

Marshfield High School- Marshfield, Massachusetts
 English / Language Arts – Grade 9-10

| Language Standards 9-10 | | | | |
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| Standard | Skills (At the end of tenth grade, students should be able to...) | Resources | Instructional Strategies | Assessments |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> | <ul style="list-style-type: none"> Identify and correct errors in grammar and usage through editing Use resources to encourage the use of various phrases and clauses to convey specific meanings and add variety and interest to writing or presentations. | <ul style="list-style-type: none"> Writing Conference Writing Workshops Writers Inc. Heath Grammar Series Departmental Grammar Binder | <ul style="list-style-type: none"> Grammar in context Modeling Pre-assessment Use of explanatory devices Essay FCAs Active participation Practice | <ul style="list-style-type: none"> Essays with FCAs Writing portfolio Journals Presentations FIX Journals Tests and Quizzes |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> | <ul style="list-style-type: none"> Use resources to resolve issues of complex or contested usage Identify and correct errors in semicolon, colons, and spelling in writing. | <ul style="list-style-type: none"> Writing Conference Writing Workshops Writers Inc. Heath Grammar Series Departmental Grammar Binder | <ul style="list-style-type: none"> Grammar in context Modeling Pre-assessment Use of explanatory devices Essay FCAs Active participation Practice | <ul style="list-style-type: none"> Essays with FCAs Writing portfolio Journals FIX Journals Tests and Quizzes |
| <p>3. 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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> | <ul style="list-style-type: none"> Recognize how language functions in different contexts Use language to enhance meaning and style To write and edit work appropriate for the discipline and writing type. | <ul style="list-style-type: none"> A Separate Peace Animal Farm Romeo & Juliet/ Julius Caesar Macbeth To Kill A Mockingbird Of Mice and Men Prentice Hall Literature Elements of Literature The Bible as Literature | <ul style="list-style-type: none"> Grammar in context Modeling Pre-assessment Use of explanatory devices Essay FCAs Active participation Practice | <ul style="list-style-type: none"> Essays with FCAs Writing portfolio Journals FIX Journals Tests and Quizzes TYPCASTT |

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| | | <ul style="list-style-type: none"> • Story and Structure • Poetry • British Literature Anthology • Pride and Prejudice • Idylls of the King • The Hero's Journey • The Rightful Kingdom • A Secret Life of Bees • A Lesson Before Dying • Jane Eyre • Writers Inc. • Heath Grammar Series • Departmental Grammar Binder | | |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <ul style="list-style-type: none"> • Identify and use correctly new words acquired through context • Use general dictionaries and thesauruses and other related references as needed • Use appropriate vocabulary in formal writing and speech • Recognize denotation and connotation of words • Vary word choice in writing • Identify changing word meanings | <ul style="list-style-type: none"> • Vocabulary for the College Bound Student • Vocabulary for the High School Student • Sadlier-Oxford Vocabulary Workshop • Dictionary, Thesaurus and other related resources • A Separate Peace • Animal Farm • Romeo & Juliet/ Julius Caesar • Macbeth • To Kill A Mockingbird • Of Mice and Men • Prentice Hall Literature • Elements of Literature • The Bible as Literature • Story and Structure • Poetry • British Literature Anthology • Pride and Prejudice • Idylls of the King | <ul style="list-style-type: none"> • Vocabulary in context • Context clues • Modeling • Pre-assessment • Study of word elements • Active participation • Practice | <ul style="list-style-type: none"> • Vocabulary Quizzes • Essays with FCAs • Writing portfolio • Journals • FIX Journals |

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| | | <ul style="list-style-type: none"> • The Hero’s Journey • The Rightful Kingdom • A Secret Life of Bees • A Lesson Before Dying • Jane Eyre | | |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> | <ul style="list-style-type: none"> • Identify and use figurative language • Analyze the use of figurative language • Understand and appreciate the multiple meaning of words and why they are used | <ul style="list-style-type: none"> • A Separate Peace • Animal Farm • Romeo & Juliet/ Julius Caesar • Macbeth • To Kill A Mockingbird • Of Mice and Men • Prentice Hall Literature • Elements of Literature • The Bible as Literature • Story and Structure • Poetry • British Literature Anthology • Pride and Prejudice • Idylls of the King • The Hero’s Journey • The Rightful Kingdom • A Secret Life of Bees • A Lesson Before Dying • Jane Eyre | <ul style="list-style-type: none"> • Modeling • Pre-assessment • Use of explanatory devices • Targeted FCAs • Active participation • Practice • Making cognitive connections | <ul style="list-style-type: none"> • Essays with FCAs • Writing portfolio • Journals • TYPCASTT • FIX Journals • Tests and Quizzes |
| <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <ul style="list-style-type: none"> • Analyze the role and place of standard American English in speech, writing, and literature • Analyze the relationship between the use of dialect and other elements of literature • Analyze the use of dialect and other elements of | <ul style="list-style-type: none"> • A Separate Peace • Animal Farm • Romeo & Juliet/ Julius Caesar • Macbeth • To Kill A Mockingbird • Of Mice and Men • Prentice Hall Literature • Elements of Literature • The Bible as Literature | <ul style="list-style-type: none"> • Grammar in context • Vocabulary in context • Modeling • Use of explanatory devices • Targeted FCAs • Active | <ul style="list-style-type: none"> • Essays with FCAs • Writing portfolio • Journals • Presentations • FIX Journals • Tests and Quizzes • Portfolio |

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| | literature. | <ul style="list-style-type: none"> • Story and Structure • Poetry • British Literature Anthology • Pride and Prejudice • Idylls of the King • The Hero's Journey • The Rightful Kingdom • A Secret Life of Bees • A Lesson Before Dying • Jane Eyre • Vocabulary for the College Bound Student • Vocabulary for the High School Student • Sadlier-Oxford Vocabulary Workshop | <ul style="list-style-type: none"> • participation Practice | |
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| Reading Standards 9-10 | | | | |
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| Standard | Skills (At the end of tenth grade, students should be able to...) | Resources | | Assessments |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> • Find and determine appropriate evidence • Extract and synthesize the textual evidence • Cite using correct format • Make relevant inferences | <ul style="list-style-type: none"> • A Separate Peace • Animal Farm • Romeo & Juliet/ Julius Caesar • Macbeth • To Kill A Mockingbird • Of Mice and Men • Prentice Hall Literature • Elements of Literature • The Bible as Literature • Story and Structure • Poetry • British Literature Anthology • Pride and Prejudice • Idylls of the King | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion | <ul style="list-style-type: none"> • Essays with FCAs • Journals • Research Paper • FIX Journals |

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| <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> | <ul style="list-style-type: none"> • Identify and analyze the theme(s) in a literary work. • Analyze development of theme in the text. • Analyze the connection between multiple themes • Provide appropriate support • Summarize objectively | <ul style="list-style-type: none"> • A Separate Peace • Animal Farm • Romeo & Juliet/ Julius Caesar • Macbeth • To Kill A Mockingbird • Of Mice and Men • Prentice Hall Literature • Elements of Literature • The Bible as Literature • Story and Structure • Poetry • British Literature Anthology • Pride and Prejudice • Idylls of the King • The Hero's Journey • The Rightful Kingdom • A Secret Life of Bees • A Lesson Before Dying • Jane Eyre | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • | <ul style="list-style-type: none"> • Essays with FCAs • Journals • FIX Journals • Test essays |
| <p>3. Analyze how complex characters (e.g. Those with multiple or conflicting motives) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> | <ul style="list-style-type: none"> • Utilize elements of literature in analyzing a character | <ul style="list-style-type: none"> • A Separate Peace • Animal Farm • Romeo & Juliet/ Julius Caesar • Macbeth • To Kill A Mockingbird • Of Mice and Men • Prentice Hall Literature • Elements of Literature • The Bible as Literature • Story and Structure • Poetry • British Literature Anthology | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking | <ul style="list-style-type: none"> • Test questions • Essays with FCAs • Journals |

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| | | <ul style="list-style-type: none"> • Pride and Prejudice • Idylls of the King • The Hero's Journey • The Rightful Kingdom • A Secret Life of Bees • A Lesson Before Dying • Jane Eyre | | |
| <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> | <ul style="list-style-type: none"> • Identify and analyze characteristics of genre that cut across lines of genre classifications. | <ul style="list-style-type: none"> • A Separate Peace • Animal Farm • Romeo & Juliet/ Julius Caesar • Macbeth • To Kill A Mockingbird • Of Mice and Men • Prentice Hall Literature • Elements of Literature • The Bible as Literature • Story and Structure • Poetry • British Literature Anthology • Pride and Prejudice • Idylls of the King • The Hero's Journey • The Rightful Kingdom • A Secret Life of Bees • A Lesson Before Dying • Jane Eyre | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Essays with FCAs • Journals • FIX Journals • Tests and Quizzes • TYPCASTT |
| <p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> | <ul style="list-style-type: none"> • Recognize the connection between structure and meaning • Identify and analyze the structure and components of a text in order to assess an author's choices | <ul style="list-style-type: none"> • A Separate Peace • Animal Farm • Romeo & Juliet/ Julius Caesar • Macbeth • To Kill A Mockingbird • Of Mice and Men • Prentice Hall Literature • Elements of Literature • The Bible as Literature • Story and Structure • Poetry | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to | <ul style="list-style-type: none"> • Essays with FCAs • Journals • FIX Journals • Tests and Quizzes |

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| | | <ul style="list-style-type: none"> British Literature Anthology Pride and Prejudice Idylls of the King The Hero's Journey The Rightful Kingdom A Secret Life of Bees A Lesson Before Dying Jane Eyre | <p>create parallel text</p> <ul style="list-style-type: none"> Making cognitive connections | |
| <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> | <ul style="list-style-type: none"> Identify the use of point of view or cultural experience in a work of literature Demonstrate an understanding of the impact on literature of a different culture or point of view | <ul style="list-style-type: none"> Animal Farm Romeo & Juliet/ Julius Caesar Macbeth Prentice Hall Literature Elements of Literature The Bible as Literature Story and Structure Poetry British Literature Anthology Pride and Prejudice Idylls of the King The Hero's Journey The Rightful Kingdom Jane Eyre | <ul style="list-style-type: none"> Modeling Use of explanatory devices Targeted FCAs Practice Guided class discussion Cooperative learning groups Note taking Isolation of critical attributes Making cognitive connections Use of comparative texts | <ul style="list-style-type: none"> Essays with FCAs Journals FIX Journals Tests and Quizzes TYPCASTT |
| <p>7. Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p> | <ul style="list-style-type: none"> Relate knowledge from several areas Compare and contrast subject or key scenes in various mediums | <ul style="list-style-type: none"> A Separate Peace Animal Farm Romeo & Juliet/ Julius Caesar Macbeth To Kill A Mockingbird Of Mice and Men Prentice Hall Literature Elements of Literature The Bible as Literature Story and Structure | <ul style="list-style-type: none"> Modeling Use of explanatory devices Targeted FCAs Practice Guided class discussion Cooperative learning groups Note taking | <ul style="list-style-type: none"> Essays with FCAs Journals FIX Journals Tests and Quizzes Research paper Presentations/Power Point |

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| | | <ul style="list-style-type: none"> Poetry British Literature Anthology Pride and Prejudice Idylls of the King The Hero's Journey The Rightful Kingdom A Secret Life of Bees A Lesson Before Dying Jane Eyre | <ul style="list-style-type: none"> Isolation of critical attributes Making cognitive connections | |
| <p>8. (Not applicable to literature)</p> <p>M.A.8.A. Relate a work of fiction, poetry, or drama to the seminal ideas of its time.</p> | <ul style="list-style-type: none"> Understand the key historical ideas that influence a piece of literature | <ul style="list-style-type: none"> A Separate Peace Animal Farm Romeo & Juliet/ Julius Caesar Macbeth To Kill A Mockingbird Of Mice and Men Prentice Hall Literature Elements of Literature The Bible as Literature Story and Structure Poetry British Literature Anthology Pride and Prejudice Idylls of the King The Hero's Journey The Rightful Kingdom A Secret Life of Bees A Lesson Before Dying Jane Eyre | <ul style="list-style-type: none"> Modeling Use of explanatory devices Targeted FCAs Practice Guided class discussion Cooperative learning groups Note taking Isolation of critical attributes Paraphrase to create parallel text Making cognitive connections | <ul style="list-style-type: none"> Essays with FCAs Journals Presentations FIX Journals Tests and Quizzes |
| <p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> | <ul style="list-style-type: none"> Identify patterns in literature Relate knowledge from several areas by seeing the connections between a time period and the art created during that period Use historical information to inform literary interpretation | <ul style="list-style-type: none"> A Separate Peace Animal Farm Romeo & Juliet/ Julius Caesar Macbeth To Kill A Mockingbird Of Mice and Men Prentice Hall Literature Elements of Literature | <ul style="list-style-type: none"> Modeling Use of explanatory devices Targeted FCAs Practice Guided class discussion Cooperative | |

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| | | <ul style="list-style-type: none"> • The Bible as Literature • Story and Structure • Poetry • British Literature Anthology • Pride and Prejudice • Idylls of the King • The Hero's Journey • The Rightful Kingdom • A Secret Life of Bees • A Lesson Before Dying • Jane Eyre | <ul style="list-style-type: none"> • learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | |
| <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> | <ul style="list-style-type: none"> • Engage in the reading, comprehending and analysis of complex texts | <ul style="list-style-type: none"> • Prentice Hall Literature • Elements of Literature • The Bible as Literature • British Literature Anthology | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Essays with FCAs • Journals • Presentations • FIX Journals • Tests and Quizzes |

| Writing Standards | | | | |
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| Learning Objectives/ Content Outcomes (The learner should be able to...) | Skills (At the end of tenth grade, students should be able to...) | Resources | Instructional Strategies | Assessment |
| <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <ul style="list-style-type: none"> • Create and defend an argument based on evidence • Organize and support an | <ul style="list-style-type: none"> • Online Data Bases • Libraries • Writer's Inc. | <ul style="list-style-type: none"> • Modeling • Use of explanatory | <ul style="list-style-type: none"> • Essays with FCAs • Writing |

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| <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p>argument</p> <ul style="list-style-type: none"> • Relate knowledge from several areas in service of the argument • Research and supply relevant evidence | | <p>devices</p> <ul style="list-style-type: none"> • Process writing • Editing groups • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <p>portfolio</p> <ul style="list-style-type: none"> • Journals • FIX Journals • Tests and Quizzes |
| <p>2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and</p> | <ul style="list-style-type: none"> • Demonstrate understanding of purpose, speaker, audience and form • Organize and support informative writing • Present complex ideas with clarity • Use relevant information for support • Compose a unified essay that deals with a number of complex ideas • Predict and draw conclusions • Revise writing to improve style, organization, word choice, sentence variety, and | <ul style="list-style-type: none"> • A Separate Peace • Animal Farm • Romeo & Juliet/ Julius Caesar • Macbeth • To Kill A Mockingbird • Of Mice and Men • Prentice Hall Literature • Elements of Literature • The Bible as Literature • Story and Structure • Poetry • British Literature Anthology • Pride and Prejudice | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Process writing • Editing groups • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive | <ul style="list-style-type: none"> • Essays with FCAs • Writing portfolio • Journals • Presentations • FIX Journals • Tests and Quizzes • Projects • Research Paper |

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| <p>examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <p>content development</p> | <ul style="list-style-type: none"> • Idylls of the King • The Hero’s Journey • The Rightful Kingdom • A Secret Life of Bees • A Lesson Before Dying • Jane Eyre • Writers Inc | <p>connections</p> | |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to</p> | <ul style="list-style-type: none"> • Communicate real or imagined experiences • Engage an audience • Apply elements of literature in their own composition • Develop character • Write dialogue • Create plot lines • Organize a story in a logical way • Use imagery and diction to create a vivid picture • Understand universal concepts • Write well-organized stories, scripts, narratives or poems using a variety of literary techniques | <ul style="list-style-type: none"> • Writer’s Inc. • Writing Conference • A Separate Peace • Animal Farm • Romeo & Juliet/ Julius Caesar • Macbeth • To Kill A Mockingbird • Of Mice and Men • Prentice Hall Literature • Elements of Literature • The Bible as Literature • Story and Structure • Poetry • British Literature Anthology • Pride and Prejudice • Idylls of the King • The Hero’s Journey • The Rightful Kingdom • A Secret Life of Bees | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Process writing • Editing groups • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Narrative writing with FCAs • Journals • Essays with FCAs • Journals • Presentations |

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| <p>convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>MA.3.A. Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one’s own or a particular character’s point of view (e.g., the hero, anti-hero, a minor character).</p> | <ul style="list-style-type: none"> Choose and develop a consistent point of view | <ul style="list-style-type: none"> A Lesson Before Dying Jane Eyre | | |
| <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <ul style="list-style-type: none"> Write coherent expository essays with a focused thesis, well-developed paragraphs and logical support Write coherent compositions with a clear focus, objective presentation with alternate views, rich detail, well-developed paragraphs and logical argumentation | <ul style="list-style-type: none"> Writer’s Inc. Writing Conference Heath Grammar Series A Separate Peace Animal Farm Romeo & Juliet/ Julius Caesar Macbeth To Kill A Mockingbird Of Mice and Men Prentice Hall Literature Elements of Literature The Bible as Literature Story and Structure Poetry British Literature Anthology Pride and Prejudice Idylls of the King The Hero’s Journey The Rightful Kingdom A Secret Life of Bees A Lesson Before Dying Jane Eyre | <ul style="list-style-type: none"> Modeling Use of explanatory devices Process writing Editing groups Writing Conference Targeted FCAs Practice Note taking Isolation of critical attributes Making cognitive connections | <ul style="list-style-type: none"> Essays with FCAs Writing portfolio Journals FIX Journals Tests and Quizzes |
| <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on</p> | <ul style="list-style-type: none"> Revise writing to improve style, organization, word choice, sentence variety and | <ul style="list-style-type: none"> Writer’s Inc. Writing Conference | <ul style="list-style-type: none"> Modeling Use of explanatory | <ul style="list-style-type: none"> Type 4 and 5 Essays Writing |

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| <p>addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 67.)</p> | <p>content development</p> <ul style="list-style-type: none"> • Revise writing to improve subtlety of meaning after rethinking how well questions or purpose, audience and genre have been addressed | <ul style="list-style-type: none"> • Heath Grammar Series • Departmental Grammar Binders | <p>devices</p> <ul style="list-style-type: none"> • Process writing • Editing groups • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <p>Portfolio</p> |
| <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> | <ul style="list-style-type: none"> • Create coherent media productions that synthesize information from several sources • Negotiate and utilize different modes of written communication with a specific purpose • Update and make revisions to existing work and views when confronted with new arguments or information | <ul style="list-style-type: none"> • School web site • Blogs • Internet • Online Databases • Libraries | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Process writing • Editing groups • Writing Conference • Targeted FCAs • Practice • Note taking • Cooperative learning groups • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Presentations/ Power Point |
| <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | <ul style="list-style-type: none"> • Formulate open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentations of sources | <ul style="list-style-type: none"> • School web site • Blogs • Internet • Online Databases • Libraries | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Process writing • Editing groups • Writing Conference | <ul style="list-style-type: none"> • Research paper |

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| | | | <ul style="list-style-type: none"> • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | |
| <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced search effectively; assess the usefulness of each source answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism following a standard format for citation.</p> | <ul style="list-style-type: none"> • Produce written research paper with appropriate documentation • Utilize databases effectively • Evaluate sources • Recognize and avoid plagiarism • Use MLA format to cite sources | <ul style="list-style-type: none"> • School web site • Blogs • Internet • Online Databases • Libraries | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • research paper |
| <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing</p> | <ul style="list-style-type: none"> • Compare and decimate between ideas • Assess value of theories • Relate knowledge from several areas • Verify value of evidence • Make or validate an argument using primary sources | <ul style="list-style-type: none"> • All units | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive | <ul style="list-style-type: none"> • Projects • Presentations • Research papers • Argumentative essays |

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| whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). | | | connections | |
| Range of Writing | | | | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | <ul style="list-style-type: none"> Utilize process writing skills Generalize from given facts Collect thoughts for timed responses | <ul style="list-style-type: none"> All units | <ul style="list-style-type: none"> Modeling Use of explanatory devices Process writing Timed writing Editing groups Writing Conference Targeted FCAs Practice Note taking Isolation of critical attributes Making cognitive connections | <ul style="list-style-type: none"> Essays Journal responses Process writing Research paper |

| Speaking and Listening Standards 9-10 | | | | |
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| Standard | Skills (At the end of tenth grade, students should be able to...) | Resources | Instructional Strategies | Assessments |
| 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared having | <ul style="list-style-type: none"> Formulate and follow rules governing different modes of class discussion Assess values of arguments and offer insights based on the individuals interpretation or prior knowledge Apply knowledge from other | <ul style="list-style-type: none"> Films/Video related to the curriculum Internet | <ul style="list-style-type: none"> Direct instruction Cooperative learning Socratic seminar Modeling Use of explanatory | <ul style="list-style-type: none"> Dialectical Journals Presentations Socratic Seminars/ Group Discussions |

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| <p>read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as Film/Video equipment Internet needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> | <p>ideas to further an idea or concept</p> <ul style="list-style-type: none"> • Support oral arguments with support from texts • Develop and implement different techniques such as speaking roles, setting time limits, and deadlines for decision-making for effective small group discussions • Analyze in a coherent and organized way what has been learned from a focused discussion • Summarize inferences about how authors' choices regarding elements of literature made a difference in individual responses • Develop discussions by staying on and developing ideas • Create an environment that is fertile for the testing of ideas | | <p>devices</p> <ul style="list-style-type: none"> • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | |
| <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> | <ul style="list-style-type: none"> • Investigate multiple sources and formats in making informed decisions • Assess the credibility of sources | <ul style="list-style-type: none"> • Film/Video equipment • Internet • Online Databases | <ul style="list-style-type: none"> • Direct instruction • Cooperative learning • Socratic seminar • Modeling • Use of explanatory devices • Practice • Note taking • Isolation of critical attributes • Making | <ul style="list-style-type: none"> • Presentations/ Power Point • Projects • School-wide rubrics |

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| | | | cognitive connections | |
| <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> | <ul style="list-style-type: none"> • Apply understanding of literary elements to listening • Assess the value of a presentation • Verify the value of evidence | <ul style="list-style-type: none"> • School-wide rubrics | <ul style="list-style-type: none"> • Direct instruction • Cooperative learning • Socratic seminar • Modeling • Use of explanatory devices • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • School-wide rubrics |
| <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> | <ul style="list-style-type: none"> • Deliver formal presentation for particular audiences using clear enunciation and appropriate organization, gestures, tone and vocabulary • Deliver an oral argument that is well supported and organized | <ul style="list-style-type: none"> • School-wide rubrics | <ul style="list-style-type: none"> • Direct instruction • Cooperative learning • Socratic seminar • Modeling • Use of explanatory devices • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Presentations • School-wide rubrics • Project |
| <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> | <ul style="list-style-type: none"> • Incorporate technology in presentations • Use current technology to enhance presentations | <ul style="list-style-type: none"> • Computers • Presentation software • Projection Device • Internet | <ul style="list-style-type: none"> • Direct instruction • Cooperative learning • Modeling • Use of explanatory | <ul style="list-style-type: none"> • Presentations/ Power Point • Projects |

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| | | | <ul style="list-style-type: none"> devices Practice Note taking Isolation of critical attributes Making cognitive connections | |
| <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 67 for specific expectations.)</p> | <ul style="list-style-type: none"> Recognize how language functions in different contexts Use language to enhance meaning and style Understand how syntax is related to meaning and style | <ul style="list-style-type: none"> Writers Inc. Heath Grammar Series Departmental Grammar Binder | <ul style="list-style-type: none"> Direct instruction Cooperative learning Modeling Use of explanatory devices Practice Note taking Isolation of critical attributes Making cognitive connections | <ul style="list-style-type: none"> Presentations/ Power Point Project Acting/ Role playing Reader’s Theatre |

| Reading Standards for Informational Texts 9-10 | | | | |
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| Standard | Skills (At the end of tenth grade, students should be able to...) | Resources | Instructional Strategies | Assessments |
| <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <ul style="list-style-type: none"> Identify and determine appropriate evidence. Extract and synthesize the textual evidence. Cite using correct format. Make relevant inferences. | <ul style="list-style-type: none"> Essays (Brent Staples, “Black Men and Public Space”; Prentice Hall British Literature Text, Mary Wollstonecraft, from Vindication of the Rights of Women) Newspaper articles (Sam Orbaum, “An American Jewish Hero”; Allen Barra, “What ‘To | <ul style="list-style-type: none"> Modeling Use of explanatory devices Targeted FCAs Practice Guided class discussion Cooperative learning groups Note taking | <ul style="list-style-type: none"> Essays with FCAs Journals Research Paper FIX Journals Test essays Test questions Study guide questions SPILTS |

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| | | <ul style="list-style-type: none"> • Kill a Mockingbird’ Isn’t”) • Speeches (Martin Luther King, “I Have a Dream”; Ronald Reagan, “Address to Students at Moscow State University”) | <ul style="list-style-type: none"> • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Graded class discussions |
| <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> | <ul style="list-style-type: none"> • Identify and analyze the theme(s) in a literary work. • Analyze development of theme in the text. • Analyze the connection between multiple themes. • Provide appropriate support. • Summarize objectively. | <ul style="list-style-type: none"> • Essays (Brent Staples, “Black Men and Public Space”; Prentice Hall British Literature Text, Mary Wollstonecraft, <i>from</i> Vindication of the Rights of Women) • Newspaper articles (Sam Orbaum, “An American Jewish Hero”; Allen Barra, “What ‘To Kill a Mockingbird’ Isn’t”) • Speeches (Martin Luther King, “I Have a Dream”; Ronald Reagan, “Address to Students at Moscow State University”) | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Essays with FCAs • Journals • Research Paper • FIX Journals • Test essays • Test questions • Study guide questions • SPILTS • Graded class discussions |
| <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> | <ul style="list-style-type: none"> • Utilize elements of nonfiction in analyzing ideas or events. | <ul style="list-style-type: none"> • Essays (Brent Staples, “Black Men and Public Space”; Prentice Hall British Literature Text, Mary Wollstonecraft, <i>from</i> Vindication of the Rights of Women) • Newspaper articles (Sam Orbaum, “An American Jewish Hero”; Allen Barra, “What ‘To | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking | <ul style="list-style-type: none"> • Essays with FCAs • Journals • Research Paper • FIX Journals • Test essays • Test questions • Study guide questions • SPILTS |

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| | | <p>Kill a Mockingbird' Isn't")</p> <ul style="list-style-type: none"> • Speeches (Martin Luther King, "I Have a Dream"; Ronald Reagan, "Address to Students at Moscow State University") | <ul style="list-style-type: none"> • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Presentations/ Power Point • Graded class discussions |
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Craft and Structure

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| <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> | <ul style="list-style-type: none"> • Identify and analyze characteristics of genre that cut across lines of genre classifications. | <ul style="list-style-type: none"> • Essays (Brent Staples, "Black Men and Public Space"; Prentice Hall British Literature Text, Mary Wollstonecraft, <i>from</i> Vindication of the Rights of Women) • Newspaper articles (Sam Orbaum, "An American Jewish Hero"; Allen Barra, "What 'To Kill a Mockingbird' Isn't") • Journals/Letters (Prentice Hall British Literature Text, Jane Austen, "On Making an Agreeable Marriage"; "A Soldier's Letters Home: A Collections letters from World War II) • Speeches (Martin Luther King, "I Have a Dream"; Ronald Reagan, "Address to Students at Moscow State University") | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Essays with FCAs • Journals • Research Paper • FIX Journals • Test essays • Test questions • Study guide questions • SPILTS • Graded class discussions |
| <p>5. Analyze in detail how an author's ideas or</p> | <ul style="list-style-type: none"> • Recognize the connection | <ul style="list-style-type: none"> • Essays | <ul style="list-style-type: none"> • Modeling | <ul style="list-style-type: none"> • Journals |

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| <p>claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> | <p>between structure and meaning.</p> <ul style="list-style-type: none"> Identify and analyze the structure and components of a text in order to assess an author’s choices. | <p>(Brent Staples, “Black Men and Public Space”; Prentice Hall British Literature Text, Mary Wollstonecraft, <i>from</i> Vindication of the Rights of Women)</p> <ul style="list-style-type: none"> Newspaper articles (Sam Orbaum, “An American Jewish Hero”; Allen Barra, “What ‘To Kill a Mockingbird’ Isn’t”) Journals/Letters (Prentice Hall British Literature Text, Jane Austen, “On Making an Agreeable Marriage”; “A Soldier’s Letters Home: A Collections letters from World War II) Speeches (Martin Luther King, “I Have a Dream”; Ronald Reagan, “Address to Students at Moscow State University”) | <ul style="list-style-type: none"> Use of explanatory devices Targeted FCAs Practice Guided class discussion Cooperative learning groups Note taking Isolation of critical attributes Paraphrase to create parallel text Making cognitive connections | <ul style="list-style-type: none"> FIX Journals Test questions Study guide questions SPLITS Graded class discussions |
| <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> | <ul style="list-style-type: none"> Identify the use of point of view in a nonfiction text. Recognize the rhetorical devices used. | <ul style="list-style-type: none"> Essays (Brent Staples, “Black Men and Public Space”; Prentice Hall British Literature Text, Mary Wollstonecraft, <i>from</i> Vindication of the Rights of Women) Journals/Letters (Prentice Hall British Literature Text, Jane Austen, “On Making an | <ul style="list-style-type: none"> Modeling Use of explanatory devices Targeted FCAs Practice Guided class discussion Cooperative learning groups Note taking | <ul style="list-style-type: none"> Essays with FCAs Journals Research Paper FIX Journals Test essays Test questions Study guide questions SPLITS |

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| | | <p>Agreeable Marriage”; “A Soldier’s Letters Home: A Collections letters from World War II)</p> <ul style="list-style-type: none"> • Speeches (Martin Luther King, “I Have a Dream”; Ronald Reagan, “Address to Students at Moscow State University”) | <ul style="list-style-type: none"> • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Graded class discussions |
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Integration of Knowledge and Ideas

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| <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> | <ul style="list-style-type: none"> • Relate knowledge from several areas. • Compare and contrast subject or key scenes in various mediums. | <ul style="list-style-type: none"> • Essays (Brent Staples, “Black Men and Public Space”; Prentice Hall British Literature Text, Mary Wollstonecraft, <i>from Vindication of the Rights of Women</i>) • Newspaper articles (Sam Orbaum, “An American Jewish Hero”; Allen Barra, “What ‘To Kill a Mockingbird’ Isn’t”) • Documentaries (<i>Shakespeare in the Classroom, Clash of the Gods: Beowulf</i>) • Speeches (Martin Luther King, “I Have a Dream”; Ronald Reagan, “Address to Students at Moscow State University”) • Historical documents (Jim Crow Laws, Civil Rights Act) | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Essays with FCAs • Journals • Research Paper • FIX Journals • Test essays • Test questions • Study guide questions • SPILTS • Graded class discussions |
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| | | <ul style="list-style-type: none"> Background information documents (From the National Endowment for the Arts, “The Great Depression”, “Migrant Farm Workers”) | | |
| <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> | <ul style="list-style-type: none"> Evaluate analytical texts to assess their validity and/or faulty logic. | <ul style="list-style-type: none"> Essays (Brent Staples, “Black Men and Public Space”; Prentice Hall British Literature Text, Mary Wollstonecraft, <i>from</i> Vindication of the Rights of Women) Newspaper articles (Sam Orbaum, “An American Jewish Hero”; Allen Barra, “What ‘To Kill a Mockingbird’ Isn’t”) Journals/Letters (Prentice Hall British Literature Text, Jane Austen, “On Making an Agreeable Marriage”; “A Soldier’s Letters Home: A Collections letters from World War II) Speeches (Martin Luther King, “I Have a Dream”; Ronald Reagan, “Address to Students at Moscow State University”) Historical documents (Jim Crow Laws, Civil Rights Act) | <ul style="list-style-type: none"> Modeling Use of explanatory devices Targeted FCAs Practice Guided class discussion Cooperative learning groups Note taking Isolation of critical attributes Paraphrase to create parallel text Making cognitive connections | <ul style="list-style-type: none"> Journals Research Paper FIX Journals Test essays Test questions Study guide questions SPILTS Graded class discussions |
| <p>9. Analyze seminal U.S. documents of historical and literary significance (e.g.,</p> | <ul style="list-style-type: none"> Relate knowledge from several areas by seeing the | <ul style="list-style-type: none"> Journals/Letters (“A Soldier’s Letters | <ul style="list-style-type: none"> Modeling Use of | <ul style="list-style-type: none"> Essays with FCAs |

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| <p>Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> | <p>connections between a time period and the literature created during that period.</p> <ul style="list-style-type: none"> • Use historical information to inform literary interpretation. | <p>Home: A Collections letters from World War II; Abigail Adams, “Remember the Ladies” Letter)</p> <ul style="list-style-type: none"> • Speeches (Martin Luther King, “I Have a Dream”; Ronald Reagan, “Address to Students at Moscow State University”) • Historical documents (Jim Crow Laws, Civil Rights Act) | <p>explanatory devices</p> <ul style="list-style-type: none"> • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Journals • FIX Journals • Test essays • Test questions • Study guide questions • SPILTS • Graded class discussions |
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Range of Reading and Level of Text Complexity

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| <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> | <ul style="list-style-type: none"> • Engage in the reading, comprehending and analysis of complex informational texts. | <ul style="list-style-type: none"> • Essays (Brent Staples, “Black Men and Public Space”; Prentice Hall British Literature Text, Mary Wollstonecraft, <i>from</i> Vindication of the Rights of Women) • Journals/Letters (Prentice Hall British Literature Text, Jane Austen, “On Making an Agreeable Marriage”; “A Soldier’s Letters Home: A Collections letters from World War II) • Speeches (Martin Luther King, “I Have a Dream”; Ronald Reagan, “Address to Students at Moscow State University”) • Historical documents | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Essays with FCAs • Journals • FIX Journals • Test essays • Test questions • Study guide questions • SPILTS • Graded class discussions |
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| | | <p>(Jim Crow Laws, Civil Rights Act)</p> <ul style="list-style-type: none">• Background information documents (From the National Endowment for the Arts, "The Great Depression", "Migrant Farm Workers") | | |
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