ELA Standards Grade 9 & 10

Approved by the Board of Education
August 14, 2017
### Anchor Standard (Conventions of Standard English) – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**Grade 8L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**Core Conventions Skills for Grades 6→8:**
- Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct pronouns that have unclear or ambiguous antecedents.
- Explain the function of phrases and clauses in general, as well as in specific sentences.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Explain the function of verbals (gerunds, participles, infinitives).
- Form and use verbs in the active and passive voice.
- Recognize and correct inappropriate verb shifts.

**Grade 9-12L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**Core Conventions Skills for Grades 9→12:**
- Use parallel structure.
- Use various types of phrases and clauses to add variety and interest to writing or presentations.
- Understand that usage is a matter of convention that can change over time.
- Resolve issues of complex or contested usage, consulting references as needed.

**Time frame:**

**9th grade common units** -
- Romeo & Juliet
- Monster
- Of Mice and Men
- Greek mythology
- Poetry
- Short stories
- Research

**10th grade common units** -
- Lord of the Flies
- Night
- The Giver
- Macbeth
- The Glass Menagerie
- Poetry
- Short stories
- Research

### KEY CONCEPTS:
- Identify parallel structure
- Identify phrases and clauses and how they are used to aid voice
- Explain common mistakes with usage and the evolution of usage and acceptable rules.
### Anchor Standard (Conventions of Standard English) – Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

Grade 9-10L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 6-8:
- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission

Grade 9-12L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 9-12:
- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use a semicolon to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.

### Time frame:
- **9th grade common units** -
  - Romeo & Juliet
  - Monster
  - Of Mice and Men
  - Greek mythology
  - Poetry
  - Short stories
  - Research

- **10th grade common units** -
  - Lord of the Flies
  - Night
  - The Giver
  - Macbeth
  - The Glass Menagerie
  - Poetry
  - Short stories
  - Research

### Key Concepts:
- Identify and explain punctuation use to aid writing. Practice more sophisticated punctuation usage - semicolon and colons.

### Type | Teacher Action | Student Action | Assessment Opportunities
--- | --- | --- | ---
Whole Class | -Instruct on colons and semicolons (explanation, examples... *Elements of Writing* books). | -Correct sentences with colons and semicolons. | -Assess practice sheets, exit ticket or writings with appropriate corrections of colons and semicolons. |
Whole Class | -Instruct on colons and semicolons (explanation, examples... *Elements of Writing* books) | -Edit colon and semicolon usage for correct usage. | -Determine student understanding via the exit ticket with appropriate corrections of colons and semicolons. |
Whole Class | - | -Assess group with class poll. | |
### Anchor Standard (Knowledge of Language) – 9th-10th Grade Language Standard 3

**Grades 9-10**

**9th-10th Grade Language Standard 3**

<table>
<thead>
<tr>
<th>Anchor Standard (Knowledge of Language) – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</th>
</tr>
</thead>
</table>
| Grade 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
  - 8L3a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |
| Grade 9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
  - 9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type. |
| Grade 11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
  - 11-12L3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |

**Time frame:**

**9th grade common units -**
- *Romeo & Juliet*
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- Short stories
- Research

**10th grade common units -**
- *Lord of the Flies*
- *Night*
- *The Giver*
- *Macbeth*
- *The Glass Menagerie*
- Poetry
- Short stories
- Research

**KEY CONCEPTS:**

- Identify the function of language in different contexts and how it aids meaning and style.
- Demonstrate the writing process and the MLA style for documentation.
**Grade 9-10**

9th-10th Grade Language Standard 4

<table>
<thead>
<tr>
<th>Anchor Standard (Vocabulary Acquisition and Use)</th>
<th>KEY CONCEPTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</td>
<td>➢ Identify and define words and phrases with multiple meanings.</td>
</tr>
<tr>
<td>Grade 8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</td>
<td>➢ Use context clues to determine the meaning of the text.</td>
</tr>
<tr>
<td>• 8L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>➢ Identify and use patterns of word changes related to changes in parts of speech and meaning.</td>
</tr>
<tr>
<td>• 8L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</td>
<td>➢ Define word meaning, pronunciation, etymology, standard usage and parts of speech using reference materials.</td>
</tr>
<tr>
<td>• 8L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
<td>➢ Examining words in context and verifying with a dictionary.</td>
</tr>
<tr>
<td>• 8L4d: 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).</td>
<td></td>
</tr>
<tr>
<td>Grade 9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</td>
<td></td>
</tr>
<tr>
<td>• 9-10L4a: 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.</td>
<td></td>
</tr>
<tr>
<td>• 9-10L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</td>
<td></td>
</tr>
<tr>
<td>• 9-10L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</td>
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</tr>
<tr>
<td>• 9-10L4d: 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).</td>
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<tr>
<td>Grade 11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</td>
<td></td>
</tr>
<tr>
<td>• 11-12L4a: 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.</td>
<td></td>
</tr>
<tr>
<td>• 11-12L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</td>
<td></td>
</tr>
<tr>
<td>• 11-12L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</td>
<td></td>
</tr>
<tr>
<td>• 11-12L4d: 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).</td>
<td></td>
</tr>
</tbody>
</table>

**Time frame:**
Grade 9-10
9th-10th Grade Language Standard 5

**Anchor Standard (Vocabulary Acquisition and Use) — Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**

Grade 8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 8L5a: Interpret figures of speech including irony and puns in context.
- 8L5b: Use the relationship between particular words to better understand each of the words.
- 8L5c: Distinguish among the connotations of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute).

Grade 9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 9-10L5a: Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.
- 9-10L5b: Analyze nuances in the meaning of words with similar denotations.

Grade 11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 11-12L5a: Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.
- 11-12L5b: Analyze nuances in the meaning of words with similar denotations.

**KEY CONCEPTS:**
- Identify figurative language concentrating on higher level figures of speech including euphemism and oxymoron.
- Analyze and interpret the role figurative language has in the context of the text.
- Identify denotation and connotation of words and their influence in the text.

**Time frame:**
- 9th grade common units -
  - *Romeo & Juliet*
  - *Monster*
  - *Of Mice and Men*
  - Greek mythology
  - Poetry
  - Short stories
  - Research

- 10th grade common units -
  - *Lord of the Flies*
  - *Night*
  - *The Giver*
  - *Macbeth*
  - *The Glass Menagerie*
  - Poetry
  - Short stories
  - Research

<table>
<thead>
<tr>
<th>TYPE</th>
<th>TEACHER ACTION</th>
<th>STUDENT ACTION</th>
<th>ASSESSMENT OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>-Instruct on figurative language, concentrating on higher level figures of speech including oxymoron, hyperbole, paradox, and euphemism.</td>
<td>-Identify figurative language, concentrating on higher level figures of speech.</td>
<td>-Evaluate exit ticket.</td>
</tr>
<tr>
<td>H</td>
<td>-Provide exemplars of figurative language, modeling analysis and</td>
<td>-Analyze and interpret the role of figurative language</td>
<td>-Evaluate exit ticket.</td>
</tr>
<tr>
<td>O</td>
<td>-Provide exemplars of figurative language, modeling analysis and</td>
<td>-Analyze and interpret the role of figurative language</td>
<td>-Evaluate exit ticket.</td>
</tr>
<tr>
<td>L</td>
<td>-Provide exemplars of figurative language, modeling analysis and</td>
<td>-Analyze and interpret the role of figurative language</td>
<td>-Evaluate exit ticket.</td>
</tr>
<tr>
<td>E</td>
<td>-Provide exemplars of figurative language, modeling analysis and</td>
<td>-Analyze and interpret the role of figurative language</td>
<td>-Evaluate exit ticket.</td>
</tr>
</tbody>
</table>

- Appraise daily journal.
# Grade 9-10

9th-10th Grade Language Standard 6

<table>
<thead>
<tr>
<th>Anchor Standard (Vocabulary Acquisition and Use) – Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
<tr>
<td>Grade 9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
<tr>
<td>Grade 11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
</tbody>
</table>

**Time frame:**

**9th grade common units -**
- Romeo & Juliet
- Monster
- Of Mice and Men
- Greek mythology
- Poetry
- Short stories
- Research

**10th grade common units -**
- Lord of the Flies
- Night
- The Giver
- Macbeth
- The Glass Menagerie
- Poetry
- Short stories
- Research

**KEY CONCEPTS:**

- Develop academic vocabulary and content specific words and phrases.
- Apply vocabulary knowledge independently to influence comprehension and expression.

<table>
<thead>
<tr>
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<th>ASSESSMENT OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>-Instruct on academic vocabulary.</td>
<td>-Accurately identify and understand academic vocabulary as it appears in the text.</td>
<td>-Demonstrate knowledge of academic vocabulary on exit ticket/do now or in selected writings.</td>
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<tr>
<td>H</td>
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<tr>
<td>O</td>
<td>-Provide a reading passage for students to apply knowledge of academic vocabulary at a career and college readiness level.</td>
<td>-Identify the academic vocabulary and its use in expression of the particular text.</td>
<td>-Rate student understanding of academic vocabulary through a quick write utilizing the words.</td>
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</table>
**Grade 9-10**

**9th-10th Grade Reading (Literary and Informational Text) Standard 1**

<table>
<thead>
<tr>
<th>Anchor Standard (Key Ideas and Details) – Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly. (RI &amp; RL)</td>
</tr>
<tr>
<td>Grade 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI &amp; RL)</td>
</tr>
<tr>
<td>Grade 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI &amp; RL)</td>
</tr>
</tbody>
</table>

**Time frame:** 5 weeks per unit

**9th grade common units -**
- Romeo & Juliet
- Monster
- Of Mice and Men
- Greek mythology
- Poetry
- Short stories
- Research

**10th grade common units -**
- Lord of the Flies
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**KEY CONCEPTS:**
- Define implicit and explicit
- Answer implicit questions about what happens in the text by using strong and thorough text evidence
- Be able to draw logical conclusions from explicit information and support it with strong and thorough text evidence
- Develop factual, interpretive, and evaluative questions for further explorations of the topics

**TYPE** | **TEACHER ACTION** | **STUDENT ACTION** | **ASSESSMENT OPPORTUNITIES** |
<table>
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</thead>
<tbody>
<tr>
<td>W</td>
<td>-Explain the differences between explicit and implicit text evidence.</td>
<td>-Differentiate between explicit and implicit evidence in a text.</td>
<td>-Verbally check for understanding.</td>
</tr>
<tr>
<td>H</td>
<td>-Explain how to cite textual evidence using source information.</td>
<td>-Practice citation using textual evidence.</td>
<td>-Evaluate citations of textual evidence.</td>
</tr>
<tr>
<td>O</td>
<td>-Define different types of questions (factual, interpretive, and evaluative).</td>
<td>-Prepare different types of questions based on a sample text.</td>
<td>-Assess students’ text-based questions through annotations and class discussion.</td>
</tr>
<tr>
<td>LE</td>
<td>-Model different questioning techniques.</td>
<td>-Provide sample text(s)</td>
<td>-Estimate use of questioning</td>
</tr>
</tbody>
</table>
## Grade 9-10

### 9th-10th Grade Reading (Literary and Informational Text) Standard 2

<table>
<thead>
<tr>
<th>Anchor Standard (Key Ideas and Details)</th>
<th>Grade 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI &amp; RL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI &amp; RL)</td>
</tr>
<tr>
<td></td>
<td>Grade 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI &amp; RL)</td>
</tr>
<tr>
<td>Time frame: 5 weeks per unit</td>
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### 9th grade common units -
- Romeo & Juliet
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### 10th grade common units -
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#### KEY CONCEPTS:
- Define central idea/theme
- Define objective
- Identify central idea/theme using details from the text
- Summarize the text objectively using details from the text
- Analyze the development of the central idea through specific details, including how it emerges and is shaped by specific details
- Use a range of textual evidence to support summaries and interpretations of texts (purpose, plot/subplot, central idea, theme)

### TYPE  | TEACHER ACTION                           | STUDENT ACTION                        | ASSESSMENT OPPORTUNITIES        |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>W</td>
<td>- Explain the difference between theme and central idea.</td>
<td>- Note direct instruction.</td>
<td>- Appraise annotations to check for understanding.</td>
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<tr>
<td>H</td>
<td>- Review objective and accurate summary of text</td>
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<tr>
<td>O</td>
<td>- Provide models that demonstrate themes and central ideas from exemplar/antecedent texts.</td>
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<tr>
<td>L</td>
<td></td>
<td>- Read and annotate exemplar texts with a concentration on writing strategies.</td>
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<tr>
<td>E</td>
<td></td>
<td>- Assess and grade annotations, focusing on use of textual evidence.</td>
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### Grades 9-10

**9th-10th Grade Reading (Literary and Informational Text) Standard 3**

#### Anchor Standard Key Ideas and Details – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Grade 8R3:**
- In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)
- In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

**Grade 9-10R3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)
- In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

**Grade 11-1R3:**
- In literary texts, analyze the impact of author's choices. (RL)
- In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

#### KEY CONCEPTS:
- Demonstrate knowledge of character traits/types
- Analyze complex characters (round, dynamic, archetype, antihero, etc.)
- Differentiate character motivations and analyze how those influence theme or story
- Use text evidence to describe how characterization advances the plot and develops the theme
- Analyze how the author unfolds an analysis or series of ideas or events (ie: structure)
- Provide the order in which points are made and how they are introduced and developed
- Provide the connections that are drawn between the points using text evidence

**Time frame: 5 weeks per unit**

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#### TYPE | TEACHER ACTION | STUDENT ACTION | ASSESSMENT OPPORTUNITIES
--- | --- | --- | ---
**W** | -Model how to identify and characterize events/ideas/people in informational text and analyze the connections among them. | -Record evidence and place in graphic organizer to analyze connections. | -Evaluate student responses through discussion and graphic organizer. |
**H** | -Define dynamic character and provide example from previous literature. | -Identify dynamic character in literary text and explain why the character is | -Check student understanding of definition through exit ticket/survey. |
Grade 9-10

9th-10th Grade Reading (Literary and Informational Text) Standard 4

**Anchor Standard (Craft and Structure)** – *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*

Grade 8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)

Grade 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

Grade 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

Time frame: 5 weeks per unit

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<tbody>
<tr>
<td>WO</td>
<td>-Instruct on figurative and connotative language, technical words and phrases and words with multiple meanings.</td>
<td>-Differentiate between figurative, connotative and technical words and phrases and words with multiple meanings as demonstrated on a practice worksheet.</td>
<td>-Verbally check for understanding or collect practice sheets as an exit ticket.</td>
</tr>
<tr>
<td>CL</td>
<td>-Instruct on formal and informal tone (notes). -Identify words with multiple meanings.</td>
<td>-Differentiate between formal and informal tone. -Identify words with multiple meanings.</td>
<td>-Verbally check for understanding. -Assess during a notebook check.</td>
</tr>
<tr>
<td>S</td>
<td>-Provide a list of synonyms that</td>
<td>-Rank the synonyms’</td>
<td>-Appraise student</td>
</tr>
</tbody>
</table>

**KEY CONCEPTS:**
- Define/understand figurative language. Determine meaning of figurative words and phrases including figurative meaning
- Analyze the cumulative impact of specific word choices (diction) on meaning and tone
- Define/understand connotative language. Determine the meaning of connotative and technical words and phrases
# Grade 9-10

## 9th-10th Grade Reading (Literary and Informational Text) Standard 5

### Anchor Standard (Craft and Structure) – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Grade 8R5:** In literary texts and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea. (RI&RL)

**Grade 9-10R5:**
- In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)
- In informational texts, consider how author’s intent influences particular sentences, paragraphs, or sections. (RI)

**Grade 11-12R5:**
- In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL)
- In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)

### KEY CONCEPTS:

- Provide a detailed analysis of how an author’s ideas or claims are developed by particular sentences, paragraphs or larger portions.
- Identify text structure.
- In literary texts, analyze how an author’s choice of structure (e.g., pacing, flashbacks) and literary devices creates meaning.
- In informational texts, analyze how an author’s choice of structure reflects his or her intent.

### Time frame:
5 weeks per unit

**9th grade common units -**
- Romeo & Juliet
- Monster
- Of Mice and Men
- Greek mythology
- Poetry
- Short stories
- Research

**10th grade common units -**
- Lord of the Flies
- Night
- The Giver
- Macbeth
- The Glass Menagerie
- Poetry
- Short stories
- Research

### TYPE | TEACHER ACTION | STUDENT ACTION | ASSESSMENT OPPORTUNITIES
--- | --- | --- | ---
W | -Model annotation of informational and literary texts to highlight particular sentences, paragraphs, or sections of the text to show how author develops a claim or creates meaning. | -Practice annotation of text with teacher guidance. | -Evaluate students’ responses through discussion of text and written annotations.
H | O | L | E | C | L | A | S | S
-Define and provide examples of literary elements and structural devices in literary and informational texts. | -Identify literary elements and structure in various texts. | -Assess students’ responses through discussion of text and written annotations, as well as Do Nows, exit tickets,
### Grade 9-10

**9th-10th Grade Reading (Literary and Informational Text) Standard 6**

<table>
<thead>
<tr>
<th>Anchor Standard (Craft and Structure) – Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY CONCEPTS:</strong></td>
</tr>
<tr>
<td>➢ Determine author’s point of view</td>
</tr>
<tr>
<td>➢ Determine author’s purpose</td>
</tr>
<tr>
<td>➢ Define rhetoric</td>
</tr>
<tr>
<td>➢ Analyze how an author uses rhetoric to advance purpose</td>
</tr>
<tr>
<td>➢ Make a claim about how a character’s point of view is shaped by culture based on text evidence</td>
</tr>
</tbody>
</table>

**Grade 8R6:** In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL) In informational texts, analyze how the author addresses conflicting evidence or viewpoints. (RI)

**Grade 9-10R6:** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI & RL)

**Grade 11-12R6:** Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI & RL)

**Time frame:** 5 weeks per unit

**9th grade common units** -
- Romeo & Juliet
- Monster
- Of Mice and Men
- Greek mythology
- Poetry
- Short stories
- Research

**10th grade common units** -
- Lord of the Flies
- Night
- The Giver
- Macbeth
- The Glass Menagerie
- Poetry
- Short stories
- Research

### TYPE

<table>
<thead>
<tr>
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<th>ASSESSMENT OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W</strong></td>
<td>- Instruct on point of view, rhetoric, style, and author’s purpose.</td>
<td>- Take notes on point of view, rhetoric, style and author’s purpose.</td>
<td>- Assess notes during a notebook check.</td>
</tr>
<tr>
<td><strong>H</strong></td>
<td>- Introduce SOAPStone strategy for rhetorical analysis.</td>
<td>- Annotate the exemplar using the SOAPStone template.</td>
<td>- Appraise student understanding through discussion.</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>- Model strategy.</td>
<td>- Provide exemplar.</td>
<td></td>
</tr>
<tr>
<td><strong>L</strong></td>
<td>- Provide multiple short exemplars of texts (literary and informational).</td>
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<tr>
<td><strong>C</strong></td>
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<td><strong>A</strong></td>
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<tr>
<td><strong>S</strong></td>
<td>- Identify author’s purpose in multiple texts through small group discussion.</td>
<td></td>
<td>- Monitor group discussion to check for understanding.</td>
</tr>
<tr>
<td><strong>M</strong></td>
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</tr>
</tbody>
</table>
Grade 9-10
9th-10th Grade Reading (Literary and Informational Text) Standard 7

Anchor Standard (Integration of Knowledge and Ideas) – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade 8R7: Evaluate the advantages and disadvantages of using different media—text, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI &RL)

Grade 9-10R7: Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI &RL)

Grade 11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)

Time frame: 5 weeks per unit

9th grade common units -
Romeo & Juliet
Monster
Of Mice and Men
Greek mythology
Poetry
Short stories
Research

10th grade common units -
Lord of the Flies
Night
The Giver
Macbeth
The Glass Menagerie
Poetry
Short stories
Research

Type | Teacher Action | Student Action | Assessment Opportunities
--- | --- | --- | ---
Whole Class | -Define medium for students’ understanding of differing formats for the same topic/subject. | -Take notes on different mediums they may encounter. | -Assess student understanding through class discussion.
Whole Class | -Provide representations of content in different formats (audio, video, text) | -Read texts and view those texts in different mediums (films, artwork, graphic novels, audiobook, etc.) | -Evaluate students’ responses through discussion and written responses.
Grades 9-10
9th-10th Grade Reading (Literary and Informational Text) Standard 8

<table>
<thead>
<tr>
<th>Anchor Standard (Integration of Knowledge and Ideas) – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</th>
<th>KEY CONCEPTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI &amp;RL)</td>
<td>➢ Evaluate the argument of the text</td>
</tr>
<tr>
<td>Grade 9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI &amp;RL)</td>
<td>➢ Differentiate between claims and evidence</td>
</tr>
<tr>
<td>Grade 11-12R8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI &amp;RL)</td>
<td>➢ Assess whether the reasoning is valid</td>
</tr>
<tr>
<td>➢ Assess whether the evidence is relevant and sufficient</td>
<td></td>
</tr>
<tr>
<td>➢ Define fallacy/ fallacious reasoning</td>
<td></td>
</tr>
<tr>
<td>➢ Identify false statements and fallacious reasoning</td>
<td></td>
</tr>
</tbody>
</table>

Time frame: 5 weeks per unit

9th grade common units -
Romeo & Juliet
Monster
Of Mice and Men
Greek mythology
Poetry
Short stories
Research

10th grade common units -
Lord of the Flies
Night
The Giver
Macbeth
The Glass Menagerie
Poetry
Short stories
Research

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<th>ASSESSMENT OPPORTUNITIES</th>
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</thead>
<tbody>
<tr>
<td>W H O L E</td>
<td>-Instruct on argument, fallacy/validity of the argument in informational and literary texts.</td>
<td>-Annotate direct instruction, identifying, distinguishing, and evaluating various fallacies and arguments in informational and literary texts.</td>
<td>-Review annotations.</td>
</tr>
<tr>
<td>C L A S S</td>
<td>-Model an argument and evaluate the validity (or lack of) in informational and literary texts, using textual evidence.</td>
<td>-Annotate and evaluate a text identifying the lens of the argument and validity (or lack thereof) in informational and literary texts.</td>
<td>-Share results with the class in a group discussion and assess for understanding.</td>
</tr>
</tbody>
</table>
### Grade 9-10

#### 9th-10th Grade Reading (Literary and Informational Text) Standard 9

<table>
<thead>
<tr>
<th><strong>Anchor Standard (Integration of Knowledge and Ideas)</strong></th>
<th><strong>KEY CONCEPTS:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.</td>
<td>➢ Determine the quality of a text</td>
</tr>
<tr>
<td>Grade 8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI &amp; RL)</td>
<td>➢ Establish and use criteria to evaluate texts to make informed judgements about the quality of the texts</td>
</tr>
<tr>
<td>Grade 9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI &amp; RL)</td>
<td>➢ Develop connections to other texts, cultural perspectives, eras, and personal experiences</td>
</tr>
<tr>
<td>Grade 11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, cultural perspectives, eras, and personal experiences. (RI &amp; RL)</td>
<td></td>
</tr>
</tbody>
</table>

#### Time frame: 5 weeks per unit

<table>
<thead>
<tr>
<th><strong>9th grade common units -</strong></th>
<th><strong>10th grade common units -</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Romeo &amp; Juliet</td>
<td>Lord of the Flies</td>
</tr>
<tr>
<td>Monster</td>
<td>Night</td>
</tr>
<tr>
<td>Of Mice and Men</td>
<td>The Giver</td>
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<tr>
<td>Greek mythology</td>
<td>Macbeth</td>
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<tr>
<td>Poetry</td>
<td>The Glass Menagerie</td>
</tr>
<tr>
<td>Short stories</td>
<td>Poetry</td>
</tr>
<tr>
<td>Research</td>
<td>Short stories</td>
</tr>
<tr>
<td>Research</td>
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</tbody>
</table>

#### TYPE | **TEACHER ACTION** | **STUDENT ACTION** | **ASSESSMENT OPPORTUNITIES** |
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>whole class</td>
<td>-Define criteria to evaluate a text using analysis of literary forms, elements, and devices.</td>
<td>-Recall various literary forms, elements, and devices.</td>
<td>-Check students’ understanding through class poll.</td>
</tr>
<tr>
<td>whole class</td>
<td>-Model how to make connections between texts, self, world, culture.</td>
<td>-List and annotate possible text connections.</td>
<td>-Evaluate students’ written responses.</td>
</tr>
<tr>
<td>small group/pair</td>
<td>-Provide graphic organizer for students to make connections within a text (text-to-self, text-to-text, text-to-world).</td>
<td>-Complete graphic organizer based on one or multiple literary texts.</td>
<td>-Monitor students’ responses through discussion and written responses through graphic organizer.</td>
</tr>
</tbody>
</table>
### Grade 9-10

#### 9th-10th Grade Speaking and Listening Standard 1

| Anchor Standard (Comprehension and Collaboration) - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. | KEY CONCEPTS:  
➢ Read and research in preparation for discussion  
➢ Organize evidence to participate in discussion  
➢ Identify and establish parameters for interactions that address objectives and fit within timelines  
➢ Develop self-generated questions to advance critical thinking  
➢ Create thoughtful, comprehensive, and varied critical perspectives to resolve self-generated questions and objectives |
| --- | --- |
| Grade 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others  
- 8LS1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
- 8LS1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  
- 8LS1c: Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  
- 8LS1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented. |  |
| Grade 9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.  
- 9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.  
- 9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.  
- 9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  
- 9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented. |  |
| Grade 11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.  
- 11-12SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.  
- 11-12SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.  
- 11-12SL1c: Pose and respond to questions that probe reasoning and evidence; address a full range of positions; |  |
### Grade 9-10

**9th-10th Grade Speaking and Listening Standard 2**

<table>
<thead>
<tr>
<th>Anchor Standard (Comprehension and Collaboration) – Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</td>
</tr>
<tr>
<td>Grade 9-10SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.</td>
</tr>
<tr>
<td>Grade 11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</td>
</tr>
</tbody>
</table>

**Key Concepts:**
- Identify multiple sources in multiple formats to address a question
- Synthesize multiple sources to make decisions and solve problems
- Determine the credibility, accuracy and relevance of each source

**Time Frame:**

**9th grade common units** -
- *Romeo & Juliet*
- *Monster*
- *Of Mice and Men*
- Greek mythology
- Poetry
- Short stories
- Research

**10th grade common units** -
- *Lord of the Flies*
- *Night*
- *The Giver*
- *Macbeth*
- *The Glass Menagerie*
- Poetry
- Short stories
- Research

<table>
<thead>
<tr>
<th>Type</th>
<th>Teacher Action</th>
<th>Student Action</th>
<th>Assessment Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>- Instruct on credible and relevant sources. Provide criteria for judging quality of sources.</td>
<td>- Differentiate between reliable and unreliable sources.</td>
<td>- Appraise validity and relevancy of sources used.</td>
</tr>
</tbody>
</table>
| Small Group | - Show exemplars of a credible and reliable sources.  
- Show an unreliable source. | - Evaluate multiple reliable and unreliable sources. | - Illustrate reliable and unreliable facts using a T chart.  
- Construct a whole class list as each student reports out. |
| Individual | - Make available electronic devices for student collection of sources to answer a question. | - Select and collect exemplars of reliable source material to answer a question. | - Rate student findings. |
# Grade 9-10

## 9th-10th Grade Speaking and Listening Standard 3

<table>
<thead>
<tr>
<th>Anchor Standard (Comprehension and Collaboration) – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</th>
<th>KEY CONCEPTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8SL3: Delineate a speaker’s argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</td>
<td>➢ Identify and evaluate the speaker’s point of view</td>
</tr>
<tr>
<td>Grade 9-10SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.</td>
<td>➢ Identify and evaluate reasoning to determine relevant, fallacious, or exaggerated evidence</td>
</tr>
<tr>
<td>Grade 11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.</td>
<td>➢ Identify and evaluate use of rhetorical strategies to establish meaning, diction, and tone</td>
</tr>
</tbody>
</table>

### Time frame:

#### 9th grade common units -
- Romeo & Juliet
- Monster
- Of Mice and Men
- Greek mythology
- Poetry
- Short stories
- Research

#### 10th grade common units -
- Lord of the Flies
- Night
- The Giver
- Macbeth
- The Glass Menagerie
- Poetry
- Short stories
- Research

### See also: 9-10R8 with regard to evaluating arguments

## TYPE | TEACHER ACTION | STUDENT ACTION | ASSESSMENT OPPORTUNITIES
---|---|---|---
**Whole Class** | -Draw on student understanding of argumentation to establish guidelines for analyzing speeches. | -Construct guidelines for analyzing speeches. | -Verbally check for understanding of guidelines. |
| | -Model an annotation of a speech. | -Annotate a speech following the guidelines. | -Verbally appraise for understanding of annotating. |

**Small Group** | -Provide models of points of view through speeches, monologues, etc. | -Apply guidelines to evaluate several short model speeches. | -Assess small group evaluation. |
### Grade 9-10

#### 9th-10th Grade Speaking & Listening Standard 4

**Anchor Standard (Presentation of Knowledge and Ideas)** – Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

**Grade 8SL4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.

**Grade 9-10SL4:** Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.

**Grade 11-12SL4:** Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

**KEY CONCEPTS:**

- Present argumentative positions clearly, concisely, and logically
- Utilize supporting evidence as appropriate to develop substance and style
- Address counterclaims
- Recognize and align with the task, purpose, and audience

**See also:** 9-10W1 with regard to writing to support claims.

#### Time frame:

**9th grade common units -**

- Romeo & Juliet
- Monster
- Of Mice and Men
- Greek mythology
- Poetry
- Short stories
- Research

**10th grade common units -**

- Lord of the Flies
- Night
- The Giver
- Macbeth
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- Poetry
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</tr>
</thead>
<tbody>
<tr>
<td>WHOLE CLASS</td>
<td>-Model clear, concise and logical argumentative positions.</td>
<td>-Construct guidelines for analyzing argumentative positions and their purpose.</td>
<td>-Check exit tickets for understanding of guidelines.</td>
</tr>
<tr>
<td></td>
<td>-Establish criteria for formal presentations (i.e. organization, development, substance, style).</td>
<td>-Compose assignment with clear claim, development, and substance.</td>
<td>-Grade assignment for understanding of formal presentations.</td>
</tr>
<tr>
<td>SMALL</td>
<td>-Place students in teams/groups to analyze arguments.</td>
<td>-Identify arguments and claims.</td>
<td>-Assess student reports and explanations of claims.</td>
</tr>
</tbody>
</table>
### Grade 9-10

#### 9th-10th Grade Speaking and Listening Standard 5

**Anchor Standard (Presentation of Knowledge and Ideas) – Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.**

**Grade 8SL5:** Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.

**Grade 9-10SL5:** Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

**Grade 11-12SL5:** Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

**Key Concepts:**
- Incorporate digital media and/or visual displays to facilitate understanding, reasoning, and engagement.

#### Time frame:

**9th grade common units -**
- *Romeo & Juliet*
- *Monster*
- *Of Mice and Men*
- *Greek mythology*
- *Poetry*
- *Short stories*
- *Research*

**10th grade common units -**
- *Lord of the Flies*
- *Night*
- *The Giver*
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- *The Glass Menagerie*
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</thead>
<tbody>
<tr>
<td><strong>Whole Class</strong></td>
<td>-Create and require students to follow a set of principles for all presentation slides and visual displays to facilitate understanding, reasoning, and engagement.</td>
<td>-Students will construct a set of principles for presentation slide format given a set of exemplars.</td>
<td>-Assess student constructed guidelines according to set principles.</td>
</tr>
<tr>
<td></td>
<td>-Train students in use of technology.</td>
<td>-Demonstrate appropriate skills needed for creation of presentation.</td>
<td>-Evaluate student capabilities in appropriate use of technology.</td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td>-Facilitate pairs/small learning groups. -Provide chromebooks or computers.</td>
<td>-Utilizing chromebooks, create a slide presentation which demonstrates knowledge of digital media.</td>
<td>-Evaluate slides according to the guidelines.</td>
</tr>
</tbody>
</table>
### Grade 9-10

**9th-10th Grade Speaking & Listening Standard 6**

<table>
<thead>
<tr>
<th>Anchor Standard (Presentation of Knowledge and Ideas) – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</th>
<th>KEY CONCEPTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
<td>➢ Revise presentations in response to various contexts and tasks</td>
</tr>
<tr>
<td>Grade 9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
<td>➢ Demonstrate mastery of formal English as appropriate</td>
</tr>
<tr>
<td>Grade 11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</td>
<td>See also: writing and language standards with regard to appropriate tone, style, etc.</td>
</tr>
</tbody>
</table>

**Time frame:**

**9th grade common units** -
- Romeo & Juliet
- Monster
- Of Mice and Men
- Greek mythology
- Poetry
- Short stories
- Research

**10th grade common units** -
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<th>STUDENT ACTION</th>
<th>ASSESSMENT OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W H O</strong></td>
<td>-Provide models of speeches in various contexts and with various audiences.</td>
<td>-Orally revise and edit speeches based on various audiences and or contexts.</td>
<td>-Observe revised presentations for understanding of context and audience.</td>
</tr>
<tr>
<td><strong>C L A S S</strong></td>
<td>-Provide students with two speeches on same topic given by two different sources.</td>
<td>-Compare and contrast speeches (or in small group) in a Venn diagram or T-chart.</td>
<td>-Rate Venn diagram or T-chart on comparison.</td>
</tr>
<tr>
<td><strong>S M A L L</strong></td>
<td>-Provide students (in groups) with two different speeches on same topic.</td>
<td>-Analyze and defend the assigned position.</td>
<td>-Class determines the more logical argument.</td>
</tr>
<tr>
<td><strong>S M A L L</strong></td>
<td>-Provide students (in groups) with a variety of speeches on</td>
<td>-Read, annotate and report out for the given viewpoint.</td>
<td>-Score for completion of notes from each presentation.</td>
</tr>
</tbody>
</table>
### Grade 9-10

**9th-10th Grade Writing Standard 1**

<table>
<thead>
<tr>
<th>Anchor Standard (Text Types and Purposes)</th>
<th>KEY CONCEPTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>➢ Review purpose of argument writing</td>
</tr>
<tr>
<td>➢ Define precise and knowledgeable claim, counterclaim, reasons and evidence</td>
<td>➢ Understand strengths and limitations of evidence with attention to the audience’s biases and values</td>
</tr>
<tr>
<td>➢ Understand strengths and limitations of evidence with attention to the audience’s biases and values</td>
<td>➢ Develop claim(s) and counterclaims fairly and thoroughly using relevant evidence</td>
</tr>
<tr>
<td>➢ Use precise language and vocabulary to maintain cohesion</td>
<td>➢ Use transition sentences/phrases effectively</td>
</tr>
<tr>
<td>➢ Use transition sentences/phrases effectively</td>
<td>➢ Provide a valid conclusion</td>
</tr>
<tr>
<td>➢ Establish and maintain a formal style and objective tone</td>
<td>➢ Differentiate between formal and informal style</td>
</tr>
</tbody>
</table>

**Grade 8W1:** Write arguments to support claims with clear reasons and relevant evidence.

- 8W1a: Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.
- 8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.
- 8W1c: Use precise language and content-specific vocabulary to argue a claim.
- 8W1d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- 8W1e: Provide a concluding statement or section that explains the significance of the argument presented.
- 8W1f: Maintain a style and tone appropriate to the writing task.

**Grade 9-10W1:** Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level and concerns.
- 9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
- 9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
- 9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.
- 9-10W1f: Maintain a style and tone appropriate to the writing task.

**Grade 11-12W1:** Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
- 11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level, concerns, values, and possible biases.
- 11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
- 11-12W1d: Use appropriate and varied transitions, as well as
### Grade 9-10

**9th-10th Grade Writing Standard 2**

**Anchor Standard (Text Types and Purposes) – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

**Grade 8W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **8W2a:** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- **8W2b:** Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
- **8W2c:** Use precise language and domain-specific vocabulary to explain a topic.
- **8W2d:** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- **8W2e:** Provide a concluding statement or section that explains the significance of the information presented.
- **8W2f:** Establish and maintain a style appropriate to the writing task.

**Grade 9-10W2:** 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.
- **9-10W2a:** Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
- **9-10W2b:** Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
- **9-10W2c:** Use precise language and domain-specific vocabulary to express the appropriate complexity of a topic.
- **9-10W2d:** Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
- **9-10W2e:** Provide a concluding statement or section that explains the significance of the information presented.
- **9-10W2f:** Establish and maintain a style appropriate to the writing task.

**Grade 11-12W2:** 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.
- **11-12W2a:** Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
- **11-12W2b:** Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details,
<table>
<thead>
<tr>
<th>Anchor Standard (Text Types and Purposes)</th>
<th>Grade 9-10W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 8W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.</td>
<td>- 9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</td>
</tr>
<tr>
<td>- 8W3b: Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</td>
<td>- 9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.</td>
</tr>
<tr>
<td>- 8W3c: Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</td>
<td>- 9-10W3c: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.</td>
</tr>
<tr>
<td>- 8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
<td>- 9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
</tr>
<tr>
<td>- 8W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
<td>- 9-10W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
</tr>
<tr>
<td>Grade 11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</td>
<td>Grade 11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</td>
</tr>
<tr>
<td>- 11-12W3a: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</td>
<td>- 11-12W3a: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</td>
</tr>
<tr>
<td>- 11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.</td>
<td>- 11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.</td>
</tr>
<tr>
<td>- 11-12W3c: Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</td>
<td>- 11-12W3c: Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</td>
</tr>
</tbody>
</table>

**KEY CONCEPTS:**

- Create an engaging intro that presents a problem, conflict, situation, or observation
- Establish point of view(s)
- Introduce characters
- Identify types of characterization (including use of dialogue)
- Effect of plot structure
- Use narrative transition sentences/phrases effectively.
- Use precise vocabulary, details, and imagery to convey a vivid picture
- Provide a reflective conclusion
### Anchor Standard (Text Types and Purposes) – Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

**Grade 8W4:** Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.

**Grade 9-10W4:** Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.

**Grade 11-12W4:** Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate understanding of techniques and genres. Explain connections between the original and the created work.

**Time frame:** 5 weeks per unit

#### 9th grade common units -
- *Romeo & Juliet*
- *Monster*
- *Of Mice and Men*
- Greek mythology
- *Poetry*
- *Short stories*
- *Research*

#### 10th grade common units -
- *Lord of the Flies*
- *Night*
- *The Giver*
- *Macbeth*
- *The Glass Menagerie*
- *Poetry*
- *Short stories*
- *Research*

#### KEY CONCEPTS:
- Choose a genre most appropriate to express student’s response
- Create an original response to literature/author/experience
- Analyze literary techniques and genres
- Explain divergences between the response and original work which demonstrate understanding of original work

<table>
<thead>
<tr>
<th>TYPE</th>
<th>TEACHER ACTION</th>
<th>STUDENT ACTION</th>
<th>ASSESSMENT OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>W H O L E</td>
<td>- Provide sample mediums that can be connected to other texts. For example: a poem, story, play, art work, etc.</td>
<td>- Take notes and interact with the provided selections.</td>
<td>- Verbally check for understanding of the task.</td>
</tr>
<tr>
<td>C L A S S</td>
<td>- Review various available literary techniques and genres.</td>
<td>- Choose a genre most appropriate to express student’s response and connection to original text using literary techniques.</td>
<td>- Check for relevant and appropriate genre choice.</td>
</tr>
<tr>
<td>S M A L L</td>
<td>- Facilitate into groups to review various available literary techniques and genres.</td>
<td>- Choose a genre most appropriate to express student’s response and connection.</td>
<td>- Check for relevant and appropriate genre choice.</td>
</tr>
</tbody>
</table>
### Grade 9-10

#### 9th-10th Grade Writing Standard 5

**Anchor Standard (Text Types and Purposes) –** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable.

**Grade 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.**

Grade 11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.

### Time frame:

**9th grade common units -**
- *Romeo & Juliet*
- *Monster*
- *Of Mice and Men*
- Greek mythology
- Poetry
- Short stories
- Research

**10th grade common units -**
- *Lord of the Flies*
- *Night*
- *The Giver*
- *Macbeth*
- *The Glass Menagerie*
- Poetry
- Short stories
- Research

### Key Concepts:

- Annotate informational texts for purpose and effectiveness in writing
- Choose appropriate evidence from a text during the writing process

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>W</td>
<td>-Explain annotation of a text for author’s purpose and effectiveness.</td>
<td>-Note explanation of annotation.</td>
<td>-Review students’ notes for understanding on information.</td>
</tr>
<tr>
<td>H</td>
<td>-Model annotation of a text for author’s purpose and effectiveness, identifying relevant evidence.</td>
<td>-Annotate text with teacher assistance.</td>
<td>-Monitor student annotation as whole group. -Check parking lot of student responses.</td>
</tr>
<tr>
<td>O</td>
<td>-Show and explain exemplar writing passages using useful details.</td>
<td>-Examine exemplars for writer’s effective use of text evidence.</td>
<td>-Review students’ examination of exemplars.</td>
</tr>
<tr>
<td>LE</td>
<td>-Provide examples of evidence.</td>
<td>-Identify whether examples are useful pieces of evidence for task.</td>
<td>-Assess determination of usefulness of examples.</td>
</tr>
<tr>
<td>CL</td>
<td>-Assign text for annotation and explication.</td>
<td>-Annotate text for author’s purpose and effectiveness.</td>
<td>-Review students’ annotations.</td>
</tr>
</tbody>
</table>
**Grade 9-10**

**9th-10th Grade Writing Standard 6**

<table>
<thead>
<tr>
<th>Anchor Standard (Research to Build and Present Knowledge) – Conduct research based on focused questions to demonstrate understanding of the subject under investigation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.</td>
</tr>
<tr>
<td>Grade 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>Grade 11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.</td>
</tr>
</tbody>
</table>

**KEY CONCEPTS:**

- Generate a research question with appropriate breadth
- Gather information from multiple sources
- Decide which information is appropriate to answer the research question
- Synthesize information from multiple sources to show understanding of subject

**Time frame:**

**9th grade common units -**
- Romeo & Juliet
- Monster
- Of Mice and Men
- Greek mythology
- Poetry
- Short stories
- Research

**10th grade common units -**
- Lord of the Flies
- Night
- The Giver
- Macbeth
- The Glass Menagerie
- Poetry
- Short stories
- Research

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<table>
<thead>
<tr>
<th>TYPE</th>
<th>TEACHER ACTION</th>
<th>STUDENT ACTION</th>
<th>ASSESSMENT OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHOLCLASS</td>
<td>-Define and model the development of a research question for discussion.</td>
<td>-Construct a research question to define their discussion.</td>
<td>-Evaluate the research question to determine appropriateness.</td>
</tr>
<tr>
<td>SCLASS</td>
<td>-Instruct students on how to utilize multiple research pathways (databases, websites, books, periodicals, etc.) and create a working bibliography.</td>
<td>-Conduct research, narrowing or broadening search as needed. -Create a working bibliography.</td>
<td>-Assess research sources to determine appropriateness for scope and topic (working bibliography).</td>
</tr>
<tr>
<td>SMCLASS</td>
<td>-Instruct how to generate and answer research questions.</td>
<td>-Generate research questions.</td>
<td>-Assess and provide feedback on potency of research questions.</td>
</tr>
</tbody>
</table>
### Grade 9-10

#### 9th-10th Grade Writing Standard 7

**Anchor Standard (Research to Build and Present Knowledge) – Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

**Grade 8W7:** Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

**Grade 9-10W7:** Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

**Grade 11-12W7:** Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

**Time frame:**

**9th grade common units -**  
*Romeo & Juliet*  
*Monster*  
*Of Mice and Men*  
Greek mythology  
Poetry  
Short stories  
Research

**10th grade common units -**  
*Lord of the Flies*  
*Night*  
*The Giver*  
*Macbeth*  
*The Glass Menagerie*  
Poetry  
Short stories  
Research

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#### KEY CONCEPTS:

- Utilize appropriate search strategies to collect information
- Decide which information is appropriate to answer the research question
- Choose whether to summarize, paraphrase, or quote information from sources.
- Cite sources correctly to avoid plagiarism

---

#### TYPE | TEACHER ACTION | STUDENT ACTION | ASSESSMENT OPPORTUNITIES
--- | --- | --- | ---
**Whole Class** | -Provide parameters for collecting research materials to address the research question.  
-Define and model the development of a research question for discussion. | -Select and collect relevant source material pertaining to the research question.  
-Organize evidence to facilitate discussion.  
-Construct a research question to define their discussion. | -Appraise the collected source material.  
-Check organizational strategies and organizers.  
-Evaluate the research question to determine appropriateness. |
<table>
<thead>
<tr>
<th>Review MLA citation format, signal phrases, and parenthetical citations to clearly define strategies to avoid plagiarism.</th>
<th>Complete MLA practice activity.</th>
<th>Assess activity handout for accuracy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S M A L L G R O U P / P A I R S</strong></td>
<td><strong>Provide a research question, Internet access, and database passwords.</strong></td>
<td>Compile a list of keyword search terms. Search the Web and appropriate databases to refine search term strategies. Select exemplary sources making note of effective search terms.</td>
</tr>
</tbody>
</table>
| **I N D E P E N D E N T** | **Provide a rubric to evaluate source selection to include overall relevance (summary), factual evidence (paraphrases and/or direct quotations).** | Defend choices of exemplary sources to address the research question. | Evaluate student choices:  
  - journal entry  
  - presentation  
  - exit ticket |
|  | **Model selection of relevant material for research topic and note-taking strategies.** | Select which information is appropriate for individual research question and take notes. | Assess research notes and provide feedback. |

<table>
<thead>
<tr>
<th><strong>L L GROUP / P A R S</strong></th>
<th>-Instruct how to generate thesis statements using templates and exemplars.</th>
<th>-Generate thesis statements.</th>
<th>-Assess and provide feedback on potential efficacy of thesis statements.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I N D E P E N D E N T</strong></td>
<td>-Model selection of relevant material for research topic and note-taking strategies.</td>
<td>-Select which information is appropriate for individual research question and take notes.</td>
<td>-Assess research notes and provide feedback.</td>
</tr>
<tr>
<td></td>
<td>-Assign research project and related components.</td>
<td>-Synthesize information from multiple sources into research outline and research essay.</td>
<td>-Rate research outline and essay.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP/PAIRS</th>
<th>-Provide inquiry question and relevant text set.</th>
<th>-Identify useful details to support analysis.</th>
<th>-Identify and share evidence related to claims and counterclaims regarding the inquiry question. -Categorize evidence using T-chart or other graphic organizer.</th>
<th>-Assess relevance and strength of evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDPE</td>
<td>-Assign reading (appropriate to unit, text, etc.) to annotate and explicate.</td>
<td>-Draw evidence from passage to aid in analysis in a written response.</td>
<td>-Identify evidence related to inquiry question. -Categorize evidence using T-chart or other graphic organizer. -Write argumentative or informational essay to address inquiry question.</td>
<td>-Evaluate written response, focusing on effectiveness of details from the text.</td>
</tr>
</tbody>
</table>

All units contain numerous writing opportunities and lessons centered around text-dependent thinking and questioning, both literary and informational.
<table>
<thead>
<tr>
<th>GROUP/PARIS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENT</td>
<td>-Establish guidelines for creation of original work.</td>
<td>-Create a poem, story, play, or other genre in response to a text that demonstrates knowledge and understanding of literary techniques and genres.</td>
</tr>
</tbody>
</table>

Samples of student work from prior years available at each grade level.
- 11-12W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 11-12W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Time frame:

**9th grade common units** -
- *Romeo & Juliet*
- *Monster*
- *Of Mice and Men*
- Greek mythology
- Poetry
- Short stories
- Research

**10th grade common units** -
- *Lord of the Flies*
- *Night*
- *The Giver*
- *Macbeth*
- *The Glass Menagerie*
- Poetry
- Short stories
- Research

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</thead>
</table>
| WHOLE CLASS | - Introduce narrative writing format  
- Model writing a strong introductory paragraph that presents a problem, conflict, situation or observation by establishing a point of view.  
- Model how a writer establishes characterization through the use of dialogue.  
- Model using sequence to create cohesion and progression of experiences.  
- Model the effective use of transitions.  
- Model the use of imagery to create a vivid picture in narrative.  
- Model writing a reflective conclusion that provides resolution. | - Annotate narrative to identify problem, conflict, point of view, characterization, plot structure, imagery, use of transitions, reflective conclusion. | - Assess proper identification of components of writing in the narrative exemplar in a class discussion. |
<p>| SMASH | - Provide students with a deconstructed and scrambled narrative. | - Given a deconstructed narrative, students will organize and identify the sequence of events and | - Assess ability to organize the deconstructed narrative and identify the components of writing as they report their |</p>
<table>
<thead>
<tr>
<th>LL</th>
<th>components of writing with their group.</th>
<th>work to the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LL</td>
<td>-Assign a narrative that develops real or imagined experience or event using effective techniques, well-chosen details, and well-structured event sequences.</td>
<td>-Write a narrative that develops real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</td>
</tr>
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| I N D E P E N D E N T | -Introduce narrative writing format  
-Model writing a strong introductory paragraph that presents a problem, conflict, situation or observation by establishing a point of view.  
-Model how a writer establishes characterization through the use of dialogue.  
-Model using sequence to create cohesion and progression of experiences.  
-Model the effective use of transitions.  
-Model the use of imagery to create a vivid picture in narrative.  
-Model writing a reflective conclusion that provides resolution. | -Annotate narrative to identify problem, conflict, point of view, characterization, plot structure, imagery, use of transitions, reflective conclusion. | -Assess proper identification of components of writing in the narrative exemplar in a class discussion. |

| | -Provide students with a deconstructed and scrambled narrative. | -Given a deconstructed narrative, students will organize and identify the sequence of events and components of writing with their group. | -Assess ability to organize the deconstructed narrative and identify the components of writing as they report their work to the class. |

Citing textual evidence and drawing inferences found within our current curriculum:
- All units contain numerous writing opportunities and lessons centered around text-dependent thinking and questioning.
- Final Exam - various reading excerpts with text-dependent written responses
- Explicating poetry (choices at the discretion of the instructor)
direct quotations and paraphrased information or other examples, appropriate to the audience’s knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

- 11-12W2c: Use precise language, domain-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
- 11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
- 11-12W2e: Provide a concluding statement or section that explains the significance of the information presented.
- 11-12W2f: Establish and maintain a style appropriate to the writing task.

Time frame: 5 weeks per unit

9th grade common units -
Romeo & Juliet
Monster
Of Mice and Men
Greek mythology
Poetry
Short stories
Research

10th grade common units -
Lord of the Flies
Night
The Giver
Macbeth
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<th>TYPE</th>
<th>TEACHER ACTION</th>
<th>STUDENT ACTION</th>
<th>ASSESSMENT OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHOLE</td>
<td>-Review essay types: descriptive, informative, argumentative, and persuasive, using a document camera or SmartBoard.</td>
<td>-Classify essays in set by type.</td>
<td>-Verify classification choices and claim identification.</td>
</tr>
<tr>
<td>CLASS</td>
<td>-Provide list of transitional words and phrases.</td>
<td>-Annotate claim statements.</td>
<td></td>
</tr>
<tr>
<td>SM</td>
<td>-Provide students with a deconstructed and scrambled</td>
<td>-Identify strengths and</td>
<td>-Assess ability to organize the deconstructed essay and</td>
</tr>
<tr>
<td>ALL GROUPS / PAIRS</td>
<td>informative/expository essay. Review the purpose of organization.</td>
<td>weaknesses of different formats of information (graphics, etc.).</td>
<td>identify the components of writing as they report their work to the class.</td>
</tr>
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<tr>
<td></td>
<td>-Provide students with transition sentences to correct.</td>
<td>-Improve transition sentences for placement within essay. Utilize precise language and vocabulary.</td>
<td>-Assess students' use of transition sentences, and language usage within an essay.</td>
</tr>
<tr>
<td></td>
<td>-Model topic appropriate vocabulary.</td>
<td></td>
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</tr>
<tr>
<td>ALL GROUPS / PAIRS</td>
<td>-Provide a text set and expository essay template.</td>
<td>-Compose a unified expository claim and select relevant evidence from the text set to complete the essay template.</td>
<td>-Score essay organizer for appropriate claim and logical use of evidence.</td>
</tr>
<tr>
<td>I N D E P E N D E N T</td>
<td>-Provide list of transitional words and phrases and require students to use transitions in essay assignments and include a formal and objective tone and a valid conclusion.</td>
<td>-Write an essay that utilizes a variety of transitional words and phrases to aid in organization, a valid conclusion that emphasizes the importance of the information presented.</td>
<td>-Score essays, evaluating students' use of transitions, formal tone, and conclusion.</td>
</tr>
</tbody>
</table>

Samples of student work from prior years are available at each grade level as exemplars.
varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts

- 11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented.
- 11-12W1f: Maintain a style and tone appropriate to the writing task.

Time frame:

**9th grade common units** -
Romeo & Juliet
Monster
Of Mice and Men
Greek mythology
Poetry
Short stories
Research

**10th grade common units** -
Lord of the Flies
Night
The Giver
Macbeth
The Glass Menagerie
Poetry
Short stories
Research

<table>
<thead>
<tr>
<th>TYPE</th>
<th>TEACHER ACTION</th>
<th>STUDENT ACTION</th>
<th>ASSESSMENT OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>W H O L E C L A S S</td>
<td>-Review the purpose of claims and counterclaims. Introduce logical sequencing of claims and evidence.</td>
<td>-Take notes and understand/identify the purpose of claims and counterclaims in argumentative essays.</td>
<td>-Assess understanding of claims through class discussion.</td>
</tr>
<tr>
<td></td>
<td>-Provide an outline format for argumentative essay.</td>
<td>-Complete an outline as pre-writing activity.</td>
<td>-Use completed outline to write argumentative essay.</td>
</tr>
<tr>
<td></td>
<td>-Show exemplar essays pointing out organization of an argumentative essay (Intro, two claims, counterclaim, conclusion), using a document camera or SmartBoard.</td>
<td>-Discuss organization and cohesion of essay.</td>
<td>-Assess students’ understanding of importance of organization through whole class discussion.</td>
</tr>
<tr>
<td>S M A L L G R O U P</td>
<td>-Provide argumentative essay exemplars.</td>
<td>-Annotate the exemplars with specific focus on intro, two claims, evidence, counterclaim and conclusion.</td>
<td>-Evaluate students’ understanding through class discussion and sharing of responses.</td>
</tr>
<tr>
<td></td>
<td>-Provide argumentative text(s).</td>
<td>-Revise the text provided to address a different audience (RAFT strategy.)</td>
<td>-Assess revised text for audience appropriateness (formal/informal, voice,</td>
</tr>
<tr>
<td>Pairs</td>
<td>Indep</td>
<td>Counterclaim, sequencing</td>
<td></td>
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</tr>
<tr>
<td>-Provide students with transition sentences to correct, specifically for an argument essay.</td>
<td>-Provide argumentative topic for essay.</td>
<td>-Assess students’ use of transition sentences and placement within an argument essay.</td>
<td></td>
</tr>
<tr>
<td>-Improve transition sentences for placement within essay.</td>
<td>-Provide guidelines for use of appropriate language and vocabulary.</td>
<td>-Develop an outline/graphic organizer for topic.</td>
<td></td>
</tr>
<tr>
<td>-Assess students’ use of transition sentences and placement within an argument essay.</td>
<td>-Provide list of transitional words and phrases and require students to use transitions in essay assignments and include a formal and objective tone and a valid conclusion.</td>
<td>-Rate students’ essay using a rubric focusing on key points of an argument essay (claims, counterclaims), and language use.</td>
<td></td>
</tr>
</tbody>
</table>

- Write an essay that utilizes a variety of transitional words and phrases to aid in organization, a valid conclusion that emphasizes the argument. | -Score essays, evaluating students’ use of transitions, formal tone, and conclusion. |

Samples of student work from prior years are available at each grade level as exemplars.
<table>
<thead>
<tr>
<th>G R O U P / P A I R S</th>
<th>the same subject from different viewpoints.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I N D E P E N D E N T</td>
<td>-Present positions and defenses from small group activity.</td>
<td>-From small group activity, choose more sound position.</td>
<td>-Judge student response for strength and validity.</td>
</tr>
</tbody>
</table>

**Students will be provided with various passages (excerpts, speeches, diary entries, etc.)**
<table>
<thead>
<tr>
<th>Group / Pair</th>
<th>Independent</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>- Provide access to Google Slides.</td>
<td>- Create a Slides presentation that complies with guidelines.</td>
<td>- Assess Slide presentation using guidelines.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will require access to ChromeBooks, PCs, or other electronic devices that have access to Google Slides.
<table>
<thead>
<tr>
<th>GROUP / PAIRS</th>
<th>INDEPENDENT</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-Provide a passage for students to read and select the claim.</td>
<td>-Identify, label, and defend the claim with evidence.</td>
<td>-Evaluate students’ defense of claims through quick activities such as a Do now.</td>
<td>-Assess explanation of claim through writing.</td>
</tr>
</tbody>
</table>

**Students will be provided with various passages (excerpts, speeches, diary entries, etc.)**
<table>
<thead>
<tr>
<th>OUP / PAIRS</th>
<th>-Provide students with a speech that provides a clear point of view of the speaker.</th>
<th>-Identify a speaker’s point of view.</th>
<th>-Evaluate the validity of the point of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENT</td>
<td>-Model an annotation of a speech.</td>
<td>-Annotate a speech and the use evidence and rhetoric.</td>
<td>-Assess the annotations.</td>
</tr>
</tbody>
</table>

Possible sources include historic speeches, TED talks, and interviews.
<table>
<thead>
<tr>
<th>G R O U P / P A I R S</th>
<th>I N D E P E N D E N T</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Model argument with multiple sources for synthesis.</td>
<td>- Synthesize multiple sources for discussion.</td>
<td>- Appraise relevance and effectiveness of sources in response to the assigned question or problem.</td>
</tr>
</tbody>
</table>

Students are provided with numerous resources to gain sources for discussion (library, online databases, encyclopedias, news outlets, etc.).
clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- 11-12SL1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

<table>
<thead>
<tr>
<th>Type</th>
<th>Teacher Action</th>
<th>Student Action</th>
<th>Assessment Opportunities</th>
</tr>
</thead>
</table>
| Whole Class | - Provide a topic and source materials to prepare for a discussion.  
- Model development of appropriate questions. | - Establish student roles for smaller groups.  
- Come prepared with previously annotated source materials.  
- Draft appropriate questions. | - Appraise selection of student roles.  
- Assess annotations to check for understanding.  
- Evaluate, score, and return questions. |
| Whole Class | - Lead a discussion about conditions needed to have a collegial discussion. | - Establish parameters for discussions: roles, norms, protocols for resolving disputes, etc. | - Assess the guidelines established through class discussion. |
| Small Group | - Assign groups for discussions. | - Establish clear goals for discussion.  
- Determine group roles and assign to peers.  
- Construct relevant questions.  
- Develop multiple perspectives to address the topic. | - Judges that all roles have been met and all group members have been assigned a job. |
<table>
<thead>
<tr>
<th></th>
<th>Prepare and assign due dates and assigned values/expectations.</th>
<th>Differentiate between the assigned roles and parameters for each role.</th>
<th>Assess individual roles and participation in the discussion according to a rubric.</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDENT</td>
<td>Monitor student-led discussion.</td>
<td>Ask and answer questions throughout discussion.</td>
<td>Rate student participation.</td>
</tr>
</tbody>
</table>

Possible discussion formats:
Socratic seminars, literary circles, debates, presentations, expert panels, etc.
<table>
<thead>
<tr>
<th>I R S</th>
<th>-Provide sample texts and prompts/questions.</th>
<th>-Examine text connections through journal responses.</th>
<th>-Evaluate journal responses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I N D E P E N D E N T</td>
<td>-Provide opportunities for students to select independent readings based on personal choice and criteria.</td>
<td>-Self-select a text, read the text, and complete independent project to evaluate the text based on developed criteria.</td>
<td>-Rate independent projects.</td>
</tr>
</tbody>
</table>

9th grade supplemental texts: *The Odyssey* (Homer), *Things Fall Apart* (Achebe), “How it Feels to be Colored Me” (Hurston), self-selected texts.

<table>
<thead>
<tr>
<th><strong>S M A L L G R O U P / P A I R S</strong></th>
<th><strong>I N D E P E N D E N T</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>-Provide sample arguments for students to identify claim with reasoning.</td>
<td>-Provide informational and literary texts.</td>
</tr>
<tr>
<td>-Students will identify a claim and analyze if reasonings are valid/invalid.</td>
<td>-Identify argumentative claim in informational and literary texts.</td>
</tr>
<tr>
<td>-Share orally and assess appropriate use of evidence/textual support.</td>
<td>-Trace the threads via annotation.</td>
</tr>
<tr>
<td>-Identify the fallacy with the example provided in the video and detail/prove how it applies to the fallacy type.</td>
<td>-Evaluate the effectiveness and validity of those claim(s).</td>
</tr>
<tr>
<td>-Discuss findings.</td>
<td>-Evaluate evidence-based annotations.</td>
</tr>
<tr>
<td>-Collect and review the worksheet for understanding (multiple answers are acceptable for each example).</td>
<td></td>
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</table>

**Provide a video on logical fallacies with an accompanying worksheet.**

**Identify the fallacy with the example provided in the video and detail/prove how it applies to the fallacy type. Discuss findings.**

**Collect and review the worksheet for understanding (multiple answers are acceptable for each example).**


10th grade supplemental texts: “The Stanford Prison Experiment” (article and documentary), Stephen King’s introduction to Lord of the Flies, Wiesel’s Nobel Peace Prize acceptance speech, Oprah Winfrey/Elie Wiesel documentary of visit to Auschwitz, FDR’s Radio Message to the Fighting Men of the Merchant Marines, “Welcome to the Commune Where 100 Adults Raise 17 Kids” by Beth Greenfield, previous NYS Common Core Regents exam - argument essay and materials, et al.
<table>
<thead>
<tr>
<th>SMALL GROUP/PAIRS</th>
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</thead>
<tbody>
<tr>
<td>Provide questions or criteria for comparative analysis of texts in different formats.</td>
<td>Analyze differences within two formats (omissions, emphasized details, etc.) answering given questions.</td>
<td>Check for understanding through oral and written responses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDEPENDENT</th>
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</thead>
<tbody>
<tr>
<td>Provide a historical document and news article on the same topic.</td>
<td>Identify differences within the two formats in a T-chart or Venn diagram.</td>
<td>Assess students’ understanding of author’s structure through T-chart or Venn diagram.</td>
</tr>
<tr>
<td>Provide assignments in which students will analyze similarities and differences between two or more representations of the same content.</td>
<td>Analyze similarities and differences between two or more representations of the same content in a piece of writing using evidence from each piece.</td>
<td>Rate students’ written responses.</td>
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<tbody>
<tr>
<td>-</td>
<td>Provide short passage(s).</td>
<td>-</td>
<td>Annotate the exemplar passage(s) using the SOAPStone template.</td>
<td>-</td>
<td>Evaluate template responses.</td>
<td>-</td>
<td>Report out to the whole class.</td>
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<td>N</td>
<td>D</td>
<td>E</td>
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</table>


- Provide text for analysis (informational or literary).

- Employ annotation strategies for structure (sentences, paragraphs, sections) to focus on claim or meaning.

- Assess students’ understanding of annotation strategies for structure through group exit ticket.

- Define and provide examples of literary elements and structural devices in literary and informational texts.

- Identify literary elements and structure in various texts.

- Assess students’ knowledge of literary devices and structure.

- Formulate a written response focusing on author’s structure in developing meaning.

- Appraise written responses for understanding (annotations, quizzes, essays, etc.).


10th grade supplemental texts: Fahrenheit 451 (Bradbury), The Old Man and the Sea (Hemingway), “The Stanford Prison Experiment” (article and documentary), Stephen King’s introduction to Lord of the Flies, Wiesel’s Nobel Peace Prize acceptance speech, Oprah Winfrey/Elie Wiesel documentary of visit to Auschwitz, et al.
| Mall Group/Pairs | illustrate the emotional impact of different connotative meanings. | connotative value from positive to negative and justify the order. | understanding. |
|------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|                  | Provide short passages of different genres.                  | Annotate uses of technical or key terms.                                                      |
|                  |                                                               | Discuss in small group to determine how the term evolves through the passage.                  |
|                  |                                                               | Articulate how the technical or key term evolves in the passage in a journal entry individually.|
|                  | Identify examples of figurative language in the assigned text. | Jigsaw a list of figurative language terms, assigning specific terms to each group to locate and annotate with post its. |
|                  |                                                               | Create a parking lot for each group to “park” its best annotation, checking for understanding.|
| Independent      | Model and assign a short response or essay that asks the students to address how authors’ use of figurative and connotative language differs among genres. | Demonstrate in writing how the author’s use of word choice adds to the overall impact of the text and influences tone among genres. |
|                  |                                                               | Grade the essay using a rubric that specifically checks for understanding of the importance of author’s word choice across genres. |


| LAS S | dynamic using text evidence. | -Outline an author’s use of theme and order of ideas to create structure. -Provide sample informational text. | -Breakdown order of author’s ideas to determine textual structure. -Monitor through discussion and check for understanding. |
| SM A LL | -Provide graphic organizers to interpret the order in which points are made and how connections are drawn informational texts. | -Complete graphic organizers to analyze how conclusions are drawn in informational text. | -Evaluate student responses through discussion and graphic organizer. |
| G RO U P / P AI R S | -Provide text-dependent questions (TDQ) which require students to identify how an author uses structure to make connections in informational text. | -In small groups, students will respond to TDQs. | -Assess students’ responses through discussion and written responses on chart paper. |
| IN D E P E N D E N T | -Assign writing assignments that require students to make connections between informational text and literary texts. | -Write, compile evidence, analyze the ways in which ideas/events/people in informational text connects to literary texts and extends understanding and meaning of both texts. | -Evaluate students’ writing for logical structure and connections. |
| | -Provide a literary text (excerpt, short story, etc.). | -Identify dynamic character in literary text and explain why the character is dynamic using text evidence. | -Assess understanding of dynamic character through written response that delineates the change in character throughout the text. |
| | -Assign TDQs and focus questions requiring students to characterize ideas and events analyze impact of those ideas and events and connect them to larger understandings. | -Respond to questions individually, using text evidence to support their reasoning. | -Evaluate student responses for ability to identify, characterize, connect and analyze impact of people/ideas/events. |

York’s Local Food Movement” Aurora Almendral, “Video-game addiction a real problem, study finds” from Washington Post, et al.

| SMALL GROUP/PAIRS | -Facilitate pairs and/or small learning groups.  
-Provide additional exemplar/antecedent texts.  
-Provide graphic organizers and other methods of annotation for practical application of harnessing themes and central ideas, identifying writing strategies, and developing summaries. | -Demonstrate understanding and interpretations of texts (purpose, plot/subplot, central idea, theme).  
- worksheet  
- graphic organizer  
- annotations  
- post its | -Collect and grade graphic organizers, etc. checking for understanding. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>INDEPENDENT</td>
<td>-Provide additional texts for independent practice.</td>
<td>-Identify and annotate textual evidence that supports their interpretation of the text and the author’s use of a writing strategy in a dual entry journal (summary and reflection).</td>
<td>-Rate the effectiveness of the textual evidence in supporting their interpretation of the text in the dual entry journal.</td>
</tr>
<tr>
<td></td>
<td>-Provide additional texts for independent practice.</td>
<td>-Summarize and demonstrate in writing (essay) how the author’s use of several writing strategies (ie: structure- framing, point of view and diction) develop the central idea.</td>
<td>-Assess the essay for understanding.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>M A L L</th>
<th>(literary/informational).</th>
<th>groups/pairs that may arise from reading text(s). -Infer answers based on implicit/explicit textual evidence.</th>
<th>and answering of sample text(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td>G R O U P / P A I R S</td>
<td>-Model how to come to conclusions using text(s).</td>
<td>-Support conclusions and predictions from text(s) based on implicit/explicit details.</td>
<td>-Evaluate class discussion of conclusions and predictions. -Rate written responses using rubric that checks specifically for understanding of implicit/explicit details.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th><strong>SMALL GROUP/PAIRS</strong></th>
<th>Provide a text for analysis.</th>
<th>Annotate the text for academic vocabulary and content specific words.</th>
<th>Evaluate the group generated list of academic vocabulary and content specific words with definitions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide a list of academic vocabulary.</td>
<td>Collaborate to discern the common features and to describe the categories for sorting the word into groups.</td>
<td>Evaluate open sort (student created work) results.</td>
</tr>
<tr>
<td><strong>INDIVIDUAL</strong></td>
<td>Provide a text or selected passage for analysis.</td>
<td>Select vocabulary from the assigned text.</td>
<td>Assess the journal.</td>
</tr>
<tr>
<td></td>
<td>Assign annotations for the selected text(s).</td>
<td>Annotate the text(s) for academic vocabulary and content specific words.</td>
<td>Assess the annotations.</td>
</tr>
<tr>
<td></td>
<td>Generate questions of passage when needed.</td>
<td>Address student questions.</td>
<td></td>
</tr>
</tbody>
</table>

Every high school classroom has a set of dictionaries.
<table>
<thead>
<tr>
<th>CLASS</th>
<th>role within the context of the text.</th>
<th>within the context of the text. -Construct questions regarding figurative language when needed.</th>
<th>-Assess graphic organizer. -Appraise student generated questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Instruct on denotation and connotation.</td>
<td>-Identify connotation and denotation using an exit ticket. -Analyze how connotative meanings influence audience response through a short written response or graphic organizer.</td>
<td>-Rate Do Now activity. -Evaluate exit ticket. -Appraise daily journal. -Assess graphic organizer.</td>
</tr>
<tr>
<td>SMALL GROUP / PAIRS</td>
<td>-Provide learning groups with additional exemplars for annotation and continued mastery of key concepts.</td>
<td>-Annotate and identify a passage for figurative language (specifically focusing on oxymoron, hyperbole, paradox, and euphemism) as a group. -Analyze role of figurative language in passage as a group, possibly in a graphic organizer. -Construct questions regarding figurative language when needed.</td>
<td>-Evaluate informal presentations and discussions. -Assess graphic organizer. -Examine student generated questions.</td>
</tr>
<tr>
<td>INDEPENDENT</td>
<td>-Provide a reading passage for students to annotate and discuss figurative language.</td>
<td>-Annotate and identify a passage for figurative language (specifically focusing on oxymoron, hyperbole, paradox, and euphemism) independently. -Analyze role of figurative language in passage independently through a written assignment.</td>
<td>-Evaluate and grade summative writing assignment that focuses on the importance of figurative language and its role in a text</td>
</tr>
</tbody>
</table>

-All units contain numerous writing opportunities and lessons centered around text-dependent thinking and questioning.
<table>
<thead>
<tr>
<th>TYPE</th>
<th>TEACHER ACTION</th>
<th>STUDENT ACTION</th>
<th>ASSESSMENT OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHOLE CLASS</td>
<td>-Demonstrates how to use context clues to define unknown words or phrases.</td>
<td>-Define an unknown word in a sentence using context clues in examples on the Smartboard.</td>
<td>-Assess students’ response to activity in which they determine the meaning of an unknown word based on context clues.</td>
</tr>
<tr>
<td></td>
<td>-Instruct on word patterns that have different meanings or parts of speech.</td>
<td>-Select the correct word form in a sentence on an activity sheet based on meaning and part of speech.</td>
<td>-Evaluate the correct word activity sheet.</td>
</tr>
<tr>
<td>SMALL GROUP / PAIRS</td>
<td>-Instruct on word meaning, pronunciation, etymology, standard usage and parts of speech using various reference materials.</td>
<td>-Use various reference materials to identify word meaning, pronunciation, etymology, standard usage and parts of speech using reference materials. -Create 4-Square vocabulary sheet.</td>
<td>-Appraise the 4-Square vocabulary template for list of words.</td>
</tr>
<tr>
<td></td>
<td>-Assign a word for students to look up in a dictionary using the 4-Square vocabulary template.</td>
<td>-Identify the pronunciation of a given word or determine or clarify its precise meaning, its part of speech, or its etymology. -Complete 4-Square vocabulary log for assigned words.</td>
<td>-Score the completed 4-Square vocabulary template for assigned word(s).</td>
</tr>
<tr>
<td>INDIVIDUAL</td>
<td>-Provide list of words.</td>
<td>-Verify definition of an unknown word in a dictionary.</td>
<td>-Assess understanding of new words when used in writing.</td>
</tr>
<tr>
<td><strong>Every high school classroom has a set of dictionaries.</strong></td>
<td><strong>-Define an unknown word in a sentence using context clues in examples on the Smartboard.</strong></td>
<td><strong>-Appraise exit ticket with two sentences to identify the meaning of an unknown word based on context clues.</strong></td>
<td></td>
</tr>
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<td>-----------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Model the use of context clues to define unknown words or phrases.</strong></td>
<td><strong>Instruct on word patterns that have different meanings or parts of speech.</strong></td>
<td><strong>Identify the correct word form in a sentence based on meaning and part of speech.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Identify the correct word activity.</strong></td>
<td></td>
<td><strong>Choose the correct word activity.</strong></td>
<td></td>
</tr>
<tr>
<td>TYPE</td>
<td>TEACHER ACTION</td>
<td>STUDENT ACTION</td>
<td>ASSESSMENT OPPORTUNITIES</td>
</tr>
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<tr>
<td>WHOLE CLASS</td>
<td>- Explain MLA formatting and purpose.</td>
<td>- Practice parenthetical and in-text citations.</td>
<td>- Evaluate students’ use of citations and integration of sources into writing.</td>
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<td></td>
<td>- Provide exemplars of correct MLA usage and formal language.</td>
<td>- Mirror variations in MLA format and formal language. (*See small group and independent sections below.)</td>
<td>- Evaluate students’ understanding through their writing and class discussion.</td>
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<td>- Show exemplars/passages to analyze word choice and its effectiveness to the overall text.</td>
<td>- Participate in class discussion of exemplars/passages.</td>
<td>- Assess do nows and/or practice worksheet with appropriate examples of MLA citations.</td>
</tr>
<tr>
<td>SMALL GROUP / PAIRS</td>
<td>- Group students for peer editing with appropriate suggestions for constructive criticism.</td>
<td>- Peer edit for MLA citation variation.</td>
<td>- Guide interactions and assess student revisions based on peer edits.</td>
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<tr>
<td>I ND E P E N D E N T</td>
<td>- Require students to use MLA-style in-text citations in various writing assignments.</td>
<td>- Correct a variety of citations. - Cite information in the different MLA citation formats (in-text, use of titles and or authors, signal phrases, etc.)</td>
<td>- Assess that students have used a variety of MLA citations in a writing assignment. - Evaluate students’ use of citations and integration of sources into writing.</td>
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<td></td>
<td>- Provide feedback on language use in writing.</td>
<td>- Maintain a formal writing style appropriate for audience and purpose. - Edit writings for formal writing.</td>
<td>- Appraise use of formal writing in writing assignments.</td>
</tr>
</tbody>
</table>

- Every high school classroom has a set of Elements of Writing textbooks appropriate to grade level.  
- Each grade level also has a grammar binder of resources for student instruction and practice.
<table>
<thead>
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<tbody>
<tr>
<td><strong>Assess</strong></td>
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<tr>
<td>- Instruct on punctuation use (specifically commas, parentheses, dashes, hyphens) to clarify and enhance writing.</td>
</tr>
<tr>
<td>- Correct practice sentences to incorporate commas, parentheses, dashes, and hyphens.</td>
</tr>
<tr>
<td>- Evaluate exit ticket with appropriate corrections on punctuation use (specifically commas, parentheses, dashes, hyphens) to clarify and enhance writing.</td>
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<tr>
<td><strong>Small Group/Pairs</strong></td>
</tr>
<tr>
<td>- Create worksheets on punctuation usage, colons and semicolons and/or find selections of in texts and generate into group activities - think-pair-share - jigsaw - carousel</td>
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<tr>
<td>- Edit a small passage sentences for punctuation usage, colons and semicolons with a partner.</td>
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<tr>
<td>- Collaborate with a second group to compare responses - think-pair-share - jigsaw - carousel</td>
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<tr>
<td>- Appraise group responses as they report out their findings.</td>
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<tr>
<td><strong>Independent</strong></td>
</tr>
<tr>
<td>- Maintain library of resources for students who need to review common rules of capitalization, punctuation, etc.</td>
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<tr>
<td>- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>- Evaluate students’ use of conventions and grammar rules in writing and provide resources, as appropriate.</td>
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<tr>
<td>- Create a practice worksheet.</td>
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<tr>
<td>- Assign students to find examples of punctuation usage, colons and semicolons in texts.</td>
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<tr>
<td>- Assign students to use punctuation usage, colons and semicolons in their writing.</td>
</tr>
<tr>
<td>- Complete exit ticket with appropriate corrections of punctuation usage, colons and semicolons.</td>
</tr>
<tr>
<td>- In a writing assignment, students must use punctuation usage, colons and semicolons at least one time.</td>
</tr>
<tr>
<td>- Answer practice worksheet that corrects sentences for punctuation usage, colons and semicolons. (HW)</td>
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<tr>
<td>- Evaluate students’ use of punctuation usage, colons and semicolons in writing.</td>
</tr>
<tr>
<td>- Provide a reference of types of punctuation usage, colons and semicolons.</td>
</tr>
<tr>
<td>- Utilize various punctuation usage, colons and semicolons within writing assignments (essays, prompts, personal responses).</td>
</tr>
<tr>
<td>- Evaluate students’ use of various punctuation usage, colons and semicolons within writing assignments (essays, prompts, personal responses).</td>
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*Every high school classroom has a set of *Elements of Writing* textbooks appropriate to grade level. Each grade level also has a grammar binder of resources for student instruction and practice.*
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<td>WHOLE CLASS</td>
<td>-Instruct on parallel structure (explanation, examples... <em>Elements of Writing</em> books)</td>
<td>-Correct sentences for parallel structure.</td>
<td>-Assess exit ticket with appropriate corrections of parallel structure.</td>
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<tr>
<td></td>
<td>-Instruct on phrases and clauses (explanation, examples... <em>Elements of Writing</em> books)</td>
<td>-Change phrases and clauses for precision.</td>
<td>-Appraise exit ticket with appropriate corrections of phrases and clauses.</td>
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<td>-Instruct on common mistakes in usage, the evolution of usage and grammar rules (explanation, examples... <em>Elements of Writing</em> books)</td>
<td>-Answer practice worksheet that corrects sentences with mistakes in usage, grammar and offers examples of how usage has evolved.</td>
<td>-Determine student understanding via the exit ticket demonstrating appropriate corrections of usage, grammar rules and the evolution of usage.</td>
</tr>
<tr>
<td>SMALL GROUP/PAIRS</td>
<td>-Create worksheets on parallel structure, phrases and clauses, mistakes in usage, the evolution of usage and grammar rules and/or find selections of in texts. Generate activities-  ● think-pair-share  ● jigsaw  ● carousel</td>
<td>-Read a small passage and correct sentences for structure, phrases and clauses, mistakes in usage, the evolution of usage and grammar rules with a partner. Partner group meets with a second group  ● think-pair-share  ● jigsaw  ● carousel</td>
<td>-Assess student responses during class discussion.</td>
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<tr>
<td>INDEPENDENT</td>
<td>-Create a practice worksheet -Assign students to find example of parallel structure, phrases and clauses, mistakes in usage, the evolution of usage and grammar rules in texts -Assign students to use parallel structure, phrases and clauses, mistakes in usage, the evolution of usage and grammar rules in their writing.</td>
<td>-Complete exit ticket with appropriate corrections of parallel structure, phrases and clauses, mistakes in usage, the evolution of usage and grammar rules. -In a writing assignment, students must use parallel structure, phrases and clauses, mistakes in usage, the evolution of usage and grammar rules at least one time.</td>
<td>-Evaluate practice worksheet that corrects sentences for parallel structure, phrases and clauses, mistakes in usage, the evolution of usage and grammar rules(HW) -Evaluate students’ use of parallel structure, phrases and clauses, mistakes in usage, the evolution of usage and grammar rules in writing.</td>
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</table>
| | -Provide a reference of types of phrases and clauses, parallel structure, mistakes in usage, the evolution of usage and grammar rules. | -Utilize various phrases and clauses, parallel structure, mistakes in usage, the evolution of usage and grammar rules within writing assignments (essays, | -Evaluate students’ use of various phrases and clauses, parallel structure, mistakes in usage, the evolution of usage and grammar rules within writing assignments (essays,
- Every high school classroom has a set of *Elements of Writing* textbooks appropriate to grade level.
- Each grade level also has a grammar binder of resources for student instruction and practice.