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NORTH  
SMITHFIELD  
SCHOOL  
DEPARTMENT

**ENGLISH LANGUAGE ARTS CURRICULUM  
GRADES 9-10 REVISED JUNE 2014**

North Smithfield High School  
Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

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The North Smithfield School Department English Language Arts Curriculum for grades K-12 was revised June 2014 by a K-12 team of teachers. The team, identified as the English Language Arts Task Force and English Language Arts Curriculum Writers, referenced a variety of resources to design the document that included:

- *Common Core Standards for English Language Arts*
- *Common Core State Standards for English Language Arts, Appendix A*
- *Understanding Common Core State Standards, Kendall*
- *PARCC Model Content Frameworks*
- Numerous state curriculum Common Core frameworks, e.g. California, Delaware, and Ohio
- *Classroom Instruction That Works*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Common Core Curriculum Maps*
- *Differentiated Instructional Strategies*
- *Goals for the district*

## Mission Statement

*North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 ELA curriculum integrating reading, writing, listening, and speaking to ensure the continued success of all students in a global and technological society.*

The North Smithfield School Department English Language Arts Curriculum identifies what students should know and be able to do in English Language Arts. Each grade or course includes Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS), grade level tasks, teacher notes, best practice instructional strategies, resources, map (or suggested timeline), rubrics, checklists, and common formative and summative assessments.

## COMMON CORE STATE STANDARDS

The **Common Core State Standards (CCSS)** anchor standards include:

- **College and Career Readiness Anchor Standards for Reading**
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge
  - Range of Reading
- **College and Career Readiness Anchor Standards for Writing**
  - Text Types and Purposes
  - Production and Distribution of Writing
  - Research to Build and Present Knowledge
  - Range of Writing
- **College and Career Readiness Anchor Standards for Speaking and Listening**
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas
- **College and Career Readiness Anchor Standards for Language**
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use

The **North Smithfield School Department Common Core English Language Arts Curriculum** provides all students with a sequential comprehensive education in English Language Arts through the study of:

- Reading (literary and Informational)
- Writing
- Speaking and Listening
- Language

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## RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The North Smithfield School Department Common Core English Language Arts Curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate. It is suggested the teacher:

- Use **formative assessment** to guide instruction
- Use **constructive and extended responses**
- Use **RAISE Strategies: Restate, Answer, Include Support, Extend**
- Use **Classroom Instruction That Works Strategies:**
  - Setting objectives and providing feedback
  - Reinforcing effort and providing recognition
  - Cooperative learning
  - Cues, questions, and advance organizers
  - Nonlinguistic representations
  - Summarizing and note taking
  - Assigning homework and providing practice
  - Identifying similarities and differences
  - Generating and testing hypotheses
  - Provide opportunities for **independent, partner and collaborative group work**
- Differentiate **instruction** by varying the **content, process, and product** and providing opportunities for:
  - 5-3-1 strategy (summarizing)
  - anchoring
  - cubing
  - jig-sawing
  - pre/post assessments
  - tiered assignments
- Address **multiple intelligences** instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
- Provide opportunities for **higher level thinking: Webb's Depth of Knowledge, 2,3,4**, skill/conceptual understanding, strategic reasoning, extended reasoning
- Facilitate integration of the **Applied Learning Standards (SCANS):**
  - communication
  - critical thinking
  - problem solving
  - reflection/evaluation
  - research
- Model the use of **graphic organizers:**
  - sequence organizers (chains, cycle),
  - concept development (mind map),
  - compare/contrast organizers (Venn diagrams, comparison charts),
  - organizers (word web, concept map),
  - evaluation organizers (charts, scales),
  - categorize/classify organizers (categories, tree)
  - relational organizers (fish bone, pie chart)
- Employ best practice **reading strategies**
  - read aloud
  - think aloud

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- shared reading
- guided reading
- self-selected reading
- Model the following **reading strategies**
  - using prior knowledge
  - sampling a page for readability
  - summarizing
  - predicting and making text based inferences
  - determining importance
  - generating literal, clarifying, and inferential questions
  - constructing sensory images (making pictures in one's mind)
  - making connections (text to self, text to text, and text to world)
  - taking notes
  - locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
  - using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
  - using metacognition strategies for understanding text
- Facilitate **comprehension strategies**
  - making connections
  - questioning
  - visualizing
  - inferring
  - determining importance
  - synthesizing information
  - self-monitoring or fix-up
  - predicting
  - summarizing
- Facilitate
  - Annotated works cited
  - Article of the week
  - Fishbowl
  - Guided writing
  - Literature circles
  - Readers' theater
  - Socratic seminar
  - Writer's Notebook
- Employ strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)
- Provide **rubrics** and **models**

## COMMON ASSESSMENTS

The North Smithfield School Department Common Core English Language Arts Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common tasks/performance-based tasks, standardized mid-term exam, standardized final exam.

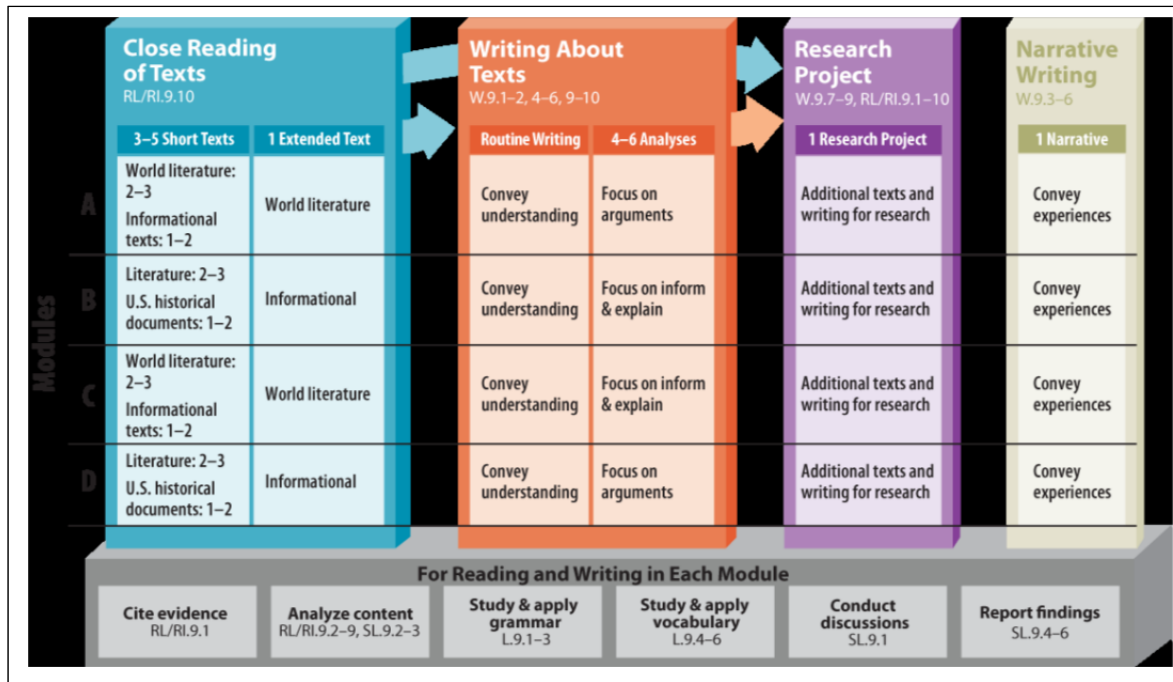
- **REQUIRED COMMON ASSESSMENTS**
  - Common Units
  - Prose constructed responses
  - Extended responses – argument, informational, narrative
  - Summative – Final Exam
- **Common Instructional Assessments (I)** - used by teachers and students during the instruction of CCSS.
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards **before** taking state assessments
  - teacher and student use to make decisions about what actions to take to promote further learning
  - on-going, dynamic process that involves far more frequent testing
  - serves as a practice for students

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- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
  - make some sort of judgment, e.g. what grade
  - program effectiveness
  - e.g. state assessments (AYP), mid-year and final exams
- Additional assessments include:
  - Anecdotal records
  - Conferencing
  - Exhibits
  - Interviews
  - Graphic organizers
  - Journals
  - Multiple Intelligences assessments, e.g.
    - Role playing - bodily kinesthetic
    - Graphic organizing - visual
    - Collaboration - interpersonal
    -
  - Oral presentations
  - Problem/Performance based/common tasks
  - Research
  - Rubrics/checklists (mathematical practice)
  - Tests and quizzes
  - Technology tasks (Photo-story, Power Point, etc.)
  - Think-alouds
  - Writing genres
    - Arguments/ opinion
    - Informative
    - Narrative

## Standards organized into suggested quarter modules (PARCC)



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## RESOURCES GRADES 9-10

### Textbooks

McDougal and Littell (CP) and Prentice Hall (H)

### Supplementary Student

- **Literary** (Lexile rates 955-1155)
- **Informational** (Lexile rates 955-1155), **Core Books**

#### Grade 9

- *A Raisin in the Sun* Literary
- *Romeo and Juliet* Literary
- *The Absolutely True Diary of Part-Time Indian* Literary
- *The House on Mango Street or Buried Onions* Literary
- *To Kill a Mockingbird* Literary
- *To Be a Slave* Informational

#### Grade 10

- *A Midsummer Night's Dream* Literary
- *Lord of the Flies* Literary
- *Night* Informational/Literary
- *The Catcher in the Rye* Literary
- *Things Fall Apart* Literary

### Supplementary Teacher

- *Classroom Instruction That Works*
- *7 Keys to Comprehension: How to Help Your Kids Read It and Get It*, Zimmermann, Hutchins
- *Activators: Activity Structure to Support Integration and Retention of New Learning*, Research for Better Teaching, Inc.
- *Common Core Curriculum Maps by Teachers for Teachers*
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work*, Marzano
- *Literature Circles*, Daniels
- *Mosaic of Thought*, Keene, Zimmerman
- *Reading Essentials*, Routman
- *Rhode Island PreK-12 Literacy Policy*
- *Strategies that Work, Non Fiction Matters*, Harvey
- *Texts and Lessons*, Daniels and Steineke
- *Write Like This, Teaching Real-World Writing Through Modeling and Mentor Text*, Gallagher

### Supplementary Teacher Links

- CNN Student News (<http://www.cnn.com/studentnews/index.html>)
- Common Core Maps [www.commoncore.org/maps](http://www.commoncore.org/maps)
- Common Core Standards (<http://www.corestandards.org/>)
- Comprehensive Assessment System: Rhode Island Criteria & Guidance [http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS\\_Criteria-Guidance\\_and\\_Appendices-FINAL.pdf](http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf)
- Discovery Education (<http://my.discoveryeducation.com/>)
- Diverse learners, Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org)
- Formative Assessment and Standards Based Grading ([http://www.marzanoresearch.com/reproducibles/formative\\_assessment.html#reproducibles](http://www.marzanoresearch.com/reproducibles/formative_assessment.html#reproducibles))
- Grammar Bytes ([www.chompchomp.com](http://www.chompchomp.com))
- Grammar girl ([www.grammar.quickanddirtytips.com](http://www.grammar.quickanddirtytips.com))
- [http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29\\_Resources.pdf](http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf)
- Library Database (Ebsco, World Book, etc.)
- Microsoft Learning
- Ohio State Curriculum <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>
- PARCC <http://www.parcconline.org/parcc-content-frameworks>
- PARCC [http://www.parcconline.org/sites/parcc/files/PARCC\\_Draft\\_ModelContentFrameworksForEnglishLanguageArts0.pdf](http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf)
- PBS Learningromethean Planet

- Shmoop
- The Teaching Channel
- Thinkfinity.org
- Writingfix.org
- You Tube

### Reading Standards Links

- *7 Keys to Comprehension* (<http://www.unit5.org/hoose/brochures/Parents%20Seven%20Keys.pdf>)
- Graphic Organizers (<http://www.eduplace.com/graphicorganizer/>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- Lexile Finder (<http://www.lexile.com/>)
- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Reading Essentials (<http://www.regieroutman.com/teachingessentials/print.asp>)
- RI PreK-12 Literacy Policy (<http://www.ride.ri.gov/instruction/DOCS/reading/RIReadingPolicy.pdf>)
- Strategies the Work: Non Fiction Matters (<http://www.mcte.org/fallwork/archive/harvey/resources.html>)
- T-Chart ([http://www.eduplace.com/graphicorganizer/pdf/tchart\\_eng.pdf](http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf))
- Text Structures (<http://www.u-46.org/dbs/roadmap/files/comprehension/3expotext.pdf>)
- Venn Diagram (<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>)

### Writing Standards Links

- Criterion Writing Evaluation (<https://criterion.ets.org/>)
- Editing Checklists (<http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- References/ Citations (<http://easybib.com/>)
- Research, grammar <http://owl.english.purdue.edu>
- *Teaching Argument Writing*, George Hillocks, Jr. link to chapter 1, [www.heineman.com](http://www.heineman.com)
- *Write Like This*, Kelly Gallagher
- Style and rhetoric ([http://www.nwp.org/cs/public/print/resource\\_topic/style\\_and\\_rhetoric](http://www.nwp.org/cs/public/print/resource_topic/style_and_rhetoric))
- Write Source Text (<http://thewritesource.com/>)

### Speaking and Listening Standards Links

- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Socratic Seminars (<http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf>)
- Living Museums ([http://www.educationworld.com/a\\_curr/curr231.shtml](http://www.educationworld.com/a_curr/curr231.shtml))

### Technology

- Computer lab
- Computers
- Elmo
- Interactive boards
- LCD projectors

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<b>READING LITERATURE (RL)</b>  Key Ideas and Details	<b>P</b>  <b>RL</b>  1.1 2.1 2.3 2.5 3.2	<b>Students</b>  <b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <u><b>Guiding Questions</b></u> <ul style="list-style-type: none"> <li>What textual evidence did you identify to support your analysis of the text? Cite several examples.</li> <li>What inferences can you draw from your analysis of the text?</li> <li>What evidence (textual or informational) most strongly supports your analysis?</li> </ul> <u><b>Essential Knowledge and Skills</b></u> <ul style="list-style-type: none"> <li>Analyze the text</li> <li>Identify explicit textual evidence</li> <li>Cite evidence</li> <li>Draw inferences</li> <li>Support inference using evidence from the text</li> <li>Support what the text says explicitly citing evidence</li> </ul> <u><b>PARCC Evidence</b></u> <ul style="list-style-type: none"> <li>Provides strong and thorough textual evidence to support analysis of what the <b>text says explicitly</b>. (1)</li> </ul> <u><b>PARCC Evidence</b></u> <ul style="list-style-type: none"> <li>Provides strong and thorough textual evidence to support analysis of <b>inferences drawn from the text</b>. (2)</li> </ul>	<u><b>Academic Vocabulary</b></u> <ul style="list-style-type: none"> <li>analyze</li> <li>analyze</li> <li>cite</li> <li>explicit</li> <li>inference</li> <li>textual evidence</li> </ul> <u><b>Literature/Informational</b></u> <u><b>Grade 9</b></u> <ul style="list-style-type: none"> <li>Apply to all literature</li> </ul> <u><b>Grade 10</b></u> <ul style="list-style-type: none"> <li>Apply to all literature</li> </ul>	<b>TEACHER NOTES</b>  <ul style="list-style-type: none"> <li>See instructional strategy list in the introduction</li> </ul> <u><b>Facilitate/model</b></u> <ul style="list-style-type: none"> <li><i>Best practice reading strategies</i> <ul style="list-style-type: none"> <li>read aloud</li> <li>think aloud</li> <li>shared reading</li> <li>guided reading</li> </ul> </li> <li><i>4 square foldable reading</i></li> <li><i>Carousel</i></li> <li><i>Character web</i></li> <li><i>Collaborative learning/discussion</i></li> <li><i>Double entry journals</i></li> <li><i>Fishbowl</i></li> <li><i>Graphic organizer</i></li> <li><i>Jigsaw reading strategy</i></li> <li><i>Pillars of character chart</i></li> <li><i>Post-it strategy</i></li> <li><i>SLO Questions (varies)</i></li> <li><i>Socratic Seminar</i></li> <li><i>Think-pair-share</i></li> <li><i>Text-to-self</i></li> <li><i>Text-to-text</i></li> <li><i>Text-to-world</i></li> </ul> <ul style="list-style-type: none"> <li><i>Model reading strategies (see introduction)</i></li> </ul> <ul style="list-style-type: none"> <li><i>Facilitate comprehension strategies (see introduction)</i></li> </ul>	<b>RESOURCE NOTES</b>  <ul style="list-style-type: none"> <li>See resource list in the introduction</li> </ul> <i>McDougall and Littell (CP)</i> <i>Prentice Hall (H)</i> <u><b>Grade 9</b></u> <ul style="list-style-type: none"> <li><i>A Raisin in the Sun</i></li> <li><i>Romeo and Juliet</i></li> <li><i>The Absolutely True Diary of Part-Time Indian</i></li> <li><i>The House on Mango Street or Buried Onions</i></li> <li><i>To Kill a Mockingbird</i></li> </ul> <u><b>Grade 10</b></u> <ul style="list-style-type: none"> <li><i>A Midsummer Night’s Dream</i></li> <li><i>Lord of the Flies</i></li> <li><i>Night</i></li> <li><i>The Catcher in the Rye</i></li> <li><i>Things Fall Apart</i></li> </ul> <u><b>Websites</b></u> <ul style="list-style-type: none"> <li><a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li><a href="http://www.heinemann.com">www.heinemann.com</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>PARCC <a href="http://www.parconline.org/">http://www.parconline.org/</a></li> <li>PARCC <a href="http://www.parconline.org/parcc-content-frameworks">http://www.parconline.org/parcc-content-frameworks</a></li> <li>PARCC <a href="http://www.parconline.org/">http://www.parconline.org</a></li> </ul>	<b>ASSESSMENT NOTES</b>  <u><b>Required</b></u> <ul style="list-style-type: none"> <li>Common Units</li> <li>Prose constructed responses</li> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul> <u><b>Suggested</b></u> (see list in the introduction) <ul style="list-style-type: none"> <li>Anecdotal records</li> <li>Conferencing</li> <li>Exhibits</li> <li>Graphic organizers</li> <li>Journals</li> <li>Modeling</li> <li>Multiple Intelligences assessments, e.g.                         <ul style="list-style-type: none"> <li>Role playing - bodily kinesthetic</li> <li>Graphic organizing - visual</li> <li>Collaboration -</li> </ul> </li> </ul>
		<b>P</b>  <b>RL</b>  1.1 2.1 2.6 3.4	<b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <u><b>Guiding Questions</b></u> <ul style="list-style-type: none"> <li>Cite evidence from the text to support your determination of the theme/central idea.</li> <li>Which detail, or event, first presented an indication of the theme?</li> <li>Identify additional details that shaped the theme or central passage.</li> </ul> <u><b>Academic Vocabulary</b></u> <ul style="list-style-type: none"> <li>analyze</li> <li>central idea</li> <li>determine</li> <li>emerge</li> <li>objective</li> <li>refine</li> </ul>			

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		<ul style="list-style-type: none"> <li>How can you objectively summarize the text?</li> <li>Determine a theme and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Determine theme or central idea</li> <li>Determine how a theme emerges</li> <li>Analyze theme /central idea development</li> <li>Draw inferences</li> <li>Formulate an objective summary of the text</li> <li>Determine how the theme/central idea is refined</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Provides a statement of a theme or central idea of a text. (1) <b>PARCC Evidence</b></li> <li>Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. (2) <b>PARCC Evidence</b></li> <li>Provides an objective summary of a text. (3) <b>PARCC Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>shaped</li> <li>summarize</li> <li>theme</li> </ul> <p><b>Literature/Informational Grade 9</b></p> <ul style="list-style-type: none"> <li><i>To Kill a Mockingbird</i></li> <li>Theme graphic organizer throughout novel, e.g. courage seen in characters</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>The Catcher in the Rye</i></li> <li>Motif Post-it throughout novel, e.g. the red hunting hat appearance</li> </ul>	<p><a href="http://g/sites/parcc/files/PARCC_Draft_ModelContentFrameWorksForEnglishLanguageArts0.pdf">g/sites/parcc/files/PARCC_Draft_ModelContentFrameWorksForEnglishLanguageArts0.pdf</a></p> <ul style="list-style-type: none"> <li>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p>interpersonal</p> <ul style="list-style-type: none"> <li>Oral presentations</li> <li>Performance based/common tasks</li> <li>Rubrics/checklists</li> <li>Tests and quizzes</li> <li>Technology</li> <li>Think-alouds</li> <li>Vocabulary</li> <li>Writing genres                             <ul style="list-style-type: none"> <li>Arguments</li> <li>Informative</li> <li>Narrative</li> </ul> </li> </ul>
	<p><b>P</b></p> <p><b>RL</b></p> <p>1.1</p> <p>2.1</p> <p>2.6</p> <p>3.4</p>	<p><b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other and advance the plot or develop the theme.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What statement(s) or action(s) lead to a shift in advancement in the events of the story?</li> <li>What is revealed about the character by events or dialogue?</li> <li>How are the character motivations developed over the course of the text?</li> <li>Which interactions between characters contribute to the development of the theme?</li> <li>What is the effect of a single incident upon later events in the plot?</li> <li>Choose a complex character and analyze their motivations. Are they conflicting? If so how?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Identify character traits or aspects</li> <li>Identify multiple/conflicting character motivations</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>advance</li> <li>causal</li> <li>complex character</li> <li>conflicting</li> <li>dialogue</li> <li>dynamic character</li> <li>interact</li> <li>motivation</li> <li>theme</li> </ul> <p><b>Literature/Informational Grade 9</b></p> <ul style="list-style-type: none"> <li><i>The Absolutely True Diary of Part-Time Indian</i></li> </ul>		

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STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> <li>Analyze character interactions</li> <li>Understand causal and complex relationship of dialogue and/or events on plot development</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Provides an analysis of how complex characters (those with multiple or conflicting motivations) <b>develop over</b> the course of a text. (1) <b>PARCC Evidence</b></li> <li>Provides an analysis of how complex characters (those with multiple or conflicting motivations) <b>interact with</b> other characters over the course of the text. (2) <b>PARCC Evidence</b></li> <li>Provides an analysis of how complex characters (those with multiple or conflicting motivations) <b>advance the plot</b> over the course of the text. (3) <b>PARCC Evidence</b></li> <li>Provides an analysis of how complex characters (those with multiple or conflicting motivations) <b>develop the theme</b> over the course of the text. (4) <b>PARCC Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>e.g. Junior's interactions with other characters</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>Lord of the Flies</i></li> <li>e.g. the boys' transformation on the island</li> </ul>		
<b>READING LITERATURE (RL)</b>  Craft and Structure	<b>P</b>  <b>RL</b>  <b>1.1</b>	<p><b>Students</b></p> <p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>How does the author's word choice contribute to the text's sense of time and place? Use specific examples from the text to support your analysis.</li> <li>What is the cumulative impact of the author's specific word choices on the story's tone? Use specific examples from the text to support your analysis.</li> <li>What does the word/phrase _____ mean in this selection?</li> <li>How does the author's use of repetition of _____ impact the tone of the text?</li> <li>Which words or phrases specifically impact the meaning or tone?</li> <li>Is the text formal or informal in tone? Why?</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>connotative meaning</li> <li>cumulative</li> <li>evoke</li> <li>figurative meaning</li> <li>formal</li> <li>impact</li> <li>informal</li> <li>tone</li> <li>word choice</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9,</b></p> <ul style="list-style-type: none"> <li><i>Romeo and Juliet,</i></li> </ul>	<p style="color: red;"><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>See instructional strategy list in the introduction</li> </ul> <p><b>Facilitate/model</b></p> <ul style="list-style-type: none"> <li><i>Best practice reading strategies</i> <ul style="list-style-type: none"> <li>read aloud</li> <li>think aloud</li> <li>shared reading</li> <li>guided reading</li> </ul> </li> <li><b>4 square foldable reading</b></li> <li><b>Carousel</b></li> <li><b>Character web</b></li> <li><b>Collaborative learning/discussion</b></li> <li><b>Double entry journals</b></li> <li><b>Fishbowl</b></li> <li><b>Graphic organizers</b></li> <li><b>Jigsaw reading strategy</b></li> <li><b>Pillars of character chart</b></li> </ul>	<p style="color: red;"><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>See resource list in the introduction</li> </ul> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li><i>A Raisin in the Sun</i></li> <li><i>Romeo and Juliet</i></li> <li><i>The Absolutely True Diary of Part-Time Indian</i></li> <li><i>The House on Mango or Buried Onions</i></li> <li><i>Street</i></li> <li><i>To Kill a Mockingbird</i></li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>A Midsummer Night's Dream</i></li> <li><i>Lord of the Flies</i></li> <li><i>Night</i></li> <li><i>The Catcher in the Rye</i></li> <li><i>Things Fall Apart</i></li> </ul>	<p style="color: red;"><b>ASSESSMENT NOTES</b></p> <ul style="list-style-type: none"> <li>See assessment list in the introduction</li> </ul> <p style="color: red;"><b>Required</b></p> <ul style="list-style-type: none"> <li>Common Units</li> <li>Prose constructed responses</li> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul> <p><b>Suggested</b> (see list in the introduction)</p> <ul style="list-style-type: none"> <li>Anecdotal records</li> <li>Conferencing</li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
<p>P RL 1.1 2.6</p>		<p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Determine figurative meaning</li> <li>Identify cumulative impact of word choice</li> <li>Determine formal vs. informal tone</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone. (1) <b>PARCC Evidence</b></li> </ul> <p><b>RL.9-10.5</b> 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> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>How does having parallel plots affect the central idea or theme of a text? Use examples from the text in your analysis.</li> <li>How does the author create mystery/tension/surprise in the story/drama? Use examples from the text?</li> <li>How does the structure of the text contribute to its meaning?</li> <li>How does the author order the events? What is the effect?</li> <li>Identify the devices used to manipulate time.</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Understand and analyze how text structure contributes to the meaning of a text</li> <li>Understand how parallel plots affect the central idea of the text.</li> <li>Recognize and understand time manipulation techniques</li> </ul>	<p>Examine poetry for language, e.g. Juliet’s soliloquy in Act 4</p> <ul style="list-style-type: none"> <li>Slave narrative evoking emotion setting tone vernacular</li> <li><i>To Kill a Mockingbird</i> – formal vs. informal; colloquialisms</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>Lord of the Flies</i> – character language</li> <li><i>The Catcher in the Rye</i> – Holden’s language</li> <li><i>Things Fall Apart</i> poetry</li> <li>“The White Man’s Burden”</li> <li>“The Second Coming”</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>affect</li> <li>analyze</li> <li>contribute</li> <li>effect</li> <li>flashbacks</li> <li>manipulate</li> <li>pacing</li> <li>parallel</li> <li>tension</li> <li>text structure</li> </ul> <p><b>Literature/Informational Grade 9</b></p> <ul style="list-style-type: none"> <li><i>To Kill a Mockingbird</i> – Boo Radley and Tom Robinson</li> <li>“Cask Amontillado” (mystery, tension,</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li><a href="http://www.heinemann.com">www.heinemann.com</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>PARCC <a href="http://www.parconline.org/">http://www.parconline.org/</a></li> <li>PARCC <a href="http://www.parconline.org/parcc-content-frameworks">http://www.parconline.org/parcc-content-frameworks</a></li> <li>PARCC <a href="http://www.parconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf">http://www.parconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf</a></li> <li>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul> <p><b>Model reading strategies (see introduction)</b></p> <p><b>Facilitate comprehension strategies (see introduction)</b></p>	<ul style="list-style-type: none"> <li>Exhibits</li> <li>Graphic organizers</li> <li>Journals</li> <li>Modeling</li> <li>Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> <li>Role playing - bodily kinesthetic</li> <li>Graphic organizing - visual</li> <li>Collaboration - interpersonal</li> </ul> </li> <li>Oral presentations</li> <li>Performance based/common tasks</li> <li>Research</li> <li>Rubrics/checklists</li> <li>Tests and quizzes</li> <li>Technology</li> <li>Think-alouds</li> <li>Vocabulary</li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
		<ul style="list-style-type: none"> <li>Understand and how identify literary effects are created (e.g. mystery, tension, surprise)</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Provides an analysis of 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. (1) <b>PARCC Evidence</b></li> </ul>	<p>tone) <b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>The Catcher and the Rye</i> – flashback</li> <li><i>Things Fall Apart</i> – pre-colonization vs. post British arrival</li> <li><i>A Midsummer Night’s Dream</i> – world of fairies vs. world of mortals</li> </ul>	<ul style="list-style-type: none"> <li><b>Making connections</b> <ul style="list-style-type: none"> <li>Text-to-world</li> <li>Text-to-self</li> <li>Text-to text</li> </ul> </li> <li><b>Non-linguistic representation</b></li> <li><b>Research</b></li> <li><b>Model reading strategies</b> (see introduction)</li> <li><b>Facilitate comprehension strategies</b> (see introduction)</li> </ul>		<ul style="list-style-type: none"> <li>Writing genres                             <ul style="list-style-type: none"> <li>Arguments</li> <li>Informative</li> <li>Narrative</li> </ul> </li> </ul> <p><b>Suggested</b> (see list in the introduction)</p> <ul style="list-style-type: none"> <li>passage explication</li> <li>poetry explication</li> <li>story completion utilizing style, pacing and flashback</li> </ul>
	<p><b>P</b></p> <p><b>RL</b></p> <p>1.1</p> <p>3.4</p> <p>4.2</p>	<p><b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>How is the author’s or narrator’s cultural experience reflected in _____ (a work of literature from outside the U.S.)?</li> <li>What values and beliefs motivate the main character?</li> <li>How are the customs and expectations in the work different from those of the reader?</li> <li>How does cultural experience influence or shape the point of view</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>point of view</li> <li>narrator vs. author</li> <li>cultural</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b> Narratives</p> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>Night</i></li> <li><i>Things Fall Apart</i></li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Identify and analyze point of view</li> <li>Identify the influence of cultural experiences on point of view</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States. (1) <b>PARCC Evidence</b></li> </ul>				
<p><b>READING LITERATURE (RL)</b></p> <p>Integration of Knowledge and Ideas</p>	<p><b>P</b></p> <p><b>RL</b></p>	<p><b>Students</b></p> <p><b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in</p>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>See instructional strategy list in the introduction</li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>See resource list in the introduction</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <ul style="list-style-type: none"> <li>See assessment list in the introduction</li> </ul>	

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STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
<p>1.1 1.3 2.5 2.6 4.4 5.3</p>		<p>each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>After reading a text and examining another representative of that text, which elements are emphasized or absent in each treatment?</li> <li>After reading a text and examining another representation of that text, analyze why the author and artist decided to emphasize or omit elements in each treatment? Use specific examples in your analysis.</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Analyze subject/key scene in multiple representations</li> <li>Compare &amp; contrast representations</li> <li>Understand various types of artistic mediums</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Provides an analysis of the representation of a subject or a key scene in two different artistic mediums. (1) <b>PARCC Evidence</b></li> </ul>	<p><b>Facilitate/model</b></p> <ul style="list-style-type: none"> <li><b>Best practice reading strategies</b> <ul style="list-style-type: none"> <li>read aloud</li> <li>think aloud</li> <li>shared reading</li> <li>guided reading</li> </ul> </li> <li><b>4 square foldable reading</b></li> <li><b>Carousel</b></li> <li><b>Character web</b></li> <li><b>Collaborative learning/discussion</b></li> <li><b>Double entry journals</b></li> <li><b>Fishbowl</b></li> <li><b>Graphic organizers</b></li> <li><b>Jigsaw reading strategy</b></li> <li><b>Pillars of character chart</b></li> <li><b>Post-it strategy</b></li> <li><b>SLO Questions (varies)</b></li> <li><b>Socratic Seminar</b></li> <li><b>Text-to-self</b></li> <li><b>Text-to-text</b></li> <li><b>Text-to-world</b></li> <li><b>Think-Pair-Share</b></li> </ul> <p><b>Model reading strategies (see introduction)</b></p> <ul style="list-style-type: none"> <li><b>Facilitate comprehension strategies (see introduction)</b></li> </ul> <p><b>Background information: 1950’s Power Point</b></p> <ul style="list-style-type: none"> <li><b>Model reading strategies (see introduction)</b></li> </ul> <p><b>Facilitate comprehension</b></p>	<p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li><i>A Raisin in the Sun</i></li> <li><i>Romeo and Juliet</i></li> <li><i>The Absolutely True Diary of Part-Time Indian</i></li> <li><i>The House on Mango Street</i> or <i>Buried Onions</i></li> <li><i>To Kill a Mockingbird</i></li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>A Midsummer Night’s Dream</i></li> <li><i>Lord of the Flies</i></li> <li><i>Night</i></li> <li><i>The Catcher in the Rye</i></li> <li><i>Things Fall Apart</i></li> </ul> <p><b>Art -</b></p> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li><a href="http://www.heinemann.com">www.heinemann.com</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>PARCC <a href="http://www.parcconline.org/">http://www.parcconline.org/</a></li> <li>PARCC <a href="http://www.parcconline.org/parcc-content-frameworks">http://www.parcconline.org/parcc-content-frameworks</a></li> <li>PARCC <a href="http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf">http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf</a></li> <li>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>Common Units</li> <li>Prose constructed responses</li> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul> <p><b>Suggested (see list in the introduction)</b></p> <ul style="list-style-type: none"> <li>Anecdotal records</li> <li>Conferencing</li> <li>Exhibits</li> <li>Graphic organizers</li> <li>Journals</li> <li>Modeling</li> <li>Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> <li>Role playing - bodily kinesthetic</li> <li>Graphic organizing - visual</li> <li>Collaboration - interpersonal</li> </ul> </li> <li>Oral presentations</li> <li>Performance</li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

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STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
	<p><b>P</b></p> <p><b>RL</b></p> <p>1.1</p> <p>2.3</p> <p>2.5</p> <p>2.6</p>	<p style="text-align: right;">documentaries/ articles on human nature</p> <p><b>RL.9-10.9</b> Analyze how an author draws on and transforms source material 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>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• How does the work build upon the original?</li> <li>• What is the effect of the author's transformation of the source material?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Identify original themes or topics</li> <li>• Analyze how the author transforms the source material</li> <li>• Analyze how the author draws on source material</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>• Provides an analysis of how an author draws on or transforms source material in a specific work. (1)</li> </ul> <p><b>PARCC Evidence</b></p>	<p><i>strategies (see introduction)</i></p> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• draws on</li> <li>• source material</li> <li>• theme</li> <li>• topic</li> <li>• transform</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <p><i>Romeo and Juliet, e.g.</i></p> <ul style="list-style-type: none"> <li>○ <i>Marc Antony and Cleopatra</i></li> <li>○ <i>West Side Story</i></li> <li>○ <i>Tristan and Isolde</i></li> <li>○ <i>Pyramus and Thisbe</i></li> </ul> <p><b>Grade 10</b></p> <p><i>Lord of the Flies, e.g.</i></p> <ul style="list-style-type: none"> <li>○ Simon as a Christ figure</li> </ul> <p><i>The Catcher in the Rye</i></p> <ul style="list-style-type: none"> <li>○ Poem/song "Comin' thru the Rye"</li> <li>○ Poem – "Nothing Gold Can Stay"</li> <li>○ Song – "Mad World" by Gary Jules</li> </ul> <p><i>A Midsummer Night's Dream</i></p> <ul style="list-style-type: none"> <li>○ Pyramus and Thisbe</li> <li>○ Scoop-It project –</li> </ul>		<p>based/common tasks</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Rubrics/checklists</li> <li>• Tests and quizzes</li> <li>• Technology</li> <li>• Think-alouds</li> <li>• Vocabulary</li> <li>• Writing genres                             <ul style="list-style-type: none"> <li>○ Arguments</li> <li>○ Informative</li> <li>○ Narrative</li> </ul> </li> </ul> <p><b>Suggested</b> (see list in the introduction)</p> <ul style="list-style-type: none"> <li>• Guided questioning movie guide                             <ul style="list-style-type: none"> <li>○ Extended response, connection between Simon and Christ</li> </ul> </li> </ul>

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STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		researching sources			
<p><b>READING LITERATURE (RL)</b></p> <p>Range of Reading and Level of Text Complexity</p>	<p>1.1 1.3 2.5</p>	<p><b>Students</b></p> <p><b>RL.9-10.10</b> By the end of <u>grade 9</u>, read and comprehend literary nonfiction in the grades 9–10 text complexity band (<b>Lexile rates 1080-1305</b>) proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of <u>grade 10</u>, read and comprehend <u>literary nonfiction</u> at the high end of the grades 9–10 text complexity band (<b>Lexile rates 1080-1305</b>) independently and proficiently</p> <p><u>Guiding Questions</u></p> <p><u>Essential Knowledge and Skills</u></p> <p style="text-align: right;"><u>Academic Vocabulary</u></p> <p style="text-align: right;"><u>Literature/Informational</u></p>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>See instructional strategy list in the introduction</li> </ul> <p><b>Facilitate/model</b></p> <ul style="list-style-type: none"> <li><b>Best practice reading strategies</b> <ul style="list-style-type: none"> <li>read aloud</li> <li>think aloud</li> <li>shared reading</li> <li>guided reading</li> </ul> </li> <li><b>4 square foldable reading</b></li> <li><b>Carousel</b></li> <li><b>Character web</b></li> <li><b>Collaborative learning/discussion</b></li> <li><b>Double entry journals</b></li> <li><b>Fishbowl</b></li> <li><b>Graphic organizers</b></li> <li><b>Jigsaw reading strategy</b></li> <li><b>Pillars of character chart</b></li> <li><b>Post-it strategy</b></li> <li><b>SLO Questions (varies)</b></li> <li><b>Socratic Seminar</b></li> <li><b>Text-to-self</b></li> <li><b>Text-to-text</b></li> <li><b>Text-to-world</b></li> <li><b>Think-Pair-Share</b></li> </ul> <ul style="list-style-type: none"> <li><b>Model reading strategies</b> (see introduction)</li> <li><b>Facilitate comprehension strategies</b> (see introduction)</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resource list in the introduction</p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li><i>A Raisin in the Sun</i></li> <li><i>Romeo and Juliet</i></li> <li><i>The Absolutely True Diary of Part-Time Indian</i></li> <li><i>The House on Mango Street</i> or <i>Buried Onions</i></li> <li><i>To Kill a Mockingbird</i></li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>A Midsummer Night’s Dream</i></li> <li><i>Lord of the Flies</i></li> <li><i>Night</i></li> <li><i>The Catcher in the Rye</i></li> <li><i>Things Fall Apart</i></li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li><a href="http://www.heinemann.com">www.heinemann.com</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>PARCC</li> <li><a href="http://www.parcconline.org/parcc-content-frameworks">http://www.parcconline.org/parcc-content-frameworks</a></li> <li>PARCC</li> <li><a href="http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf">http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <ul style="list-style-type: none"> <li>See assessment list in the introduction</li> </ul> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Common Units</li> <li>Prose constructed responses</li> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul>



# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
<b>READING INFORMATIONAL TEXT (RI)</b>  Key Ideas and Details	<b>P</b> <b>RI</b>  1.1 1.2 1.3 2.2 2.3 2.5 2.6   <b>P</b> <b>RI</b>  1.1 1.2 1.3 2.2 2.3 2.5	<p><b>Students</b></p> <p><b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>RI.9-10.1</b></p> <p><u><b>Guiding Questions</b></u></p> <ul style="list-style-type: none"> <li>What textual evidence did you identify to support your analysis of the text? Cite several examples.</li> <li>What inferences can you draw from your analysis of the text?</li> <li>What evidence (textual or informational) most strongly supports your analysis?</li> </ul> <p><u><b>Essential Knowledge and Skills</b></u></p> <ul style="list-style-type: none"> <li>Analyze the text</li> <li>Identify explicit textual evidence</li> <li>Cite evidence</li> <li>Draw inferences</li> <li>Support inference using several pieces from the text</li> <li>Analyze the text</li> <li>Support what the text says explicitly citing evidence</li> </ul> <p><u><b>PARCC Evidence</b></u></p> <ul style="list-style-type: none"> <li>Provides strong and thorough textual evidence to support analysis of what the <b>text says explicitly</b>. (1)</li> </ul> <p><u><b>PARCC Evidence</b></u></p> <ul style="list-style-type: none"> <li>Provides strong and thorough textual evidence to support analysis of <b>inferences drawn from the text</b>. (2)</li> </ul> <p><b>RI.9-10.2</b> 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> <p><u><b>Guiding Questions</b></u></p> <ul style="list-style-type: none"> <li>How is the central idea developed?</li> <li>What supporting ideas are included in the text?</li> <li>When does the central idea first emerge?</li> <li>How is the central idea refined throughout the course of the text?</li> </ul>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>See instructional strategy list in the introduction</li> </ul> <p><b>Facilitate/model</b></p> <ul style="list-style-type: none"> <li><b>5-3-1</b></li> <li><b>Best practice reading strategies</b> <ul style="list-style-type: none"> <li>read aloud</li> <li>think aloud</li> <li>shared reading</li> <li>guided reading</li> </ul> </li> <li><b>Classroom Instruction That Works</b> <ul style="list-style-type: none"> <li>Identifying similarities and differences</li> <li>Non-linguistic representation</li> <li>Graphic organizers</li> </ul> </li> <li><b>Double entry journal</b></li> <li><b>Generating questions</b></li> <li><b>Highlighting</b></li> <li><b>Margin notes</b></li> <li><b>Non-linguistic representations</b></li> <li><b>Post-it note strategy</b></li> <li><b>Text-to-self</b></li> <li><b>Text-to-text</b></li> <li><b>Text-to-world</b></li> <li><b>Rhetorical devices</b></li> <li><b>Visual representations</b></li> <li><b>Word webs</b></li> </ul> <ul style="list-style-type: none"> <li><b>Model reading strategies</b> (see introduction)</li> </ul> <ul style="list-style-type: none"> <li><b>Facilitate comprehension strategies</b> (see introduction)</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resource list in the introduction</p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li><i>To Be a Slave</i></li> <li>See PARCC Unit chart for additional listings</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>Night (non-fiction/memoir)</i></li> <li>See PARCC Unit chart for additional listings</li> </ul> <p><u><b>Websites</b></u></p> <ul style="list-style-type: none"> <li><a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li><a href="http://www.heinemann.com">www.heinemann.com</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>PARCC <a href="http://www.parcconline.org/">http://www.parcconline.org/</a></li> <li>PARCC <a href="http://www.parcconline.org/parcc-content-frameworks">http://www.parcconline.org/parcc-content-frameworks</a></li> <li>PARCC <a href="http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf">http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf</a></li> <li>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Common Units</li> <li>Prose constructed responses</li> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul> <ul style="list-style-type: none"> <li><b>Suggested</b> (see list in the introduction Guided reading questions)</li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expecta tions	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
	<p>2.6</p> <p><b>P</b></p> <p><b>RI</b></p> <p>1.1</p> <p>2.3</p> <p>2.5</p>	<ul style="list-style-type: none"> <li>Determine a central idea and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Determine the central idea</li> <li>Analyze development of central idea in text</li> <li>Identify the emergence and refinement of the central idea in a text</li> <li>Analyze the role of supporting ideas to the central idea</li> <li>Provide an objective summary</li> <li>Draw inferences from the text</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Provides a statement of central idea(s) of a text. (1) <b>PARCC Evidence</b></li> <li>Provides an analysis of the development of central idea(s) over the course of the text, including how the central idea emerges and is shaped and refined by specific details. (2) <b>PARCC Evidence</b></li> </ul> <p><b>RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What is the most likely reason the author presents a series of ideas in the order he/she does?</li> <li>How does the author introduce, develop, and draw connections between ideas and events?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Identify a series of ideas or events that are connected</li> <li>Analyze how the author presents the ideas or events</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Provides an analysis of how the author unfolds an analysis or series of ideas or events, <b>including the order in which points are made.</b> (1) <b>PARCC Evidence</b></li> <li>Provides an analysis of how the author unfolds an analysis or series of ideas or events, <b>including how they are introduced and developed.</b> (2) <b>PARCC Evidence</b></li> </ul> <p><b>Literature/Informational Grade 9</b></p> <ul style="list-style-type: none"> <li>“Glory and Hope” speech by Nelson Mandela</li> <li>from <i>Rosa Parks: My Story</i></li> <li>“A Quilt of a Country” by Anna Quindlen</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>from Nobel Lecture by Alexander Solzhenitsyn</li> <li>excerpt from <i>I Know Why the Caged Bird Sings</i></li> <li>Nobel Peace Prize acceptance speech, Elie Weisel</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>analysis</li> <li>analyze</li> <li>connections</li> <li>develop</li> <li>introduce</li> <li>series</li> </ul> <p><b>Literature/Informational Grade 9</b></p> <ul style="list-style-type: none"> <li>“A Quilt of a Country”, by Anna Quindlen</li> <li><i>Roosevelt’s</i> Inaugural Address</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>Nobel Prize acceptance</li> </ul>			

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p><b>Evidence</b> speech, Mandela 1993</p> <ul style="list-style-type: none"> <li>Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them. (3)</li> </ul> <p><b>PARCC Evidence</b></p>			
<b>READING INFORMATIONAL TEXT (RI)</b>  Craft and Structure	<b>P</b>  <b>RI</b>  1.1 1.2 1.3 2.5 2.6   <b>P</b>  <b>RI</b>	<p><b>Students</b></p> <p><b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>Identify the use of figurative language in the text? What is the meaning? What effect does it have?</li> <li>Identify the use of connotation in the text? What is the meaning? What effect does it have?</li> <li>What technical definitions are required to understand and used in text?</li> <li>What is the tone?</li> <li>Which words phrases and/or synonyms are used repeatedly and impact the tone?</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>analyze</li> <li>connotative meaning</li> <li>cumulative</li> <li>figurative meaning</li> <li>impact</li> <li>phrases</li> <li>technical meaning</li> <li>tone</li> </ul> <p><b>Literature/Informational Grade 9</b></p> <ul style="list-style-type: none"> <li>“Ain’t I a Woman” by Sojourner Truth</li> <li>FDR’s Inaugural speech March 4, 1933</li> <li>“Letters From Birmingham Jail” by Martin Luther King</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>Holocaust memoirs/journals</li> <li>“Hope, Despair, and Memory” by Elie Wiesel</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Determine figurative, connotative, and technical meaning</li> <li>Analyze cumulative impact of word choice</li> <li>Determine tone and meaning of text.</li> <li>Analyze how word choice impacts tone</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Demonstrates the ability to determine the <b>meaning of words</b> and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone (1) <b>PARCC Evidence</b></li> </ul> <p><b>RI.9-10.5</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a</p>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>See instructional strategy list in the introduction</li> </ul> <p><b>Facilitate/model</b></p> <ul style="list-style-type: none"> <li><b>5-3-1</b></li> <li><b>Best practice reading strategies</b> <ul style="list-style-type: none"> <li><i>read aloud</i></li> <li><i>think aloud</i></li> <li><i>shared reading</i></li> <li><i>guided reading</i></li> </ul> </li> <li><b>Classroom Instruction That Works</b> <ul style="list-style-type: none"> <li><i>Identifying similarities and differences</i></li> <li><i>Non-linguistic representation</i></li> <li><i>Graphic organizers</i></li> </ul> </li> <li><b>Double entry journal</b></li> <li><b>Generating questions</b></li> <li><b>Highlighting</b></li> <li><b>Margin notes</b></li> <li><b>Non-linguistic representations</b></li> <li><b>Post-it note strategy</b></li> <li><b>Text-to-self</b></li> <li><b>Text-to-text</b></li> <li><b>Text-to-world</b></li> <li><b>Rhetorical devices</b></li> <li><b>Visual representations</b></li> <li><b>Word webs</b></li> </ul> <ul style="list-style-type: none"> <li><b>Model reading strategies</b> (see introduction)</li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>See resource list in the introduction</li> </ul> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li><i>To Be a Slave</i></li> <li>See PARCC Unit chart for additional listings</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>Night (non-fiction/memoir)</i></li> <li>See PARCC Unit chart for additional listings</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li><a href="http://www.heinemann.com">www.heinemann.com</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>PARCC <a href="http://www.parcconline.org/">http://www.parcconline.org/</a></li> <li>PARCC <a href="http://www.parcconline.org/g/parcc-content-frameworks">http://www.parcconline.org/g/parcc-content-frameworks</a></li> <li>PARCC <a href="http://www.parcconline.org/sites/parcc/files/PARCCDraft_ModelContentFrameWorksForEnglish">http://www.parcconline.org/sites/parcc/files/PARCCDraft_ModelContentFrameWorksForEnglish</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Common Units</li> <li>Prose constructed responses</li> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul> <p><b>Suggested</b> (see list in the introduction)</p>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

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STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
	<p>1.1 2.3 2.5 2.6</p>	<p>section or chapter).</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What is the key idea and/or claim presented in this sentence/paragraph/section/ and/or chapter?</li> <li>• How did this sentence/paragraph/portion of the text help develop the idea or claim?</li> <li>• How did this sentence/paragraph/portion of the text help refine the idea or claim?</li> <li>• What text features are provided, and how do they aid understanding of the key concept?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Identify ideas and claims in text in successive stages (sentence, paragraph, section, chapter)</li> <li>• ☑ Identify &amp; comprehend text features (graphics, headers, captions)</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>• Provides a detailed analysis of how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text (e.g., a section or chapter). (1) <b>PARCC Evidence</b></li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• caption</li> <li>• claim</li> <li>• develop</li> <li>• document</li> <li>• graphic</li> <li>• header</li> <li>• refine</li> <li>• text feature</li> </ul> <p><b>Literature/Informational Grade 9</b></p> <ul style="list-style-type: none"> <li>• “A Celebration of Grandfathers” by Rudolph Anaya</li> <li>• “A Quilt of a Country” by Anna Quindlen</li> <li>• “Ain’t I a Woman” by Sojourner Truth</li> <li>• excerpt from <i>Bury My Heart at Wounded Knee</i></li> <li>• FDR’s Inaugural speech March 4, 1933</li> <li>• excerpt from <i>Rosa Parks: My Story</i></li> <li>• “Glory and Hope” speech by Nelson Mandela</li> <li>• “Letters From Birmingham Jail” by Martin Luther King</li> <li>• “Like Mexicans”</li> <li>• Native American articles - TBD</li> <li>• Roosevelt’s Inaugural Address</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>• Eisenhower’s letter to George Marshal</li> <li>• excerpt from <i>I Know</i></li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate <b>comprehension strategies</b> (see introduction)</li> </ul>	<p><a href="#">LanguageArts0.pdf</a></p> <ul style="list-style-type: none"> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	

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STANDARDS	NSHS Learner Expecta tions	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p style="text-align: right;"><i>Why the Caged Bird Sings</i></p> <ul style="list-style-type: none"> <li>• Holocaust memoirs/journals</li> <li>• “Hope, Despair, and Memory” by Elie Wiesel</li> <li>• from Nobel Lecture by Alexander Solzhenitsyn</li> <li>• Nobel Prize acceptance speech, Mandela 1993</li> </ul> <p><b>RI.9-10.6</b> 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> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What is the author’s purpose? Is the author effective in advancing that purpose? Why or why not?</li> <li>• What is the point of view in this text? Provide evidence</li> <li>• How does the use of rhetoric advance either the point of view or purpose of the piece?</li> <li>• What type of rhetorical device was used?</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• parallelism</li> <li>• point of view</li> <li>• purpose</li> <li>• repetition</li> <li>• rhetoric</li> <li>• rhetorical device</li> <li>• rhetorical question</li> <li>• slogan</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Identify author’s point of view in text</li> <li>• Understand, identify and analyze the use of rhetorical devices (i.e., repetition, parallelism, slogan, rhetorical questions)</li> <li>• Understand author’s purpose</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>• Slave narratives compared to “Unchained Memories”</li> <li>• An’t I a Woman” by Sojourner Trutin</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>• excerpts from John Locke</li> <li>• <i>Lord of the Flies</i>, supporting articles on</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>• Provides a statement of an <b>author’s point of view</b> in a text. (1) <b>PARCC Evidence</b></li> <li>• Provides a statement of an <b>author’s purpose</b> in a text. (2) <b>PARCC Evidence</b></li> <li>• Provides an analysis of how the author uses rhetoric to advance his or her point of view or purpose. (3) <b>PARCC Evidence</b></li> </ul>			

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		human nature			
<p><b>READING INFORMATIONAL TEXT (RI)</b></p> <p>Integration of Knowledge and Ideas</p>	<p><b>P</b></p> <p><b>RI</b></p> <p>1.1 2.3 2.5 2.6</p>           <p><b>P</b></p> <p><b>RI</b></p> <p>1.1 1.2 1.3</p>	<p><b>Students</b></p> <p><b>RI.9-10.7</b> 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> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>Which details are emphasized in the different mediums?</li> <li>What details are absent from the different mediums?</li> <li>What was the topic of each of the mediums? Did they share the same tone?</li> <li>How does the use of a certain medium affect the account of a subject?</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>account</li> <li>emphasize</li> <li>medium</li> <li>multimedia</li> <li>tone</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>“Unchained Memories” compared “To be a Slave”</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>Elie Wiesel perspective vs. liberating army</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Understand the differences in various mediums (print, video, multimedia)</li> <li>Compare and contrast the presentation of a subject in one or more mediums</li> <li>Evaluate the effectiveness of using different mediums</li> <li>Determine which details are emphasized in each account (medium)</li> <li>Examine if and why details are absent</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Provides an analysis of various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia), including which details are emphasized in each account. (1) <b>PARCC Evidence</b></li> </ul> <p><b>RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>Is the argument the author presents effective? Using examples from the text, explain why or why not.</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>argument</li> <li>assess/evaluate</li> </ul>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>See instructional strategy list in the introduction</li> </ul> <p><b>Facilitate/model</b></p> <ul style="list-style-type: none"> <li><b>5-3-1</b></li> <li><b>Best practice reading strategies</b> <ul style="list-style-type: none"> <li><i>read aloud</i></li> <li><i>think aloud</i></li> <li><i>shared reading</i></li> <li><i>guided reading</i></li> </ul> </li> <li><b>Classroom Instruction That Works</b> <ul style="list-style-type: none"> <li><i>Identifying similarities and differences</i></li> <li><i>Non-linguistic representation</i></li> <li><i>Graphic organizers</i></li> </ul> </li> <li><b>Double entry journal</b></li> <li><b>Generating questions</b></li> <li><b>Highlighting</b></li> <li><b>Margin notes</b></li> <li><b>Non-linguistic representations</b></li> <li><b>Post-it note strategy</b></li> <li><b>Text-to-self</b></li> <li><b>Text-to-text</b></li> <li><b>Text-to-world</b></li> <li><b>Rhetorical devices</b></li> <li><b>Visual representations</b></li> <li><b>Word webs</b></li> </ul> <ul style="list-style-type: none"> <li><b>Model reading strategies (see introduction)</b></li> </ul> <ul style="list-style-type: none"> <li><b>Facilitate comprehension strategies (see introduction)</b></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>See resource list in the introduction</li> </ul> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li><i>To Be a Slave</i></li> <li>See PARCC Unit chart for additional listings</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>Night (non-fiction/memoir)</i></li> <li>See PARCC Unit chart for additional listings</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li><a href="http://www.heinemann.com">www.heinemann.com</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>PARCC <a href="http://www.parconline.org/">http://www.parconline.org/</a></li> <li>PARCC <a href="http://www.parconline.org/parcc-content-frameworks">http://www.parconline.org/parcc-content-frameworks</a></li> <li>PARCC <a href="http://www.parconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf">http://www.parconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf</a></li> <li>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Common Units</li> <li>Prose constructed responses</li> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul> <p><b>Suggested</b> (see list in the introduction)</p> <ul style="list-style-type: none"> <li>Double entry journals</li> <li>Margin note summaries</li> <li>Passage analysis</li> </ul>

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<p>2.5 2.6</p> <p>P RI</p> <p>1.1 1.2 1.3 2.5 2.6</p>		<ul style="list-style-type: none"> <li>Is the reasoning of the author’s specific claims valid and the evidence relevant and sufficient to support the claim? Use examples from the text to support your answer.</li> <li>Has the author introduced any false statements or fallacious reasoning? Explain why the statements are false or have fallacious reasoning. Use information from the text to support your answer.</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Outline or trace the arguments and claims in text</li> <li>Understand and assess validity of reasoning</li> <li>Understand and evaluate relevance of claims</li> <li>Determine if sufficient evidence is presented to support an argument or claim</li> <li>Identify false or misleading reasoning (fallacious reasoning)</li> <li>Identify factual evidence</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Provides a delineation of the argument and specific claims in a text. (1) <b>PARCC Evidence</b></li> <li>Provides an assessment of whether the reasoning in the argument is valid. (2) <b>PARCC Evidence</b></li> <li>Provides an assessment of whether the evidence is relevant and sufficient to support the claims. (3) <b>PARCC Evidence</b></li> <li>Provides identification of false statements and fallacious reasoning. (4) <b>PARCC Evidence</b></li> </ul> <p><b>RI.9-10.9</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<ul style="list-style-type: none"> <li>claim</li> <li>delineate</li> <li>evaluate</li> <li>evidence</li> <li>fallacious</li> <li>false</li> <li>reasoning</li> <li>relevant</li> <li>specific</li> <li>sufficient</li> <li>valid</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>Scottsboro Trial: <i>Profiles in Courage</i></li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>Holocaust Denial</li> </ul>		

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		<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What is the significance of this text?</li> <li>How did this text shape the future?</li> <li>What theme/concept is presented in each of the texts?</li> <li>How is the topic treated in a similar/different fashion?</li> <li>What is the context of the text? How does the context influence the theme/concept?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Identify and compare themes and concepts from multiple texts</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Provides an analysis of seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedom’s speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (1) <b>PARCC Evidence</b></li> </ul>			
<p><b>READING INFORMATIONAL TEXT (RI)</b></p> <p>Range of Reading Level of Text Complexity</p>		<p><b>Students</b></p> <p><b>1.1 RI.9-10.10</b> By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band (<b>Lexile rates 1080-1305</b>) proficiently, with scaffolding as needed at the high end of the range. <a href="#">Grade 9</a></p> <p><b>1.1 RI.9-10.10</b> By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band (<b>Lexile rates 1080-1305</b>) independently and proficiently. <a href="#">Grade 10</a></p> <p><b>Guiding Questions</b></p> <p><b>Essential Knowledge and Skills</b></p>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>See instructional strategy list in the introduction</li> </ul> <p><b>Facilitate/model</b></p> <ul style="list-style-type: none"> <li><b>5-3-1</b></li> <li><b>Best practice reading strategies</b> <ul style="list-style-type: none"> <li>read aloud</li> <li>think aloud</li> <li>shared reading</li> <li>guided reading</li> </ul> </li> <li><b>Classroom Instruction That Works</b> <ul style="list-style-type: none"> <li>Identifying similarities and differences</li> <li>Non-linguistic representation</li> <li>Graphic organizers</li> </ul> </li> <li><b>Double entry journal</b></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li><i>To Be a Slave</i></li> <li>See PARCC Unit chart for additional listings</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>Night (non-fiction/memoir)</i></li> <li>See PARCC Unit chart for additional listings</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li><a href="http://www.heinemann.com">www.heinemann.com</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Common Units</li> <li>Prose constructed responses</li> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul> <p><b>Suggested</b> (see list in the introduction)</p>



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			<ul style="list-style-type: none"> <li>• <i>Generating questions</i></li> <li>• <i>Highlighting</i></li> <li>• <i>Margin notes</i></li> <li>• <i>Non-linguistic representations</i></li> <li>• <i>Post-it note strategy</i></li> <li>• <i>Text-to-self</i></li> <li>• <i>Text-to-text</i></li> <li>• <i>Text-to-world</i></li> <li>• <i>Rhetorical devices</i></li> <li>• <i>Visual representations</i></li> <li>• <i>Word webs</i></li> </ul>	<ul style="list-style-type: none"> <li>• PARCC <a href="http://www.parcconline.org/">http://www.parcconline.org/</a></li> <li>• PARCC <a href="http://www.parcconline.org/parcc-content-frameworks">http://www.parcconline.org/parcc-content-frameworks</a></li> <li>• PARCC <a href="http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf">http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	
<p><b>WRITING (W)</b></p> <p>Text Types and Purposes</p>	<p><b>P</b></p> <p><b>W</b></p> <p>1.1</p> <p>1.2</p> <p>2.3</p> <p>2.5</p> <p>2.6</p> <p>3.1</p> <p>3.3</p>	<p><b>Students</b></p> <p><b>W.9-10.1</b> Write <b>arguments</b> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <b>(W.9-10.1a)</b></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. <b>(W.9-10.1b)</b></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. <b>(W.9-10.1c)</b></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. <b>(W.9-10.1d)</b></p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. <b>(W.9-10.1e)</b></p>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>• See instructional strategy list in the introduction</li> </ul> <p><b>Facilitates/models</b></p> <ul style="list-style-type: none"> <li>• <b>Brainstorming</b></li> <li>• <b>Conferencing</b></li> <li>• <b>Drafting</b></li> <li>• <b>Graphic organizers:</b></li> <li>• <b>Modeling</b></li> <li>• <b>Peer editing</b></li> <li>• <b>Specific feedback</b></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction</li> </ul> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>• <i>A Raisin in the Sun</i></li> <li>• <i>Romeo and Juliet</i></li> <li>• <i>The Absolutely True Diary of Part-Time Indian</i></li> <li>• <i>The House on Mango Street</i> or <i>Buried Onions</i></li> <li>• <i>To Kill a Mockingbird</i></li> <li>• Supporting informational articles for each extended text</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>• <i>A Midsummer Night’s Dream</i></li> <li>• <i>Lord of the Flies</i></li> <li>• <i>Night</i></li> <li>• <i>The Catcher in the Rye</i></li> <li>• <i>Things Fall Apart</i></li> <li>• <i>Write Source</i></li> <li>• Supporting informational articles for each extended</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Common Units</li> <li>• Prose constructed responses</li> <li>• Extended responses – argument, informational, narrative</li> <li>• Summative – Final Exam</li> </ul> <p><b>Suggested</b> (see list in the introduction)</p> <ul style="list-style-type: none"> <li>• Anecdotal records</li> <li>• Conferencing</li> <li>• Exhibits</li> <li>• Graphic organizers</li> <li>• Journals</li> </ul>

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		<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• How can you clearly introduce your claim?</li> <li>• What evidence best supports your claim?</li> <li>• Is the evidence relevant? Are your sources credible?</li> <li>• What counterclaims can be made? Have you addressed them fairly?</li> <li>• What considerations should be addressed regarding the audience’s knowledge /concerns of the topic or text?</li> <li>• What words will assist the reader in clarifying the relationship between the claim and reasons?</li> <li>• What makes your piece formal in style?</li> <li>• Is your tone objective?</li> <li>• Does your concluding statement support the argument presented?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Analyze a substantive topic or text</li> <li>• Introduce a precise claim</li> <li>• Provide reasons and evidence from substantive topics or texts to support claims</li> <li>• Identify and distinguish counterclaims</li> <li>• Develop claims and counterclaims objectively</li> <li>• Organize reasons and evidence in a logical manner</li> <li>• Analyze and address audience knowledge level/concerns</li> <li>• Determine relevance of evidence</li> <li>• Utilize credible sources</li> <li>• Utilize transitional expressions to establish relationships between claims and reasons</li> <li>• Understand how to maintain a formal style and objective tone</li> <li>• Provide an effective conclusion</li> </ul> <p><b>PARCC Evidence</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>• The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>1</sup> by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. <b>PARCC Evidence</b></li> </ul> <p><b>Organization</b></p>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• audience</li> <li>• claim</li> <li>• clauses</li> <li>• cohesion</li> <li>• counterclaim</li> <li>• evidence</li> <li>• formal language</li> <li>• informal language</li> <li>• limitations</li> <li>• logical arrangement</li> <li>• objective</li> <li>• refute</li> <li>• subjective argument</li> <li>• subjective objective</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>• <i>Romeo and Juliet</i>, e.g. Who is to blame?</li> <li>• <i>The Absolutely True Diary of Part-Time Indian</i>, e.g. Is it Rowdy’s fault that he cannot rise above the situation? Should Native American images be used as sports mascots?</li> <li>• <i>To Kill a Mockingbird</i>, e.g. Can people escape their own bias?</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>• <i>Lord of the Flies</i>, e.g. Is man innately good or evil?</li> <li>• <i>Night</i>, e.g. Do you have a responsibility to act on the behalf</li> </ul> <p><b>Graphic organizers:</b></p> <ul style="list-style-type: none"> <li>○ <i>Extended response planning</i></li> </ul>	<p>text</p> <ul style="list-style-type: none"> <li>• Common Core Standards <a href="http://www.corestandards.org/AppendixC">http://www.corestandards.org/AppendixC</a> <ul style="list-style-type: none"> <li>○ Grade 9 p. 57</li> <li>○ Grade 10 p. 65</li> </ul> </li> <li>• <a href="http://www.readthink.org">www.readthink.org</a></li> <li>• Graphic organizers <ul style="list-style-type: none"> <li>○ Extended response planning</li> </ul> </li> <li>• RADAR editing strategy</li> <li>• Templates: <ul style="list-style-type: none"> <li>○ Extended response</li> <li>○ RAISE</li> </ul> </li> <li>• Transition wordlist</li> <li>• Research, grammar <a href="http://owl.english.purdue.edu">http://owl.english.purdue.edu</a></li> <li>• UNC University of North Carolina Writing Center <a href="http://writingcenter.unc.edu">http://writingcenter.unc.edu</a></li> <li>• Write Source Text (<a href="http://thewritesource.com/">http://thewritesource.com/</a>)</li> <li>• Common Core Standards (<a href="http://www.corestandards.org/AppendixC">http://www.corestandards.org/AppendixC</a>) <ul style="list-style-type: none"> <li>○ Grade 9 p. 60 and 64</li> <li>○ Grade 10 p. 68</li> </ul> </li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> <li>○ Role playing - bodily</li> <li>○ kinesthetic</li> <li>○ Graphic organizing - visual</li> <li>○ Collaboration - interpersonal</li> </ul> </li> <li>• Oral presentations</li> <li>• Performance based/common tasks</li> <li>• Research</li> <li>• Rubrics/checklists</li> <li>• Tests and quizzes</li> <li>• Technology</li> <li>• Think-alouds</li> <li>• Vocabulary</li> <li>• Writing genres <ul style="list-style-type: none"> <li>○ Arguments</li> <li>○ Informative</li> <li>○ Narrative</li> </ul> </li> </ul>

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<p><b>W</b> 1.1 1.2 2.3 2.5 2.6</p>		<p>of others?</p> <ul style="list-style-type: none"> <li>The student response demonstrates purposeful coherence, clarity, and cohesion<sup>1</sup> and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. <b>PARCC Evidence</b></li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone<sup>2</sup>, and/or domain-specific vocabulary. <b>PARCC Evidence</b></li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. <b>PARCC Evidence</b></li> </ul> <p><b>W.9-10.2</b> Write <b>informative</b> texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic <b>or thesis statement</b>; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <b>(W.9-10.2a)</b></li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. <b>(W.9-10.2b)</b></li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <b>(W.9-10.2c)</b></li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic. <b>(W.9-10.2d)</b></li> </ol>			

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<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. (W.9-10.2e)</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). (W.9-10.2f)</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>How can you clearly introduce your topic?</li> <li>What information will you provide in the preview following the topic/thesis statement?</li> <li>What organizational structure will best enable you to convey your information?</li> <li>What facts/details/examples/quotations help to develop your topic?</li> <li>Do your transitions create cohesion between ideas and concepts?</li> <li>What makes your piece formal in style?</li> <li>Is your tone objective?</li> <li>Does your concluding statement support the information presented? Does it articulate the significance of the topic?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Convey information accurately</li> <li>Understand and use various organizational structures</li> <li>Utilize formatting, graphics, and multimedia</li> <li>Introduce a topic/thesis statement and preview what is to follow</li> <li>Use facts, concrete details, quotations, examples to develop the topic</li> <li>Utilize various transitional expressions to establish cohesion between ideas and concepts</li> <li>Understand and use precise vocabulary</li> <li>Incorporate definitions of terms</li> <li>Understand and use domain-specific vocabulary</li> <li>Understand and use a formal style and objective tone</li> <li>Provide an effective conclusion</li> </ul> <p><b>PARCC Evidence</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>1</sup> by using clear and convincing reasoning, details, text-based</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>distinction</li> <li>effective</li> <li>formal style formal</li> <li>implication</li> <li>logical conclusion</li> <li>objective</li> <li>objective tone</li> <li>significance</li> <li>subjective</li> <li>thesis statement</li> <li>transitional words</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li><i>The Absolutely True Diary of Part-Time Indian</i>, e.g. character analysis</li> <li><i>To Kill a Mockingbird</i>, e.g. common task literary analysis</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>The Catcher in the Rye</i>, motif analysis or thesis analysis</li> </ul>		

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		<p>evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. <b>PARCC Evidence</b></p> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates purposeful coherence, clarity, and cohesion<sup>1</sup> and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. <b>PARCC Evidence</b></li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone<sup>2</sup>, and/or domain-specific vocabulary. <b>PARCC Evidence</b></li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. <b>PARCC Evidence</b></li> </ul>			
	<p><b>P</b></p> <p><b>W</b></p> <p>1.2</p> <p>2.3</p>	<p><b>W.9-10.3</b> Write <b>narratives</b> 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. <b>(W.9-10.3a)</b></p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <b>(W.9-10.3b)</b></p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. <b>(W.9-10.3c)</b></p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or</p>			

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		<p>characters. (W.9-10.3d)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3e)</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What experience or event will you write about?</li> <li>• How will you introduce your characters and narrator?</li> <li>• From what point of view is your story written? It is consistent throughout? Is there more than one point of view?</li> <li>• How will you organize the events in your story? Are they logical? Is the relationship between the events evident?</li> <li>• What are the various plot lines in your story?</li> <li>• What transitional expressions did you use to convey the sequence of events? Are signal shifts, from one time frame to another, evident?</li> <li>• How can you use dialogue to convey the experience?</li> <li>• How and where can the use of descriptive language assist in conveying the experience?</li> <li>• Are the descriptive details provided relevant?</li> <li>• If appropriate, does your conclusion reflect upon the resolution?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Convey an experience or event</li> <li>• Understand narrative (vs. expository) techniques</li> <li>• Establish context and narrator/characters</li> <li>• Understand and establish a/multiple point(s) of view</li> <li>• Establish multiple plot lines</li> <li>• Organize an appropriate sequence</li> <li>• Craft dialogue</li> <li>• Use descriptive/sensory language</li> <li>• Utilize transitional expressions to convey sequence and signal shifts</li> <li>• Provide a conclusion that reflects upon the resolution</li> </ul> <p><b>PARCC Evidence</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>• The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>1</sup> by using clear and convincing reasoning, details, text-based evidence, and/or description;</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• character reflection</li> <li>• flashback</li> <li>• foreshadow</li> <li>• main(principal)conflict</li> <li>• multiple points of view</li> <li>• narrative</li> <li>• orient</li> <li>• person vs. himself</li> <li>• person vs. nature</li> <li>• person vs. person</li> <li>• progression</li> <li>• sensory language</li> <li>• vivid</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>• “This I Believe” narrative</li> <li>• <i>Absolutely True Diary</i> chapter</li> <li>• Childhood memory narrative</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>• <i>Lord of the Flies</i>, write 13<sup>th</sup> chapter</li> <li>• I-Search – story of my search</li> <li>• Journaling routine</li> </ul>			

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		<p>the development is consistently appropriate to the task, purpose, and audience. <b>PARCC Evidence</b></p> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates purposeful coherence, clarity, and cohesion<sup>1</sup> and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. <b>PARCC Evidence</b></li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone<sup>2</sup>, and/or domain-specific vocabulary. <b>PARCC Evidence</b></li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. <b>PARCC Evidence</b></li> </ul>				
<p><b>WRITING (W)</b></p> <p>Production and Distribution of Writing</p>	<p><b>P</b></p> <p><b>W</b></p> <p>1.2</p> <p>2.3</p>	<p><b>Students</b></p> <p><b>W.9-10.4</b> 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 above.)</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What form of writing does the prompt call for?</li> <li>What organizational structure will you use?</li> <li>What is the purpose for writing?</li> <li>Who is the audience?</li> <li>How will you organize and develop your thoughts before writing?</li> <li>Did you use vocabulary that is appropriate to your audience?</li> <li>Are you using a formal or informal style of writing? Which would be most appropriate for your audience?</li> </ul> <p><b>Essential Knowledge and Skills</b></p>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>audience</li> <li>details</li> <li>evidence</li> <li>information</li> <li>organizational pattern</li> <li>purpose</li> <li>purpose for writing</li> <li>style</li> <li>task</li> </ul> <p><b>Literature/Informational</b></p>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>See instructional strategy list in the introduction</li> </ul> <p><b>Facilitates/models</b></p> <ul style="list-style-type: none"> <li><b>Brainstorming</b></li> <li><b>Conferencing</b></li> <li><b>Graphic organizers:</b> <ul style="list-style-type: none"> <li>Extended response planning Pro and cons</li> <li>Argument scale</li> <li>Evaluation scale</li> <li>Claim T-chart</li> </ul> </li> <li><b>Modeling</b></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>See Resource list in the introduction</li> </ul> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li><i>A Raisin in the Sun</i></li> <li><i>Romeo and Juliet</i></li> <li><i>The Absolutely True Diary of Part-Time Indian</i></li> <li><i>The House on Mango Street</i> or <i>Buried Onions</i></li> <li><i>To Kill a Mockingbird</i></li> <li>Supporting informational articles for each extended text</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li><i>A Midsummer Night’s</i></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Common Units</li> <li>Prose constructed responses</li> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul> <p><b>Suggested</b> (see list in the introduction)</p> <ul style="list-style-type: none"> <li>Anecdotal records</li> </ul>

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	<p><b>P</b></p> <p><b>W</b></p> <p>1.2</p> <p>2.2</p> <p>2.3</p> <p>2.6</p> <p>3.3</p>	<ul style="list-style-type: none"> <li>Understand various writing text types and their organizational structures</li> <li>Identify and understand the writing task</li> <li>Identify and understand the writing purpose</li> <li>Determine and address the audience appropriately</li> <li>Understand and utilize appropriate style</li> </ul> <p><b>PARCC Evidence</b></p> <p><b>See above for specifics</b></p> <ul style="list-style-type: none"> <li>Development of Ideas</li> <li>Organization</li> <li>Clarity of Language</li> <li>Knowledge of Language and Conventions</li> </ul> <p><u>PARCC Evidence</u></p> <p><b>W.9-10.5</b> Develop and strengthen writing as needed by</p> <ul style="list-style-type: none"> <li>planning</li> <li>revising</li> <li>editing</li> <li>rewriting or trying a new approach</li> </ul> <p>focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What is the purpose or focus of the piece? What aspects are most significant?</li> <li>How will you plan your writing piece?</li> <li>How does your planning template compare with your writing piece? Was something added/omitted? Why?</li> <li>What is the best title for this piece?</li> <li>Is the structure you selected the most effective format for conveying your ideas?</li> <li>Is additional evidence, description, or clarification needed anywhere in the piece?</li> <li>Is one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?</li> <li>Do all sentences belong? Do some sentences need to be reworded or deleted?</li> <li>Is your writing free from writing convention errors?</li> <li>Where should you go if you need help editing?</li> <li>Does your writing meet the needs of your audience?</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>approach</li> <li>argument</li> <li>develop</li> <li>edit</li> <li>evidence</li> <li>information</li> <li>mechanics</li> <li>narrative</li> <li>purpose</li> <li>revise</li> <li>template</li> <li>topic</li> </ul> <p><b>Literature/Informational</b></p> <ul style="list-style-type: none"> <li>Various routine use of graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>Various writing assignments</li> </ul> <p><b>Specific feedback</b></p>	<p><i>Dream</i></p> <ul style="list-style-type: none"> <li><i>Lord of the Flies</i></li> <li><i>Night</i></li> <li><i>The Catcher in the Rye</i></li> <li><i>Things Fall Apart</i></li> <li><i>Write Source</i></li> <li>Supporting informational articles for each extended text</li> </ul> <ul style="list-style-type: none"> <li>Common Core Standards <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></li> <li><a href="http://www.readthink.org">www.readthink.org</a></li> <li>Graphic organizers             <ul style="list-style-type: none"> <li>Extended response planning</li> </ul> </li> <li>RADAR editing strategy</li> <li>Templates:             <ul style="list-style-type: none"> <li>Extended response</li> <li>RAISE</li> </ul> </li> <li>Transition wordlist</li> <li>Research, grammar <a href="http://owl.english.purdue.edu">http://owl.english.purdue.edu</a></li> <li>UNC University of North Carolina Writing Center <a href="http://writingcenter.unc.edu">http://writingcenter.unc.edu</a></li> <li><i>Write Source</i> Text (<a href="http://thewritesource.com/">http://thewritesource.com/</a>)</li> </ul> <ul style="list-style-type: none"> <li>Common Core Standards (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</li> <li>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<ul style="list-style-type: none"> <li>Conferencing</li> <li>Exhibits</li> <li>Graphic organizers</li> <li>Journals</li> <li>Modeling</li> <li>Multiple Intelligences assessments, e.g.             <ul style="list-style-type: none"> <li>Role playing - bodily kinesthetic</li> <li>Graphic organizing - visual</li> <li>Collaboration - interpersonal</li> </ul> </li> <li>Oral presentations</li> <li>Performance based/common tasks</li> <li>Research</li> <li>Rubrics/checklists</li> <li>Tests and quizzes</li> <li>Technology</li> <li>Think-alouds</li> </ul>



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	<p><b>P</b></p> <p><b>W</b></p> <p>1.2</p> <p>2.2</p> <p>2.3</p> <p>2.6</p> <p>3.3</p>	<ul style="list-style-type: none"> <li>Does your writing achieve your purpose?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Develop and use planning templates/graphic organizers</li> <li>Understand and utilize revision techniques</li> <li>Identify and edit errors in mechanics</li> <li>Understand and use multiple writing approaches</li> <li>Receive and provide writing guidance</li> </ul> <p><b>PARCC Evidence</b></p> <p><b>See above for specifics</b></p> <ul style="list-style-type: none"> <li>Development of Ideas</li> <li>Organization</li> <li>Clarity of Language</li> <li>Knowledge of Language and Conventions</li> </ul> <p><u>PARCC Evidence</u></p> <p><b>W.9-10.6</b> Use technology, including the Internet, to produce, publish, and individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What software will you use to create this document?</li> <li>How can the Internet serve as a tool for production, publication, and collaboration?</li> <li>What Internet links will you provide in your document?</li> <li>How do you correctly cite Internet sources?</li> <li>What medium will you use to publish your writing so that others can access it?</li> <li>How will you use technology to collaborate and interact with others about your writing?</li> <li>What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?</li> <li>Have you efficiently presented the relationships between information and ideas?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Use technology proficiently for production, publication, and collaboration</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>capacity</li> <li>credible</li> <li>display</li> <li>dynamically</li> <li>format</li> <li>information</li> <li>links</li> <li>multimedia</li> <li>software</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li><i>To Be a Slave</i> presentation</li> <li><i>Romeo and Juliet</i> Civil Suit CT</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>Scoop-It project</li> </ul>			<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Writing genres             <ul style="list-style-type: none"> <li>Arguments</li> <li>Informative</li> <li>Narrative</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>Link and cite sources</li> <li>Create shared writing products</li> <li>Display information flexibly and dynamically</li> <li>Access and use the Internet</li> </ul> <p><b>PARCC Evidence</b> See above for specifics</p> <ul style="list-style-type: none"> <li>Development of Ideas</li> <li>Organization</li> <li>Clarity of Language</li> <li>Knowledge of Language and Conventions</li> </ul> <p><b>PARCC Evidence</b></p>	<ul style="list-style-type: none"> <li>Activism Fair</li> <li>I-Search presentation</li> </ul>		
<p><b>WRITING (W)</b></p> <p>Research to Build and Present Knowledge</p>	<p><b>P</b></p> <p><b>W</b></p> <p>1.2</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>3.2</p> <p>3.3</p>	<p><b>Students</b></p> <p><b>W.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What subject are you investigating?</li> <li>What is your essential question?</li> <li>How will you locate sources?</li> <li>What is the origin of the sources you are using?</li> <li>How do you correctly cite your sources?</li> <li>How does the information drawn from various sources provide an answer to your question?</li> <li>Is the information from the various sources consistent / complimentary?</li> <li>Does your inquiry question need to be altered as a result of your findings? Are additional questions to be researched generated?</li> <li>Does your inquiry need to be more narrow/broad as a result of your investigation?</li> <li>How can you best summarize your findings?</li> <li>What did you learn from this inquiry? What new understanding of the subject do you have?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Understand steps of an investigation</li> <li>Develop an essential question</li> <li>Conduct research drawing on multiple sources</li> <li>Refocus essential/generate additional questions when appropriate</li> <li>Know how to broaden or narrow an inquiry</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>broad inquiry</li> <li>essential question</li> <li>format</li> <li>information</li> <li>inquiry</li> <li>narrow inquiry</li> <li>sources</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li><i>To Be a Slave</i></li> <li><i>To Kill a Mockingbird</i> historical research</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>Scoop.it</li> <li>I-Search – Activism Fair</li> <li>research myths used in <i>A Midsummer Night's Dream</i></li> </ul>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>See instructional strategy list in the introduction</li> </ul> <p><b>Facilitates/models</b></p> <ul style="list-style-type: none"> <li><b>Brainstorming</b></li> <li><b>Conferencing</b></li> <li><b>Graphic organizers:</b> <ul style="list-style-type: none"> <li>Extended response planning <i>Pro and cons</i></li> <li>Argument scale</li> <li>Evaluation scale</li> <li>Claim T-chart</li> <li>Source charts</li> <li>Notecards (digital and print)</li> </ul> </li> <li><b>Modeling</b></li> <li><b>Specific feedback</b></li> <li><b>Literary criticism scavenger hunt</b></li> <li><b>Research Folder</b> <i>Using a self-selected or assigned broad topic,</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>See resource list in the introduction</li> <li>Librarian</li> <li>Common Core Standards <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></li> <li><a href="http://www.readthink.org">www.readthink.org</a></li> <li>Graphic organizers <ul style="list-style-type: none"> <li>Extended response planning</li> </ul> </li> <li>RADAR editing strategy</li> <li>Templates: <ul style="list-style-type: none"> <li>Extended response</li> <li>RAISE</li> </ul> </li> <li>Transition wordlist</li> <li>Research, grammar <a href="http://owl.english.purdue.edu">http://owl.english.purdue.edu</a></li> <li>UNC University of North Carolina Writing Center <a href="http://writingcenter.unc.edu">http://writingcenter.unc.edu</a></li> <li>Write <i>Source Text</i> (<a href="http://thewritesource.com/">http://thewritesource.com/</a>)</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Common Units</li> <li>Prose constructed responses</li> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul> <p><b>Suggested</b> (see list in the introduction)</p> <ul style="list-style-type: none"> <li>Anecdotal records</li> <li>Conferencing</li> <li>Exhibits</li> <li>Graphic organizers</li> <li>Journals</li> <li>Modeling</li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
	<p><b>P</b></p> <p><b>W</b></p> <p>1.2</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>3.2</p> <p>3.3</p>	<ul style="list-style-type: none"> <li>Synthesize and summarize information</li> <li>Cite a variety of sources</li> </ul> <p><b>PARCC Evidence</b></p> <p><b>See above for specifics</b></p> <ul style="list-style-type: none"> <li>Development of Ideas</li> <li>Organization</li> <li>Clarity of Language</li> <li>Knowledge of Language and Conventions</li> </ul> <p><b>PARCC Evidence</b></p> <p><b>W.9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;</p> <ul style="list-style-type: none"> <li>assess the usefulness of each source in answering the research question</li> <li>integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>How will you locate information from both print and digital sources?</li> <li>Which search engines and terms will you use?</li> <li>What makes this information relevant to the topic?</li> <li>How do you know that the source is credible and accurate?</li> <li>What conclusive information do you plan to include?</li> <li>How will you paraphrase the information?</li> <li>How do you cite (various) sources in works cited page</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Gather print and digital information (research)</li> <li>Assess relevance and usefulness of information</li> <li>Assess credibility and accuracy of sources</li> <li>Utilize quotes</li> <li>Paraphrase correctly</li> <li>Cite sources</li> </ul> <p><b>PARCC Evidence</b></p> <p><b>See above for specifics</b></p> <ul style="list-style-type: none"> <li>Development of Ideas</li> <li>Organization</li> <li>Clarity of Language</li> <li>Knowledge of Language and Conventions</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>audience</li> <li>authoritative</li> <li>citation page</li> <li>credible source</li> <li>direct quote</li> <li>integrate</li> <li>non credible source</li> <li>paraphrase</li> <li>search terms</li> <li>source</li> <li>work cited</li> </ul> <p><b>Literature/Informational Grade 9</b></p> <ul style="list-style-type: none"> <li>Used with multiple texts/information throughout the year</li> <li><i>To Be a Slave</i> historical research</li> <li><i>To Kill a Mockingbird</i> historical research</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>I-Search</li> <li>Activism Fair</li> </ul>	<p><i>students create a research folder (online if possible) to store notes and citation information. Students use the notes and citation information to write their formal research papers.</i> ODE</p> <p><b>5 W's of Research</b></p>	<ul style="list-style-type: none"> <li>Common Core Standards (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</li> <li><a href="http://www.bloom.com/">Bloom's database</a></li> <li><a href="http://www.askri.org">www.askri.org</a></li> <li><a href="http://www.ebsco.com">www.ebsco</a></li> </ul> <p>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></p> <p>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></p>	<ul style="list-style-type: none"> <li>Multiple Intelligences assessments, e.g.             <ul style="list-style-type: none"> <li>Role playing - bodily kinesthetic</li> <li>Graphic organizing - visual</li> <li>Collaboration - interpersonal</li> </ul> </li> <li>Oral presentations</li> <li>Performance based/common tasks</li> <li>Research</li> <li>Rubrics/checklists</li> <li>Tests and quizzes</li> <li>Technology</li> <li>Think-alouds</li> <li>Vocabulary</li> <li>Writing genres             <ul style="list-style-type: none"> <li>Arguments</li> <li>Informative</li> <li>Narrative</li> </ul> </li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
	<p><b>P</b></p> <p><b>W</b></p> <p>1.2</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>3.2</p> <p>3.3</p>	<ul style="list-style-type: none"> <li>• Scoop-it for <i>Midsummer Night's dream</i></li> </ul> <p><b>W.9-10.9</b> Draw evidence from <b>literary or informational texts</b> to support analysis, reflection, and research.</p> <p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> <li>• What evidence can you draw from the passage to support your analysis or position?</li> <li>• How does the author present the information?</li> <li>• What similarities do you notice in the various texts?</li> <li>• What conclusions can you make based on the text(s)?</li> </ul> <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> <li>• claim</li> <li>• evidence</li> <li>• fallacious</li> <li>• position</li> <li>• valid</li> <li>• validity</li> </ul> <p><u>Essential Knowledge and Skills</u></p> <ul style="list-style-type: none"> <li>• Analyze literary or informational texts</li> <li>• Assess soundness of reasoning and relevance of evidence</li> <li>• Utilize evidence to support analysis/research</li> <li>• Recognize and understand organizational structures</li> </ul> <p><u>Literature/Informational Grade 9</u></p> <ul style="list-style-type: none"> <li>• Used <i>with</i> multiple texts/information throughout the year</li> <li>• e.g. background research on discrimination</li> </ul> <p><u>Grade 10</u></p> <ul style="list-style-type: none"> <li>• e.g. I-Search</li> <li>• research myths used in <i>A Midsummer Night's Dream</i></li> <li>• multiple text throughout the year</li> </ul> <p><u>PARCC Evidence</u></p> <p><b>See above for specifics</b></p> <ul style="list-style-type: none"> <li>• Development of Ideas</li> <li>• Organization</li> <li>• Clarity of Language</li> <li>• Knowledge of Language and Conventions</li> </ul> <p><u>PARCC Evidence</u></p>			
<p><b>WRITING (W)</b></p> <p>Range of Writing</p>	<p>1.2</p>	<p><b>Students</b></p> <p><b>W.9-10.10</b> 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.</p>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>• See instructional strategy list in the introduction</li> </ul> <p><b>Facilitates/models</b></p> <ul style="list-style-type: none"> <li>• <b>Brainstorming</b></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See resource list in the introduction</li> <li>• Librarian</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Common Units</li> <li>• Prose constructed responses</li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
		<p><b>Guiding Questions</b></p> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>How can you create an outline (with time frames) to facilitate/organize your writing?</li> <li>What is the purpose of this writing?</li> <li>What is the specific task?</li> <li>Who is the intended audience?</li> <li>How will you address the audience's knowledge/perspective?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Identify and understand the task</li> <li>Identify and understand the purpose</li> <li>Identify and understand the audience</li> <li>Compose a variety of text types</li> <li>Communicate information effectively</li> </ul>	<p><b>Academic Vocabulary</b></p> <p><b>Literature/Informational Grade 9</b></p> <ul style="list-style-type: none"> <li><i>Used</i> with multiple texts/information throughout the year</li> <li>e.g. background research on discrimination</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>e.g. I-Search</li> <li>research myths used in <i>A Midsummer Night's Dream</i></li> <li>multiple text throughout the year</li> </ul> <p><b>5 W's of Research</b></p>	<ul style="list-style-type: none"> <li><b>Conferencing</b></li> <li><b>Graphic organizers:</b> <ul style="list-style-type: none"> <li>Extended response planning <i>Pro and cons</i></li> <li>Argument scale</li> <li>Evaluation scale</li> <li>Claim T-chart</li> <li>Source charts</li> <li>Notecards (<i>digital and print</i>)</li> </ul> </li> <li><b>Modeling</b></li> <li><b>Specific feedback</b></li> <li><b>Literary criticism scavenger hunt</b></li> <li><b>Research Folder</b> <i>Using a self-selected or assigned broad topic, students create a research folder (online if possible) to store notes and citation information. Students use the notes and citation information to write their formal research papers.</i> ODE</li> </ul>	<ul style="list-style-type: none"> <li>Common Core Standards <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></li> <li><a href="http://www.readthink.org">www.readthink.org</a></li> <li>Graphic organizers <ul style="list-style-type: none"> <li>Extended response planning</li> </ul> </li> <li>RADAR editing strategy</li> <li>Templates: <ul style="list-style-type: none"> <li>Extended response</li> <li>RAISE</li> </ul> </li> <li>Transition wordlist</li> <li>Research, grammar <a href="http://owl.english.purdue.edu">http://owl.english.purdue.edu</a></li> <li>UNC University of North Carolina Writing Center <a href="http://writingcenter.unc.edu">http://writingcenter.unc.edu</a></li> <li>Write Source Text (<a href="http://thewritesource.com/">http://thewritesource.com/</a>)</li> <li>Common Core Standards (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</li> <li><a href="http://Bloom's database">Bloom's database</a></li> <li><a href="http://www.askri.org">www.askri.org</a></li> <li>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> <li>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul> <p><b>Suggested</b> (see list in the introduction)</p> <ul style="list-style-type: none"> <li>Anecdotal records</li> <li>Conferencing</li> <li>Exhibits</li> <li>Graphic organizers</li> <li>Journals</li> <li>Modeling</li> <li>Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> <li>Role playing - bodily kinesthetic</li> <li>Graphic organizing - visual</li> <li>Collaboration - interpersonal</li> </ul> </li> <li>Oral presentations</li> <li>Performance based/common tasks</li> <li>Research</li> <li>Rubrics/checklists</li> <li>Tests and quizzes</li> <li>Technology</li> <li>Think-alouds</li> <li>Vocabulary</li> <li>Writing genres <ul style="list-style-type: none"> <li>Arguments</li> <li>Informative</li> <li>Narrative</li> </ul> </li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
<p><b>SPEAKING and LISTENING (SL)</b></p> <p>Comprehension and Collaboration</p>	<p>1.3 3.2 3.3 3.4</p>	<p><b>Students</b></p> <p><b>SL.9-10.1</b> 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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.9-10.1a)</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 needed. (SL.9-10.1b)</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. (SL.9-10.1c)</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. (SL.9-10.1d)</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What preparations have you made in order to fully participate in the discussion?</li> <li>What key evidence will you point to during the discussion?</li> <li>What will be your group norms for discussion?</li> <li>How will your group: come to consensus, take key votes, set goals, deadlines, and appoint roles for group members?</li> <li>What questions did your group create to help stimulate the ideas that were presented?</li> <li>How will you make sure that everyone’s viewpoint is expressed during the discussion?</li> <li>When there are differences of opinion, how will you respond and justify your own viewpoint or reasoning?</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>challenge</li> <li>clarify</li> <li>collaborate</li> <li>consensus</li> <li>diverse</li> <li>incorporate</li> <li>perspective</li> <li>propel</li> <li>stimulate</li> <li>thoughtful</li> <li>verify</li> <li>well-reasoned</li> </ul> <p><b>Literature/Informational Grade 9</b></p> <p><b>Essential Knowledge and Skills</b></p>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>See instructional strategy list in the introduction</li> <li><b>Classroom Instruction That Works</b></li> <li><b>Cooperative learning’ teacher selected groups</b></li> <li><b>Fishbowl</b></li> <li><b>Graphic organizers</b></li> <li><b>Guided questions</b></li> <li><b>Literature circles</b></li> <li><b>Socratic seminar</b></li> <li><b>Think-pair-share</b></li> </ul> <p><b>Graphic organizers: compare and contrast</b></p>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>See resource list in the introduction</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li><a href="http://www.heinemann.com">www.heinemann.com</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>PARCC <a href="http://www.parcconline.org/">http://www.parcconline.org/</a></li> <li>PARCC <a href="http://www.parcconline.org/parcc-content-frameworks">http://www.parcconline.org/parcc-content-frameworks</a></li> <li>PARCC <a href="http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf">http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf</a></li> <li>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Common Units</li> <li>Prose constructed responses</li> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul> <p><b>Suggested</b> (see list in the introduction)</p> <ul style="list-style-type: none"> <li>Anecdotal records</li> <li>Conferencing</li> <li>Exhibits</li> <li>Graphic organizers</li> <li>Journals</li> <li>Modeling</li> <li>Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> <li>Role playing - bodily kinesthetic</li> <li>Graphic organizing - visual</li> <li>Collaboration - interpersonal</li> </ul> </li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
<p>1.1 1.3 2.2 2.3 2.4 2.5 2.6 3.2 3.3</p>		<ul style="list-style-type: none"> <li>• Prepare for discussion by reading and researching topic</li> <li>• Make reference to the evidence discovered during reading and researching</li> <li>• During group discussions, come to consensus, make decisions, set goals and define individual roles</li> <li>• Pose questions designed to move the discussion forward</li> <li>• Include everyone in the discussion and build on their ideas as well as challenging them</li> <li>• Consider and respond to diverse perspectives</li> <li>• Justify your views and make new connections, if necessary, when presented with new evidence</li> </ul> <p><b>SL.9-10.2</b> 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> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What will be the topic of your presentation?</li> <li>• How will you incorporate different forms of media; audio, graphic, digital, and print?</li> <li>• Is the source of information credible or accurate? How do you know?</li> <li>• Have you gathered enough information to make your presentation credible?</li> <li>• How will you let your audience know that your sources are accurate?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Present information using a variety of media or formats</li> <li>• Integrate multiple sources of information including visual, quantitative and oral</li> <li>• Evaluate the credibility of each source</li> <li>• Evaluate the accuracy of each source</li> </ul>	<ul style="list-style-type: none"> <li>• Done throughout the year with various texts</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>• Done throughout the year with various texts</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• credibility</li> <li>• diverse</li> <li>• evaluate</li> <li>• format</li> <li>• integrate</li> <li>• media</li> <li>• oral</li> <li>• quantitative</li> <li>• source</li> <li>• visual</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>• e.g. examine a news source and present findings for both credibility and accuracy</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>• e.g. examine a news source and present findings for both</li> </ul>	<p>news source</p> <ul style="list-style-type: none"> <li>• Current events</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Performance based/common tasks</li> <li>• Research</li> <li>• Rubrics/checklists</li> <li>• Tests and quizzes</li> <li>• Technology</li> <li>• Think-alouds</li> <li>• Vocabulary</li> <li>• Writing genres               <ul style="list-style-type: none"> <li>○ Arguments</li> <li>○ Informative</li> <li>○ Narrative</li> </ul> </li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p style="text-align: right;">credibility and accuracy</p> <p><b>1.1</b> <b>SL.9-10.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>1.3</b></p> <p><b>2.2</b></p> <p><b>2.3</b> <u><b>Guiding Questions</b></u></p> <ul style="list-style-type: none"> <li>• What is the speaker’s point of view, and was it supported with strong evidence?</li> <li>• Was the speaker’s reasoning sound and logical?</li> <li>• Was the speaker’s evidence credible and believable?</li> <li>• Was the evidence exaggerated or distorted?</li> <li>• What type of reasoning does the speaker use?</li> <li>• What rhetorical devices did the speaker use?</li> <li>• Can you point out examples when the speaker tried to mislead his audience by using fallacious reasoning</li> </ul> <p><u><b>Academic Vocabulary</b></u></p> <ul style="list-style-type: none"> <li>• analogy</li> <li>• credible</li> <li>• distorted</li> <li>• evidence</li> <li>• exaggeration</li> <li>• parallelism</li> <li>• point of view</li> <li>• reasoning</li> <li>• restatement</li> <li>• rhetorical devices</li> </ul> <p><u><b>Essential Knowledge and Skills</b></u></p> <ul style="list-style-type: none"> <li>• Identify the speaker’s point of view</li> <li>• Determine if the speaker’s reasoning is sound</li> <li>• Know rhetorical devices (i.e. parallelism, restatement, analogy)</li> <li>• Identify fallacious reasoning based on misleading statements</li> <li>• Identify distorted or exaggerated evidence</li> </ul> <p><u><b>Literature/Informational Grade 9</b></u></p> <ul style="list-style-type: none"> <li>• e.g. interviews, speeches, debates, and news reports</li> </ul> <p><u><b>Grade 10</b></u></p> <ul style="list-style-type: none"> <li>• e.g. interviews, speeches, debates, and news reports</li> </ul>			
<b>SPEAKING and LISTENING (SL)</b>		<p><b>Students</b></p> <p><b>1.1</b> <b>SL.9-10.4</b> 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> <p><b>1.3</b></p> <p><b>2.2</b></p> <p><b>2.3</b> <u><b>Guiding Questions</b></u></p> <ul style="list-style-type: none"> <li>• What is your presentation’s thesis?</li> <li>• What sources will you use?</li> <li>• Is there a balance between primary and secondary sources?</li> <li>• Is there sufficient evidence so that listeners can</li> </ul> <p><u><b>Academic Vocabulary</b></u></p> <ul style="list-style-type: none"> <li>• concisely</li> <li>• pronunciations</li> <li>• style</li> <li>• substance</li> </ul>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>• See instructional strategy list in the introduction</li> <li>• <i>Model good communication</i></li> <li>• <i>Multimedia Format</i> After an analysis of a text, students present an interpretation of the text in a multimedia format. Using the actual text within the</li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See resource list in the introduction</li> </ul> <p><u><b>Websites</b></u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li>• <a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li>• <a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li>• <a href="http://www.heinemann.com">www.heinemann.com</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Common Units</li> <li>• Prose constructed responses</li> <li>• Extended responses – argument, informational, narrative</li> <li>• Summative – Final Exam</li> </ul>



# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

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STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
	<p>1.3 2.2 2.3 3.3</p>	<p>follow your line of reasoning?</p> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Present information clearly, concisely, and logically               <ul style="list-style-type: none"> <li>Use correct eye contact</li> <li>Adequate volume</li> <li>Clear pronunciation</li> </ul> </li> <li>Present evidence in support of a thesis</li> <li>Is the volume appropriate so that the audience can hear you?</li> <li>Are you enunciating clearly and making appropriate eye contact?</li> </ul> <p><b>Literature/Informational Grade 9</b>, e.g.</p> <ul style="list-style-type: none"> <li>1930's <i>information</i> and/or <i>Romeo and Juliet</i> common task</li> </ul> <p><b>Grade 10</b>, e.g.</p> <ul style="list-style-type: none"> <li>I – Search final presentation</li> <li><i>Midsummer Night's Dream</i> Scoop-It Project</li> <li><i>Night</i> Activism Project</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>audio element</li> <li>digital media</li> <li>enhance</li> <li>graphical element</li> <li>interactive element</li> <li>strategic</li> <li>textual element textual</li> <li>visual element</li> </ul> <p><b>Literature/Informational Grade 9</b>, e.g.</p> <ul style="list-style-type: none"> <li><i>To Kill A Mockingbird</i> historical research presentation</li> </ul> <p><b>Grade 10</b>, e.g.</p> <ul style="list-style-type: none"> <li>I – Search final presentation</li> <li><i>Midsummer Night's Dream</i> Scoop-It Project</li> <li><i>Night</i> Activism Project</li> </ul> <p><b>SL.9-10.5</b> 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> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What digital media elements will you use in your presentation?</li> <li>How does this element enhance understanding?</li> <li>Where should you include this element?</li> <li>What visual element would be most effective?</li> <li>Does your media element emphasize your key points in your presentation?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Know and use a variety of digital media formats (i.e.; textual, graphical, audio, visual, and interactive elements)</li> <li>Strategically use digital media to emphasize key points, or findings</li> <li>Understand the effect of each element on your audience</li> <li>Use media to convey your reasoning and evidence used to support your topic</li> </ul>	<p><i>presentation, students find and/or create images and sounds that convey their personal interpretation (remix) of the piece in relation to the author's attitude, tone, theme, mood, connotations, etc. Within the presentation, students provide an oral delivery (live or recorded) of original text (in part or in whole).</i> ODE</p>	<ul style="list-style-type: none"> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>PARCC <a href="http://www.parcconline.org/">http://www.parcconline.org/</a></li> <li>PARCC <a href="http://www.parcconline.org/parcc-content-frameworks">http://www.parcconline.org/parcc-content-frameworks</a></li> <li>PARCC <a href="http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf">http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf</a></li> <li>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>Suggested</b> (see list in the introduction)</p> <ul style="list-style-type: none"> <li>Anecdotal records</li> <li>Conferencing</li> <li>Exhibits</li> <li>Graphic organizers</li> <li>Journals</li> <li>Modeling</li> <li>Multiple Intelligences assessments, e.g.           <ul style="list-style-type: none"> <li>Role playing - bodily kinesthetic</li> <li>Graphic organizing - visual</li> <li>Collaboration - interpersonal</li> </ul> </li> <li>Oral presentations</li> <li>Performance based/common tasks</li> <li>Rubrics/checklists</li> <li>Tests and quizzes</li> <li>Technology</li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

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	1.3	<p><b>SL.9-10.6</b> 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).</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What is the context, or situation?</li> <li>• Who is your audience?</li> <li>• What is your task, or purpose?</li> <li>• Is your language appropriate for the context and speaking task?</li> <li>• Have you avoided slang or filler words?</li> <li>• Is your language and word choice precise and engaging enough to keep the listeners interested?</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• audience</li> <li>• context</li> <li>• filler words</li> <li>• pace</li> <li>• presenting</li> <li>• purpose</li> <li>• situation</li> <li>• slang</li> <li>• task</li> <li>• tempo</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Identify audience</li> <li>• Identify context or situation</li> <li>• Adapt speech delivery to audience and purpose</li> <li>• Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)</li> <li>• Understand the difference between formal and informal presentations</li> <li>• Understand task (i.e.; persuade, to explain, to describe, or to entertain)</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>• informal discussions in class vs. formal presentations throughout the year</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>• informal discussions in class vs. formal presentations throughout the year</li> </ul>			<ul style="list-style-type: none"> <li>• Think-alouds</li> <li>• Vocabulary</li> <li>• Writing genres               <ul style="list-style-type: none"> <li>◦ Arguments</li> <li>◦ Informative</li> <li>◦ Narrative</li> </ul> </li> </ul>
<p><b>LANGUAGE (L)</b></p> <p>Conventions of Standard English</p>	1.2 1.3 3.3	<p><b>Students</b></p> <p><b>L.9-10.1</b> Demonstrate command of the <b>conventions of standard English grammar</b> and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Use <b>parallel structure</b></li> <li>• Use various <b>types of phrases</b> to convey specific meanings and add variety and interest to writing or presentations               <ul style="list-style-type: none"> <li>◦ noun</li> <li>◦ verb</li> <li>◦ adjectival</li> <li>◦ adverbial</li> <li>◦ participial</li> <li>◦ prepositional</li> <li>◦ absolute</li> </ul> </li> <li>• Use various <b>types of clauses</b> to convey specific meanings and add variety</li> </ul>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>• See instructional strategy list in the introduction</li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See resource list in the introduction</li> <li>• Dirty dozen list</li> <li>• Grammar Bytes (<a href="http://www.chompchomp.com">www.chompchomp.com</a>)</li> <li>• Grammar girl (<a href="http://www.grammar.quickanddirtytips.com">www.grammar.quickanddirtytips.com</a>)</li> <li>• Research, grammar <a href="http://owl.english.purdue.edu">http://owl.english.purdue.edu</a></li> </ul> <p><b>Websites</b></p>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Common Units</li> <li>• Prose constructed responses</li> <li>• Extended responses – argument, informational, narrative</li> <li>• Summative – Final Exam</li> </ul> <p><b>Suggested</b> (see list in the introduction)</p>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

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STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
	<p>1.2 1.3 3.3</p>	<p>and interest to writing or presentations.</p> <ul style="list-style-type: none"> <li>○ independent</li> <li>○ dependent (noun, relative, adverbial).</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• How does a variety of phrases, clauses, and structures impact style?</li> <li>• Does this sentence contain the same type of phrases and/or clauses to make the sentence parallel?</li> <li>• How could this sentence be written to improve interest and better convey meaning?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses)</li> <li>• Understand the differences between a phrase and a clause</li> <li>• Use various types of phrases</li> <li>• Use various types of clauses</li> <li>• Know sentence variety patterns</li> <li>• Understand how sentence variety (use of clauses and phrases) affects meaning and interest and better convey meaning</li> </ul> <p><b>L.9-10.2</b> Demonstrate command of the <b>conventions of standard English capitalization, punctuation, and spelling</b> when writing.</p> <ul style="list-style-type: none"> <li>• use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>• use a colon to introduce a list or quotation.</li> <li>• spell correctly.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• When should you use a comma and when should you use a semicolon?</li> <li>• How would you correctly use a conjunctive adverb to link the two independent clauses?</li> <li>• When should a colon be used?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Understand and correctly use standard English conventions</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• absolute clause</li> <li>• adjective clause</li> <li>• adverbial clause</li> <li>• clauses</li> <li>• dependent clause</li> <li>• independent clause</li> <li>• parallelism</li> <li>• participial</li> <li>• phrases</li> <li>• prepositional</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>• assessed as needed throughout the year</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>• assessed as needed throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li>• <a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li>• <a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li>• <a href="http://www.heinemann.com">www.heinemann.com</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• PARCC</li> <li>• <a href="http://www.parcconline.org/">http://www.parcconline.org/</a></li> <li>• PARCC</li> <li>• <a href="http://www.parcconline.org/parcc-content-frameworks">http://www.parcconline.org/parcc-content-frameworks</a></li> <li>• PARCC</li> <li>• <a href="http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf">http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal records</li> <li>• Conferencing</li> <li>• Exhibits</li> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Modeling</li> <li>• Multiple Intelligences assessments, e.g.             <ul style="list-style-type: none"> <li>○ Role playing - bodily kinesthetic</li> <li>○ Graphic organizing - visual</li> <li>○ Collaboration - interpersonal</li> </ul> </li> <li>• Oral presentations</li> <li>• Performance based/common tasks</li> <li>• Research</li> <li>• Rubrics/checklists</li> <li>• Tests and quizzes</li> <li>• Technology</li> </ul>

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STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> <li>Correctly use commas</li> <li>Correctly use semicolons</li> <li>Correctly use colons</li> </ul> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>assessed as needed throughout the year</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>assessed as needed throughout the year</li> </ul>			<ul style="list-style-type: none"> <li>Think-alouds</li> <li>Vocabulary</li> <li>Writing genres                             <ul style="list-style-type: none"> <li>Arguments</li> <li>Informative</li> <li>Narrative</li> </ul> </li> </ul>
<p><b>LANGUAGE (L)</b></p> <p>Knowledge of Language</p>	<p>1.2 1.3 3.3</p>	<p><b>Students</b></p> <p><b>L.9-10.3</b> 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> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What is the context of this piece? Is the style appropriate?</li> <li>Does the word choice clearly convey meaning? Give an example.</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Identify the context and the appropriate language choice</li> <li>Know and demonstrate use of MLA format</li> <li>Identify and have knowledge of MLA guidelines</li> <li>Consult reference materials (style manuals) for guidelines appropriate to the discipline</li> <li>Know standard English grammar, punctuation, and capitalization</li> <li>Know standard format for citing reference sources in a bibliography or works cited page</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>discipline</li> <li>manual</li> <li>style</li> <li>works cited</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>assessed as needed throughout the year</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>assessed as needed throughout the year</li> </ul>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>See instructional strategy list in the introduction</li> <li><b>Documentation</b></li> <li><b>Graphic organizer – compare/contrast</b></li> <li><b>MLA format</b></li> <li><b>Modeling</b></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>See Resource list in the introduction, p. 6</li> <li>MLA Handbook</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li><a href="http://www.heinemann.com">www.heinemann.com</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>PARCC</li> <li><a href="http://www.parcconline.org/">http://www.parcconline.org/</a></li> <li>PARCC</li> <li><a href="http://www.parcconline.org/parcc-content-frameworks">http://www.parcconline.org/parcc-content-frameworks</a></li> <li>PARCC</li> <li><a href="http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworkForEnglishLanguageArts0.pdf">http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworkForEnglishLanguageArts0.pdf</a></li> <li>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Common Units</li> <li>Prose constructed responses</li> <li>Extended responses – argument, informational, narrative</li> <li>Summative – Final Exam</li> </ul> <p><b>Suggested</b> (see list in the introduction)</p> <ul style="list-style-type: none"> <li>Anecdotal records</li> <li>Conferencing</li> <li>Exhibits</li> <li>Graphic organizers</li> <li>Journals</li> <li>Modeling</li> <li>Multiple Intelligences assessments, e.g.                             <ul style="list-style-type: none"> <li>Role playing - bodily kinesthetic</li> <li>Graphic organizing - visual</li> <li>Collaboration -</li> </ul> </li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Lindsay Aromin, Katherine Egan, and Karen Ryan

STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
					<ul style="list-style-type: none"> <li>interpersonal</li> <li>• Oral presentations</li> <li>• Performance based/common tasks</li> <li>• Research</li> <li>• Rubrics/checklists</li> <li>• Tests and quizzes</li> <li>• Technology</li> <li>• Think-alouds</li> <li>• Vocabulary               <ul style="list-style-type: none"> <li>• Writing genres                   <ul style="list-style-type: none"> <li>◦ Arguments</li> <li>◦ Informative</li> <li>◦ Narrative</li> </ul> </li> </ul> </li> </ul>
<p><b>LANGUAGE (L)</b></p> <p>Vocabulary Acquisition and Use</p>	<p><b>P</b></p> <p><b>L</b></p> <p>1.1</p> <p>2.2</p> <p>2.4</p> <p>2.5</p> <p>3.3</p>	<p><b>Students</b></p> <p><b>L.9-10.4</b> 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> <ul style="list-style-type: none"> <li>• Use <b>context</b> (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.</li> <li>• Identify and correctly use <b>patterns of word changes</b> that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>• Consult general and specialized <b>reference materials</b> (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.</li> <li>• Verify the <b>preliminary determination of the meaning of a word or phrase</b> (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>• See instructional strategy list in the introduction</li> <li>• <b>Cartoons</b></li> <li>• <b>Charades</b></li> <li>• <b>Graphic organizers</b> <i>Have students use Frayer model graphic organizers to help them visualize and comprehend new words. For an explanation of the Frayer model as well as a template for the graphic organizer, see <a href="http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm">http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm</a></i></li> <li>• <b>Photos</b></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See resource list in the introduction</li> <li>• <i>Red Hot Roots</i></li> <li>• <i>Townsend Press Vocabulary Series</i></li> <li>• For strategies and techniques that can assist in teaching style and rhetoric, visit <a href="http://www.nwp.org/cs/public/print/resource_topic/style_and_rhetoric">http://www.nwp.org/cs/public/print/resource_topic/style_and_rhetoric</a>.</li> <li>• For various instructional tools and tips to assist in building vocabulary, visit <a href="http://www.educationoasis.com/curriculum/GO/vocab_dev.htm">http://www.educationoasis.com/curriculum/GO/vocab_dev.htm</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Common Units</li> <li>• Prose constructed responses</li> <li>• Extended responses – argument, informational, narrative</li> <li>• Summative – Final Exam</li> </ul> <p><b>Suggested</b> (see list in the introduction)</p> <ul style="list-style-type: none"> <li>• Anecdotal records</li> <li>• Conferencing</li> <li>• Exhibits</li> <li>• Graphic organizers</li> </ul>

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STANDARDS	NSHS Learner Expectations	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
	<p><b>P</b></p> <p><b>L</b></p> <p>1.1</p> <p>2.2</p> <p>2.4</p> <p>2.5</p> <p>3.3</p>	<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>Based upon the use of the word in the sentence, what can you deduce the word _____ means?</li> <li>Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?</li> <li>What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?</li> <li>Has the meaning/use of the word _____ changed over time? How?</li> <li>What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Use context clues to derive word meaning</li> <li>Use reference materials to derive word meanings</li> <li>Use reference materials to determine correct pronunciation of words</li> <li>Verify word meaning</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Demonstrates the ability to 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. (1) <b>PARCC Evidence</b></li> </ul> <p><b>L.9-10.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>How can you use analogy to clarify meaning?</li> <li>What mood are you trying to convey in your writing?</li> <li>What tone are you trying to convey in your writing?</li> <li>Can you use a metaphor or a simile to help create image?</li> <li>Can you think of an euphemism that offers a more</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>context clues</li> <li>prefix</li> <li>suffix</li> <li>root word</li> <li>dictionary</li> <li>thesaurus</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>assessed as needed throughout the year</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>assessed as needed throughout the year</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>connotation</li> <li>denotation</li> <li>euphemism</li> <li>figurative</li> <li>metaphor</li> <li>nuances</li> </ul>		<p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></li> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></li> <li><a href="http://www.heinemann.com">www.heinemann.com</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>PARCC <a href="http://www.parconline.org/">http://www.parconline.org/</a></li> <li>PARCC <a href="http://www.parconline.org/parcc-content-frameworks">http://www.parconline.org/parcc-content-frameworks</a></li> <li>PARCC <a href="http://www.parconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworkForEnglishLanguageArts0.pdf">http://www.parconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworkForEnglishLanguageArts0.pdf</a></li> <li>Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> <li>Modeling</li> <li>Multiple Intelligences assessments, e.g.             <ul style="list-style-type: none"> <li>Role playing - bodily kinesthetic</li> <li>Graphic organizing - visual</li> <li>Collaboration - interpersonal</li> </ul> </li> <li>Oral presentations</li> <li>Performance based/common tasks</li> <li>Research</li> <li>Rubrics/checklists</li> <li>Tests and quizzes</li> <li>Technology</li> <li>Think-alouds</li> <li>Vocabulary</li> <li>Writing genres             <ul style="list-style-type: none"> <li>Arguments</li> <li>Informative</li> <li>Narrative</li> </ul> </li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

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STANDARDS	NSHS Learner Expecta tions	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
	<p><b>P</b></p> <p><b>L</b></p> <p>1.1</p> <p>2.2</p> <p>2.4</p> <p>2.5</p> <p>3.3</p>	<p>positive connotation for the expression?</p> <ul style="list-style-type: none"> <li>Although very similar in meaning, how do the words slightly differ in meaning?</li> <li>What is the relationship between these words?</li> <li>Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Understand figurative language ( simile, metaphor personification, euphemism, oxymoron)</li> <li>Understand denotation and connotations</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Demonstrates the ability to interpret figures of speech in context. (1) <b>PARCC Evidence</b></li> </ul> <p><b>L.9-10.6</b> 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.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What strategies do you use for identifying, understanding, and using high-utility academic words?</li> </ul> <p><b>Essential Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Identify, understand, and use general academic terms</li> <li>Identify, understand, and use domain-specific terms</li> <li>Independently build vocabulary</li> </ul> <p><b>PARCC Evidence</b></p> <ul style="list-style-type: none"> <li>Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1) <b>PARCC Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>oxymoron</li> <li>paradox</li> <li>personification</li> <li>simile</li> <li>symbol</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>assessed as needed throughout the year</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>assessed as needed throughout the year</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>academic</li> <li>acquire</li> <li>comprehension</li> <li>domain-specific</li> <li>expression</li> <li>sufficient</li> </ul> <p><b>Literature/Informational</b></p> <p><b>Grade 9</b></p> <ul style="list-style-type: none"> <li>assessed as needed throughout the year</li> <li>build vocabulary using grade appropriate literary and nonfiction texts</li> </ul> <p><b>Grade 10</b></p> <ul style="list-style-type: none"> <li>assessed as needed</li> </ul>		

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STANDARDS	NSHS Learner Expecta tions	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		throughout the year <ul style="list-style-type: none"> <li>• build vocabulary using grade appropriate literary and nonfiction texts</li> </ul>			