-12

Unit 2: *The Contender*

Unit Summary

Throughout this unit you will deepen your perspective of survival by reading, writing, speaking, listening, and presenting.

Major reading skills include analyzing text for plot development (including exposition, conflict, rising action, climax, falling action, resolution, and theme), direct and indirect characterization, setting, and conflict. Identifying forms of figurative language such as simile and metaphor.

Writing skills include development of a thesis, citing textual evidence to support a thesis, in text citations, development of an outline, introduction, body paragraphs, conclusion, and reference page. The skills practiced in this introductory unit provide the foundation for students to have in order to analyze and discuss literature as well as write scholarly about it for the rest of their studies. Develop and write a compare and contrast essay. The ability to understand the basic structure of a piece of fiction literature as well as the basics of MLA writing is important for the beginning of college readiness.

Essential Questions

What does it take to survive?

When should an individual take a stand in opposition to an individual or larger group?

In the face of adversity, what causes some individuals to prevail while others fail?

How do friendships change over time?

How does family play a role in shaping our values and beliefs?

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.

<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>RL.9-10.2 RL.9-10.3 RL.9-10.5</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>RL.9-10.10</p> <p>RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4</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.</p>	<p>RI.9-10.5 RI.9-10.7</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.9-10.8 RI.9-10.10</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 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).</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>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.</p>	

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

The Contender
 Guided Reading Comprehension Questions
 Open Ended Essay Questions
 Class Discussion Prompts

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

The Contender
 Guided Reading Comprehension Questions
 Open Ended Essay Questions
 Class Discussion Prompts
 Apex Program

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
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.	SL.9-10.1
Suggested Materials/Educational Resources	
<i>The Contender</i> Guided Reading Comprehension Questions Open Ended Essay Questions Class Discussion Prompts	

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

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. 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.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Suggested Materials/Educational Resources

The Contender
 Guided Reading Comprehension Questions
 Open Ended Essay Questions
 Class Discussion Prompts

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Guided Reading Comprehension Questions Word Networks Character Charts Vocabulary from Text Open Ended Prompts Ticket Outs Do Nows Unit Goals Check Journals	Final Unit Test Final Essay
District/School Texts Pearson My Perspectives	District/School Supplementary Materials

Pearson Writer's Coach <i>The Contender</i>	NYT Upfront Magazine Newsela Common Lit Apex Learning <i>Cinderella Man</i> (film)	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Persuasive Essay	Organization	Elaboration and details

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>		

Unit 3: *Lost in Yonkers*

Unit Summary

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

Major reading skills include analyzing text for plot development (including exposition,

conflict, rising action, climax, falling action, resolution, and theme), direct and indirect characterization, setting, and conflict. Identifying forms of figurative language such as simile and metaphor.

Writing skills include development of a thesis, citing textual evidence to support a thesis, in text citations, development of an outline, introduction, body paragraphs, conclusion, and reference page. The skills practiced in this introductory unit provide the foundation for students to have in order to analyze and discuss literature as well as write scholarly about it for the rest of their studies. Develop and write a compare and contrast essay. The ability to understand the basic structure of a piece of fiction literature as well as the basics of MLA writing is important for the beginning of college readiness.

Essential Questions

What is the impact of family?

How do people survive hardship?

READING	
Critical Knowledge and Skills	Standards
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.9-10.3 RL.9-10.5 RL.9-10.6 RL.9-10.10
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.	RI.9-10.1 RI.9-10.6 RI.9-10.2
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.	RI.9-10.3 RI.9-10.8 RI.9-10.9
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.	

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 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.

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.

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.

Suggested Materials/Educational Resources

Lost in Yonkers

Guided Reading Comprehension Questions

Open Ended Essay Questions

Class Discussion Prompts

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.9-10.2
W.9-10.4
W.9-10.9
W.9-10.7

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. (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

Lost in Yonkers
 Guided Reading Comprehension Questions
 Open Ended Essay Questions
 Class Discussion Prompts

SPEAKING AND LISTENING

Critical Knowledge and Skills

Standards

Initiate and participate effectively in a range of collaborative 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.

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.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

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

SL.9-10.2
 SL.9-10.3
 SL.9-10.4
 SL.9-10.1

Suggested Materials/Educational Resources

Lost in Yonkers

Guided Reading Comprehension Questions

Open Ended Essay Questions

Class Discussion Prompts

LANGUAGE

Critical Knowledge and Skills

Standards

Demonstrate command of the conventions of standard English grammar and usage 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.

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

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

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.

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. 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.

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).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.1
L.9-10.2
L.9-10.4.
L.9-10.5
L.9-10.6

<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>	
Suggested Materials/Educational Resources	
<p><i>Lost in Yonkers</i> Guided Reading Comprehension Questions Open Ended Essay Questions Class Discussion Prompts</p>	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Guided Reading Comprehension Questions Word Networks Character Charts Vocabulary from Text Open Ended Prompts Exit Cards Do Nows Unit Goals Check Journals	Final Unit Test Final Essay	
District/School Texts	District/School Supplementary Materials	
Pearson Writer's Coach <i>Lost in Yonkers</i>	NYT Upfront Magazine Newsela Common Lit Apex Learning	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Informative Essay	Organization	Elaboration and Details

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

Close Reading and Annotation Guide

Evidence Log Guide

Word Network Model

Research Guide Grades 9-12

Unit 4: *Someone to Love Me*

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.

Major reading skills include analyzing text for plot development (including exposition, conflict, rising action, climax, falling action, resolution, and theme), direct and indirect characterization, setting, and conflict. Identifying forms of figurative language such as simile and metaphor.

Writing skills include development of a thesis, citing textual evidence to support a thesis, in text citations, development of an outline, introduction, body paragraphs, conclusion, and reference page. The skills practiced in this introductory unit provide the foundation for students to have in order to analyze and discuss literature as well as write scholarly about it for the rest of their studies. Develop and write a compare and contrast essay. The ability to understand the basic structure of a piece of fiction literature as well as the basics of MLA writing is important for the beginning of college readiness.

Essential Questions

Do we determine our own direction in life and in love?

In what ways are teenagers affected by the following pressures: pride and self-esteem, abuse, and conflicts with friendships?

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.

RL.9-10.2
RL.9-10.3
RL.9-10.5
RL.9-10.9
RL.9-10.7

<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 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>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>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>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.</p>	<p>RI.10-9.3 RI.10-9.5 RI.10-9.8</p>
<p style="text-align: center;">Suggested Materials/Educational Resources</p> <p><i>Someone to Love Me</i> Guided Reading Comprehension Questions Open Ended Essay Questions Class Discussion Prompts</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</p>	<p>W.9-10.1 W.9-10.2 W.9-10.9</p>

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.

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.

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).

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

<p>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]).</p> <p>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>	
Suggested Materials/Educational Resources	
<p><i>Someone to Love Me</i> Guided Reading Comprehension Questions Open Ended Essay Questions Class Discussion Prompts</p>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<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>	SL.9-10.4 SL.9-10.6
<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	
Suggested Materials/Educational Resources	
<p><i>Someone to Love Me</i> Guided Reading Comprehension Questions Open Ended Essay Questions Class Discussion Prompts</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>	L.9-10.1 L.9-10.4 L.9-10.5
<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</p>	

words and phrases based on *grades 9–10 reading and content*, 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. 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.

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).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

Suggested Materials/Educational Resources

ASSESSMENT PLAN

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Pearson Writer's Coach <i>Someone to Love Me</i>		Common Lit Apex Learning
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Written Argument / Persuasive	Organization	Elaboration and Details

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>

