

# ELA COMMON CORE CURRICULUM UNIT GRADE 9 OVERCOMING ADVERSITY

## North Smithfield School Department

**TITLE OF UNIT:** *Overcoming Adversity*      **COURSE OR GRADE :**      **9** Honors and College Prep English

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** \_\_\_\_\_

### OVERVIEW OF UNIT:

Throughout this unit, students will examine the ways individuals can persevere and endure through adversity. There will be a focus on an analysis of point of view, symbolism, theme, and parallel plot structure. Students will use informational texts to research background information that illuminates the historical context of the Great Depression, the Jim Crow South, and the Civil Rights Movement.

**ESSENTIAL QUESTION**

*What do people gain or lose by overcoming obstacles?*

### STANDARDS: Common Core ELA Standards

Reading RL/R.I 1-10	Writing W. 1-10	Speaking & Listening SL. 1-6	Language L. 1-6
Literature & Informational <input type="checkbox"/> Key Ideas and Details <input type="checkbox"/> Craft and Structure  <input type="checkbox"/> Integration of Knowledge <input type="checkbox"/> Range of Reading	<input type="checkbox"/> Text Types and Purposes <input type="checkbox"/> Production and Distribution  <input type="checkbox"/> Research to Build and Present Knowledge <input type="checkbox"/> Range of Writing	<input type="checkbox"/> Comprehension and Collaboration <input type="checkbox"/> Presentation of Knowledge and Ideas	<input type="checkbox"/> Knowledge of Language <input type="checkbox"/> Vocabulary Acquisition Use

### FOCUS ELA STANDARDS: [see curriculum](#)

#### Reading Literary

- Textual evidence, draw inferences RL.9.1
- Theme or central idea RL.9.2
- Characters' interactions RL.9.3
- Meaning of words in context RL.9.4
- Author's choice (style, literary elements) RL.9-10.5
- Point of view from outside the U.S. RL.9.6
- Representation in different mediums RL.9.7
- Source material RL.9-10.9

#### Reading Informational

- Textual evidence, draw inferences RI.9.1
- Central idea RI.9.2
- Unfolding an analysis or ideas RI.9.3
- Meaning of words and phrases in context RI.9.4
- Author's ideas or claims RI.9-10.5
- Author's point of view/use of rhetoric RI.9.6
- Various accounts in different mediums RI.9.7
- Argument and specific claims RI.9-10.8
- Seminal U.S. documents RI.9.9

#### Writing

- Argument W.9.1
- Clear and coherent writing W.9.4
- Develop and strengthen writing W.9.5
- Technology W.9.6
- Research W.9.7
- Multiple sources of information W.9.8
- Evidence from literary and informational texts W.9.9
- Write routinely W.9.10

#### Speaking and Listening

- Collaborative discussions SL.9.1
- Multiple sources of information SL.9-10.2
- Speaker's point of view/rhetoric SL.9.3
- Present information SL.9.4
- Strategic use of digital material SL.9-10.5
- Adapt speech to a variety of contexts SL.9-10.6

#### Language

- Command of standard English grammar L.9.1
- Conventions of capitalization, punctuation, spelling L.9.2
- Knowledge of language and style L.9.3
- Meaning of unknown and multiple meaning words L.9.4
- Figurative language and word relationships L.9.5
- General academic and domain-specific words L.9.6

#### Applied Learning Standards:

problem solving
communication
critical thinking
research
reflection/ evaluation

#### Expectations for Student Learning (High School only):

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### ENDURING UNDERSTANDING:

What is the effect of oppression?

### PRIOR KNOWLEDGE:

- understanding of symbolism and theme
- background knowledge of historical context

### STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

**RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Guiding Questions

- What textual evidence did you identify to support your analysis of the text? Cite several examples.
- What inferences can you draw from your analysis of the text?
- What evidence (textual or informational) most strongly supports your analysis?

#### Essential Knowledge and Skills

- Analyze the text
- Identify explicit textual evidence
- Cite evidence
- Draw inferences
- Support inference using evidence from the text
- Support what the text says explicitly citing evidence

#### PARCC Evidence

- Provides strong and thorough textual evidence to support analysis of what the **text says explicitly**. (1) PARCC Evidence
- Provides strong and thorough textual evidence to support analysis of **inferences drawn from the text**. (2) PARCC Evidence

#### Academic Vocabulary

- analysis
- analyze
- cite
- explicit
- inference
- textual evidence

**RL.9-10.2** 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.

#### Guiding Questions

- Cite evidence from the text to support your determination of the theme/central idea.
- Which detail, or event, first presented an indication of the theme?
- Identify additional details that shaped the theme or central passage.
- How can you objectively summarize the text?
- 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

#### Essential Knowledge and Skills

- Determine theme or central idea
- Determine how a theme emerges
- Analyze theme /central idea development
- Draw inferences
- Formulate an objective summary of the text
- Determine how the theme/central idea is refined

#### PARCC Evidence

- Provides a statement of a theme or central idea of a text. (1) PARCC Evidence
- 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) PARCC Evidence
- Provides an objective summary of a text. (3) PARCC Evidence

#### Academic Vocabulary

- analyze
- central idea
- determine
- emerge
- objective
- refine
- shaped
- summarize
- theme

**RL.9-10.3** 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.

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### Guiding Questions

- What statement(s) or action(s) lead to a shift in advancement in the events of the story?
- What is revealed about the character by events or dialogue?
- How are the character motivations developed over the course of the text?
- Which interactions between characters contribute to the development of the theme?
- What is the effect of a single incident upon later events in the plot?
- Choose a complex character and analyze their motivations. Are they conflicting? If so how?

### Essential Knowledge and Skills

- Identify character traits or aspects
- Identify multiple/conflicting character motivations
- Analyze character interactions
- Understand causal and complex relationship of dialogue and/or events on plot development

### PARCC Evidence

- Provides an analysis of how complex characters (those with multiple or conflicting motivations) **develop over** the course of a text. (1) PARCC Evidence
- Provides an analysis of how complex characters (those with multiple or conflicting motivations) **interact with** other characters over the course of the text. (2) PARCC Evidence
- Provides an analysis of how complex characters (those with multiple or conflicting motivations) **advance the plot** over the course of the text. (3) PARCC Evidence
- Provides an analysis of how complex characters (those with multiple or conflicting motivations) **develop the theme** over the course of the text. (4) PARCC Evidence

### Academic Vocabulary

- advance
- causal
- complex character
- conflicting
- dialogue
- dynamic character
- interact
- motivation
- theme

**RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

### Guiding Questions

- 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.
- 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.
- What does the word/phrase \_\_\_\_\_ mean in this selection?
- How does the author's use of repetition of \_\_\_\_\_ impact the tone of the text?
- Which words or phrases specifically impact the meaning or tone?
- Is the text formal or informal in tone? Why?

### Essential Knowledge and Skills

- Determine figurative meaning
- Identify cumulative impact of word choice
- Determine formal vs. informal tone

### PARCC Evidence

- 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) PARCC Evidence

### Academic Vocabulary

- connotative meaning
- cumulative
- evoke
- figurative meaning
- formal
- impact
- informal
- tone
- word choice

**RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### Guiding Questions

- How does having parallel plots affect the central idea or theme of a text? Use examples from the text in your analysis.
- How does the author create mystery/tension/surprise in the story/drama? Use examples from the text?
- How does the structure of the text contribute to its meaning?
- How does the author order the events? What is the effect?
- Identify the devices used to manipulate time.

### Essential Knowledge and Skills

- Understand and analyze how text structure contributes to the meaning of a text

### Academic Vocabulary

- affect
- analyze
- contribute
- effect
- flashbacks
- manipulate
- pacing
- parallel
- tension

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- Understand how parallel plots affect the central idea of the text.
- Recognize and understand time manipulation techniques
- Understand and how identify literary effects are created (e.g. mystery, tension, surprise)
- text structure

### PARCC Evidence

- 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) PARCC Evidence

**RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

### Guiding Questions

- How is the author's or narrator's cultural experience reflected in \_\_\_\_\_ (a work of literature from outside the U.S.)?
- What values and beliefs motivate the main character?
- How are the customs and expectations in the work different from those of the reader?
- How does cultural experience influence or shape the point of view

### Academic Vocabulary

- point of view
- narrator vs. author
- cultural

### Essential Knowledge and Skills

- Identify and analyze point of view
- Identify the influence of cultural experiences on point of view

### PARCC Evidence

- Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States. (1) PARCC Evidence

**RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's "Landscape with the Fall of Icarus").

### Guiding Questions

- After reading a text and examining another representative of that text, which elements are emphasized or absent in each treatment?
- 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.

### Academic Vocabulary

- artistic medium
- emphasize
- omit
- representation
- treatment

### Essential Knowledge and Skills

- Analyze subject/key scene in multiple representations
- Compare & contrast representations
- Understand various types of artistic mediums

### PARCC Evidence

- Provides an analysis of the representation of a subject or a key scene in two different artistic mediums. (1) PARCC Evidence

**RL.9-10.9** 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).

### Guiding Questions

- How does the work build upon the original?
- What is the effect of the author's transformation of the source material?

### Essential Knowledge and Skills

- Identify original themes or topics
- Analyze how the author transforms the source material
- Analyze how the author draws on source material

### Academic Vocabulary

- draws on
- source material
- theme
- topic
- transform
-

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- Provides an analysis of how an author draws on or transforms source material in a specific work. (1)  
PARCC Evidence

**RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Guiding Questions

- What textual evidence did you identify to support your analysis of the text? Cite several examples.
- What inferences can you draw from your analysis of the text?
- What evidence (textual or informational) most strongly supports your analysis?

### Essential Knowledge and Skills

- Analyze the text
- Identify explicit textual evidence
- Cite evidence
- Draw inferences
- Support inference using several pieces from the text
- Analyze the text
- Support what the text says explicitly citing evidence

### PARCC Evidence

- Provides strong and thorough textual evidence to support analysis of what the **text says explicitly**. (1)  
PARCC Evidence
- Provides strong and thorough textual evidence to support analysis of **inferences drawn from the text**. (2)  
PARCC Evidence

### Academic Vocabulary

- analysis
- analyze
- cite
- explicit
- inference
- textual evidence

**RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### Guiding Questions

- How is the central idea developed?
- What supporting ideas are included in the text?
- When does the central idea first emerge?
- How is the central idea refined throughout the course of the text?
- 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

### Essential Knowledge and Skills

- Determine the central idea
- Analyze development of central idea in text
- Identify the emergence and refinement of the central idea in a text
- Analyze the role of supporting ideas to the central idea
- Provide an objective summary
- Draw inferences from the text

### PARCC Evidence

- Provides a statement of central idea(s) of a text. (1) PARCC Evidence
- 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) PARCC Evidence

### Academic Vocabulary

- analyze
- central idea
- emerge
- refine
- summary

**RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Guiding Questions

- What is the most likely reason the author presents a series of ideas in the order he/she does?
- How does the author introduce, develop, and draw connections between ideas and events?

### Essential Knowledge and Skills

- Identify a series of ideas or events that are connected
- Analyze how the author presents the ideas or events

### Academic Vocabulary

- analysis
- analyze
- connections
- develop
- introduce

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### PARCC Evidence

- Provides an analysis of how the author unfolds an analysis or series of ideas or events, **including the order in which points are made.** (1) PARCC Evidence
- Provides an analysis of how the author unfolds an analysis or series of ideas or events, **including how they are introduced and developed.** (2) PARCC Evidence
- 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) PARCC Evidence

- series

**RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### Guiding Questions

- Identify the use of figurative language in the text? What is the meaning? What effect does it have?
- Identify the use of connotation in the text? What is the meaning? What effect does it have?
- What technical definitions are required to understand and used in text?
- What is the tone?
- Which words phrases and/or synonyms are used repeatedly and impact the tone?

### Academic Vocabulary

- analyze
- connotative meaning
- cumulative
- figurative meaning
- impact
- phrases
- technical meaning
- tone

### Essential Knowledge and Skills

- Determine figurative, connotative, and technical meaning
- Analyze cumulative impact of word choice
- Determine tone and meaning of text.
- Analyze how word choice impacts tone

### PARCC Evidence

- Demonstrates the ability to determine the **meaning of words** 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) PARCC Evidence

**RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

### Guiding Questions

- What is the key idea and/or claim presented in this sentence/paragraph/section/ and/or chapter?
- How did this sentence/paragraph/portion of the text help develop the idea or claim?
- How did this sentence/paragraph/portion of the text help refine the idea or claim?
- What text features are provided, and how do they aid understanding of the key concept?

### Academic Vocabulary

- analyze
- caption
- claim
- develop
- document
- graphic
- header
- refine
- text feature

### Essential Knowledge and Skills

- Identify ideas and claims in text in successive stages (sentence, paragraph, section, chapter)
- ☑ Identify & comprehend text features (graphics, headers, captions)

### PARCC Evidence

- 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) PARCC Evidence

**RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Guiding Questions

- What is the author's purpose? Is the author effective in advancing that purpose? Why or why not?
- What is the point of view in this text? Provide evidence
- How does the use of rhetoric advance either the point of view or purpose of the piece?
- What type of rhetorical device was used?

### Academic Vocabulary

- analyze
- parallelism
- point of view
- purpose

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### Essential Knowledge and Skills

- Identify author's point of view in text
- Understand, identify and analyze the use of rhetorical devices (i.e., repetition, parallelism, slogan, rhetorical questions)
- Understand author's purpose

- repetition
- rhetoric
- rhetorical device
- rhetorical question
- slogan

### PARCC Evidence

- Provides a statement of an **author's point of view** in a text. (1) PARCC Evidence
- Provides a statement of an **author's purpose** in a text. (2) PARCC Evidence
- Provides an analysis of how the author uses rhetoric to advance his or her point of view or purpose. (3) PARCC Evidence

**RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

### Guiding Questions

- Which details are emphasized in the different mediums?
- What details are absent from the different mediums?
- What was the topic of each of the mediums? Did they share the same tone?
- How does the use of a certain medium affect the account of a subject?

### Academic Vocabulary

- account
- emphasize
- medium
- multimedia
- tone

### Essential Knowledge and Skills

- Understand the differences in various mediums (print, video, multimedia)
- Compare and contrast the presentation of a subject in one or more mediums
- Evaluate the effectiveness of using different mediums
- Determine which details are emphasized in each account (medium)
- Examine if and why details are absent

### PARCC Evidence

- 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) PARCC Evidence

**RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

### Guiding Questions

- Is the argument the author presents effective? Using examples from the text, explain why or why not.
- 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.
- 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.

### Academic Vocabulary

- argument
- assess/evaluate
- claim
- delineate
- evaluate
- evidence
- fallacious
- false
- reasoning
- relevant
- specific
- sufficient
- valid

### Essential Knowledge and Skills

- Outline or trace the arguments and claims in text
- Understand and assess validity of reasoning
- Understand and evaluate relevance of claims
- Determine if sufficient evidence is presented to support an argument or claim
- Identify false or misleading reasoning (fallacious reasoning)
- Identify factual evidence

### PARCC Evidence

- Provides a delineation of the argument and specific claims in a text. (1) PARCC Evidence
- Provides an assessment of whether the reasoning in the argument is valid. (2) PARCC Evidence
- Provides an assessment of whether the evidence is relevant and sufficient to support the claims. (3) PARCC Evidence

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- Provides identification of false statements and fallacious reasoning. (4) **PARCC Evidence**

**RI.9-10.9** 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.

### Guiding Questions

- What is the significance of this text?
- How did this text shape the future?
- What theme/concept is presented in each of the texts?
- How is the topic treated in a similar/different fashion?
- What is the context of the text? How does the context influence the theme/concept?

### Essential Knowledge and Skills

- Identify and compare themes and concepts from multiple texts

### PARCC Evidence

- 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) **PARCC Evidence**

### Academic Vocabulary

- analyze
- concept
- document
- seminal
- significance
- theme

### Literature/Informational Grade 9

- “Letter from Birmingham Jail” by Martin Luther King

### Grade 10

- Eisenhower to George Marshall letter April 12, 1945

**W.9-10.1** Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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. (W.9-10.1a)
- 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. (W.9-10.1b)
- 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. (W.9-10.1c)
- 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.9-10.1d)
- Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1e)

### Guiding Questions

- How can you clearly introduce your claim?
- What evidence best supports your claim?
- Is the evidence relevant? Are your sources credible?
- What counterclaims can be made? Have you addressed them fairly?
- What considerations should be addressed regarding the audience’s knowledge /concerns of the topic or text?
- What words will assist the reader in clarifying the relationship between the claim and reasons?
- What makes your piece formal in style?
- Is your tone objective?
- Does your concluding statement support the argument presented?

### Essential Knowledge and Skills

- Analyze a substantive topic or text
- Introduce a precise claim
- Provide reasons and evidence from substantive topics or texts to support claims
- Identify and distinguish counterclaims
- Develop claims and counterclaims objectively
- Organize reasons and evidence in a logical manner
- Analyze and address audience knowledge level/concerns
- Determine relevance of evidence
- Utilize credible sources
- Utilize transitional expressions to establish relationships between claims and reasons

### Academic Vocabulary

- audience
- claim
- clauses
- cohesion
- counterclaim
- evidence
- formal language
- informal language
- limitations
- logical arrangement
- objective
- refute
- subjective argument
- subjective objective



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- Understand how to maintain a formal style and objective tone
- Provide an effective conclusion

### PARCC Evidence

#### **Development of Ideas**

- 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. PARCC Evidence

#### **Organization**

- 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. PARCC Evidence

#### **Clarity of Language**

- 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. PARCC Evidence

#### **Knowledge of Language and Conventions**

- 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. PARCC Evidence

**W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards above.)

### Guiding Questions

- What form of writing does the prompt call for?
- What organizational structure will you use?
- What is the purpose for writing?
- Who is the audience?
- How will you organize and develop your thoughts before writing?
- Did you use vocabulary that is appropriate to your audience?
- Are you using a formal or informal style of writing? Which would be most appropriate for your audience?

### Essential Knowledge and Skills

- Understand various writing text types and their organizational structures
- Identify and understand the writing task
- Identify and understand the writing purpose
- Determine and address the audience appropriately
- Understand and utilize appropriate style

### PARCC Evidence

#### **See above for specifics**

- Development of Ideas
  - Organization
  - Clarity of Language
  - Knowledge of Language and Conventions
- PARCC Evidence

### Academic Vocabulary

- audience
- details
- evidence
- information
- organizational pattern
- purpose
- purpose for writing
- style
- task

**W.9-10.5** Develop and strengthen writing as needed by

- planning
- revising
- editing
- rewriting or trying a new approach

focusing on addressing what is most significant for a specific purpose and audience.

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### Guiding Questions

- What is the purpose or focus of the piece? What aspects are most significant?
- How will you plan your writing piece?
- How does your planning template compare with your writing piece? Was something added/omitted? Why?
- What is the best title for this piece?
- Is the structure you selected the most effective format for conveying your ideas?
- Is additional evidence, description, or clarification needed anywhere in the piece?
- Is one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
- Do all sentences belong? Do some sentences need to be reworded or deleted?
- Is your writing free from writing convention errors?
- Where should you go if you need help editing?
- Does your writing meet the needs of your audience?
- Does your writing achieve your purpose?

### Essential Knowledge and Skills

- Develop and use planning templates/graphic organizers
- Understand and utilize revision techniques
- Identify and edit errors in mechanics
- Understand and use multiple writing approaches
- Receive and provide writing guidance

### PARCC Evidence

#### See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions PARCC Evidence

### Academic Vocabulary

- approach
- argument
- develop
- edit
- evidence
- information
- mechanics
- narrative
- purpose
- revise
- template
- topic

### Literature/Informational

- Various routine use of graphic organizers

**W.9-10.6** 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.

### Guiding Questions

- What software will you use to create this document?
- How can the Internet serve as a tool for production, publication, and collaboration?
- What Internet links will you provide in your document?
- How do you correctly cite Internet sources?
- What medium will you use to publish your writing so that others can access it?
- How will you use technology to collaborate and interact with others about your writing?
- What tools will you utilize in order to display your information in a flexible and dynamic manner? How will your information be easily updated?
- Have you efficiently presented the relationships between information and ideas?

### Essential Knowledge and Skills

- Use technology proficiently for production, publication, and collaboration
- Link and cite sources
- Create shared writing products
- Display information flexibly and dynamically
- Access and use the Internet

### PARCC Evidence

#### See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions PARCC Evidence

### Academic Vocabulary

- capacity
- credible
- display
- dynamically
- format
- information
- links
- multimedia
- software

### Literature/Informational

#### Grade 9

- *To Be a Slave* presentation
- *Romeo and Juliet* Civil Suit CT

#### Grade 10

- Scoop-It project
- Activism Fair
- I-Search presentation

**W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## ELA COMMON CORE CURRICULUM UNIT GRADE 9 OVERCOMING ADVERSITY North Smithfield School Department

### Guiding Questions

- What subject are you investigating?
- What is your essential question?
- How will you locate sources?
- What is the origin of the sources you are using?
- How do you correctly cite your sources?
- How does the information drawn from various sources provide an answer to your question?
- Is the information from the various sources consistent / complimentary?
- Does your inquiry question need to be altered as a result of your findings? Are additional questions to be researched generated?
- Does your inquiry need to be more narrow/broad as a result of your investigation?
- How can you best summarize your findings?
- What did you learn from this inquiry? What new understanding of the subject do you have?

### Essential Knowledge and Skills

- Understand steps of an investigation
- Develop an essential question
- Conduct research drawing on multiple sources
- Refocus essential/generate additional questions when appropriate
- Know how to broaden or narrow an inquiry
- Synthesize and summarize information
- Cite a variety of sources

### PARCC Evidence

#### See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions [PARCC Evidence](#)

### Academic Vocabulary

- broad inquiry
- essential question
- format
- information
- inquiry
- narrow inquiry
- sources

- W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;
- assess the usefulness of each source in answering the research question
  - integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### Guiding Questions

- How will you locate information from both print and digital sources?
- Which search engines and terms will you use?
- What makes this information relevant to the topic?
- How do you know that the source is credible and accurate?
- What conclusive information do you plan to include?
- How will you paraphrase the information?
- How do you cite (various) sources in works cited page

### Essential Knowledge and Skills

- Gather print and digital information (research)
- Assess relevance and usefulness of information
- Assess credibility and accuracy of sources
- Utilize quotes
- Paraphrase correctly
- Cite sources

### PARCC Evidence

#### See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions [PARCC Evidence](#)

### Academic Vocabulary

- audience
- authoritative
- citation page
- credible source
- direct quote
- integrate
- non credible source
- paraphrase
- search terms
- source
- work cited

## ELA COMMON CORE CURRICULUM UNIT GRADE 9 OVERCOMING ADVERSITY North Smithfield School Department

**W.9-10.9** Draw evidence from **literary or informational texts** to support analysis, reflection, and research.

### Guiding Questions

- What evidence can you draw from the passage to support your analysis or position?
- How does the author present the information?
- What similarities do you notice in the various texts?
- What conclusions can you make based on the text(s)?

### Essential Knowledge and Skills

- Analyze literary or informational texts
- Assess soundness of reasoning and relevance of evidence
- Utilize evidence to support analysis/research
- Recognize and understand organizational structures

### PARCC Evidence

#### See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions PARCC Evidence

### Academic Vocabulary

- claim
- evidence
- fallacious
- position
- valid
- validity

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **(SL.9-10.1a)**
- 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)**
- 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)**
- 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)**

### Guiding Questions

- What preparations have you made in order to fully participate in the discussion?
- What key evidence will you point to during the discussion?
- What will be your group norms for discussion?
- How will your group: come to consensus, take key votes, set goals, deadlines, and appoint roles for group members?
- What questions did your group create to help stimulate the ideas that were presented?
- How will you make sure that everyone's viewpoint is expressed during the discussion?
- When there are differences of opinion, how will you respond and justify your own viewpoint or reasoning?

### Essential Knowledge and Skills

- Prepare for discussion by reading and researching topic
- Make reference to the evidence discovered during reading and researching
- During group discussions, come to consensus, make decisions, set goals and define individual roles
- Pose questions designed to move the discussion forward
- Include everyone in the discussion and build on their ideas as well as challenging them
- Consider and respond to diverse perspectives
- Justify your views and make new connections, if necessary, when presented with new evidence

### Academic Vocabulary

- challenge
- clarify
- collaborate
- consensus
- diverse
- incorporate
- perspective
- propel
- stimulate
- thoughtful
- verify
- well-reasoned

## ELA COMMON CORE CURRICULUM UNIT GRADE 9 OVERCOMING ADVERSITY North Smithfield School Department

**SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

### Guiding Questions

- What will be the topic of your presentation?
- How will you incorporate different forms of media; audio, graphic, digital, and print?
- Is the source of information credible or accurate? How do you know?
- Have you gathered enough information to make your presentation credible?
- How will you let your audience know that your sources are accurate?

### Essential Knowledge and Skills

- Present information using a variety of media or formats
- Integrate multiple sources of information including visual, quantitative and oral
- Evaluate the credibility of each source
- Evaluate the accuracy of each source

### Academic Vocabulary

- accuracy
- credibility
- diverse
- evaluate
- format
- integrate
- media
- oral
- quantitative
- source
- visual

**SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### Guiding Questions

- What is the speaker's point of view, and was it supported with strong evidence?
- Was the speaker's reasoning sound and logical?
- Was the speaker's evidence credible and believable?
- Was the evidence exaggerated or distorted?
- What type of reasoning does the speaker use?
- What rhetorical devices did the speaker use?
- Can you point out examples when the speaker tried to mislead his audience by using fallacious reasoning

### Essential Knowledge and Skills

- Identify the speaker's point of view
- Determine if the speaker's reasoning is sound
- Know rhetorical devices (i.e. parallelism, restatement, analogy)
- Identify fallacious reasoning based on misleading statements
- Identify distorted or exaggerated evidence

### Academic Vocabulary

- analogy
- credible
- distorted
- evidence
- exaggeration
- parallelism
- point of view
- reasoning
- restatement
- rhetorical devices

**SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### Guiding Questions

- What is your presentation's thesis?
- What sources will you use?
- Is there a balance between primary and secondary sources?
- Is there sufficient evidence so that listeners can follow your line of reasoning?

### Essential Knowledge and Skills

- Present information clearly, concisely, and logically
  - Use correct eye contact
  - Adequate volume
  - Clear pronunciation
- Present evidence in support of a thesis
- Is the volume appropriate so that the audience can hear you?
- Are you enunciating clearly and making appropriate eye contact?

### Academic Vocabulary

- concisely
- pronunciations
- style
- substance

## ELA COMMON CORE CURRICULUM UNIT GRADE 9 OVERCOMING ADVERSITY North Smithfield School Department

**SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Guiding Questions

- What digital media elements will you use in your presentation?
- How does this element enhance understanding?
- Where should you include this element?
- What visual element would be most effective?
- Does your media element emphasize your key points in your presentation?

### Essential Knowledge and Skills

- Know and use a variety of digital media formats (i.e.; textual, graphical, audio, visual, and interactive elements)
- Strategically use digital media to emphasize key points, or findings
- Understand the effect of each element on your audience
- Use media to convey your reasoning and evidence used to support your topic

### Academic Vocabulary

- audio element
- digital media
- enhance
- graphical element
- interactive element
- strategic
- textual element textual
- visual element

**SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9– 10 Language standards 1 and 3).

### Guiding Questions

- What is the context, or situation?
- Who is your audience?
- What is your task, or purpose?
- Is your language appropriate for the context and speaking task?
- Have you avoided slang or filler words?
- Is your language and word choice precise and engaging enough to keep the listeners interested?

### Essential Knowledge and Skills

- Identify audience
- Identify context or situation
- Adapt speech delivery to audience and purpose
- Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)
- Understand the difference between formal and informal presentations
- Understand task (i.e.; persuade, to explain, to describe, or to entertain)

### Academic Vocabulary

- audience
- context
- filler words
- pace
- presenting
- purpose
- situation
- slang
- task
- tempo

**L.9-10.1** Demonstrate command of the **conventions of standard English grammar** and usage when writing or speaking.

- Use **parallel structure**
- Use various **types of phrases** to convey specific meanings and add variety and interest to writing or presentations
  - noun
  - verb
  - adjectival
  - adverbial
  - participial
  - prepositional
  - absolute
- Use various **types of clauses** to convey specific meanings and add variety and interest to writing or presentations.
  - independent
  - dependent (noun, relative, adverbial).

### Guiding Questions

- How does a variety of phrases, clauses, and structures impact style?
- Does this sentence contain the same type of phrases and/or clauses to make the sentence parallel?
- How could this sentence be written to improve interest and better convey meaning?

### Essential Knowledge and Skills

- Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses)

### Academic Vocabulary

- absolute clause
- adjective clause
- adverbial clause
- clauses
- dependent clause

## ELA COMMON CORE CURRICULUM UNIT GRADE 9 OVERCOMING ADVERSITY North Smithfield School Department

- Understand the differences between a phrase and a clause
- Use various types of phrases
- Use various types of clauses
- Know sentence variety patterns
- Understand how sentence variety (use of clauses and phrases) affects meaning and interest and better convey meaning
- independent clause
- parallelism
- participial
- phrases
- prepositional

- L.9-10.2** Demonstrate command of the **conventions of standard English capitalization, punctuation, and spelling** when writing.
- use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - use a colon to introduce a list or quotation.
  - spell correctly.

### Guiding Questions

- When should you use a comma and when should you use a semicolon?
- How would you correctly use a conjunctive adverb to link the two independent clauses?
- When should a colon be used?

### Essential Knowledge and Skills

- Understand and correctly use standard English conventions
- Correctly use commas
- Correctly use semicolons
- Correctly use colons

### Academic Vocabulary

- colon
- conjunctive adverbs
- conventions
- independent clause
- semicolon

- L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

### Guiding Questions

- What is the context of this piece? Is the style appropriate?
- Does the word choice clearly convey meaning? Give an example.

### Essential Knowledge and Skills

- Identify the context and the appropriate language choice
- Know and demonstrate use of MLA format
- Identify and have knowledge of MLA guidelines
- Consult reference materials (style manuals) for guidelines appropriate to the discipline
- Know standard English grammar, punctuation, and capitalization
- Know standard format for citing reference sources in a bibliography or works cited page

### Academic Vocabulary

- discipline
- manual
- style
- works cited

- L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- Use **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
  - Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - Verify the **preliminary determination of the meaning of a word or phrase** (e.g., by checking the inferred meaning in context or in a dictionary).

# ELA COMMON CORE CURRICULUM UNIT GRADE 9 OVERCOMING ADVERSITY

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### Guiding Questions

- Based upon the use of the word in the sentence, what can you deduce the word \_\_\_\_\_ means?
- Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
- What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?
- Has the meaning/use of the word \_\_\_\_\_ changed over time? How?
- What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

### Academic Vocabulary

- context clues
- prefix
- suffix
- root word
- dictionary
- thesaurus

### Essential Knowledge and Skills

- Use context clues to derive word meaning
- Use reference materials to derive word meanings
- Use reference materials to determine correct pronunciation of words
- Verify word meaning

### PARCC Evidence

- 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) PARCC Evidence

**L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text
- Analyze nuances in the meaning of words with similar denotations.

### Guiding Questions

- How can you use analogy to clarify meaning?
- What mood are you trying to convey in your writing?
- What tone are you trying to convey in your writing?
- Can you use a metaphor or a simile to help create image?
- Can you think of an euphemism that offers a more positive connotation for the expression?
- Although very similar in meaning, how do the words slightly differ in meaning?
- What is the relationship between these words?
- Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?

### Academic Vocabulary

- connotation
- denotation
- euphemism
- figurative
- metaphor
- nuances
- oxymoron
- paradox
- personification
- simile
- symbol

### Essential Knowledge and Skills

- Understand figurative language ( simile, metaphor personification, euphemism, oxymoron)
- Understand denotation and connotations

### PARCC Evidence

- Demonstrates the ability to interpret figures of speech in context. (1) PARCC Evidence

**L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

### Guiding Questions

- What strategies do you use for identifying, understanding, and using high-utility academic words?

### Academic Vocabulary

- academic
- acquire
- comprehension
- domain-specific
- expression
- sufficient

### Essential Knowledge and Skills

- Identify, understand, and use general academic terms
- Identify, understand, and use domain-specific terms
- Independently build vocabulary

### PARCC Evidence

- Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1) PARCC Evidence



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**SUGGESTED WORKS:**

<b>LITERATURE</b>	<b><u>LITERARY TEXTS</u></b>	<b>OTHER</b>
<p><i>To Kill a Mockingbird</i></p> <p><i>A Raisin in the Sun</i></p>		<p><i>To Kill a Mockingbird</i> film (1962)</p> <p>Common’s rap and music video “Dream”</p>
<b>NONFICTION</b>	<b><u>INFORMATIONAL TEXT</u></b>	<b>SPEECHES, PUBLIC DOCUMENTS</b>
<p>Literary criticism of <i>To Kill a Mockingbird</i> analyzing dog scene</p> <p>Excerpts from Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950’s 1980</p> <p>Iconoclast video clip – Maya Angelou and Chappelle discuss the “n-word”</p>		<p>First Inaugural Speech, March 4, 1933 (Franklin D. Roosevelt)</p> <p>Martin Luther King’s “I Have a Dream” speech</p>

**ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:** see curriculum introduction

- |                               |                                |                                     |                          |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing           | 6. Informational text response | 11. Multi-media/technology          | 15. Oral presentation    |
| 2. Class discussion           | 7. Informative writing         | 12. Narrative writing               | 16. Research project     |
| 3. Dramatization/role playing | 8. Journal                     | 13. Non- linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage          | 9. Literature response         | 14. Note taking and summarizing     | 18. Writer’s notebook    |
| 5. Graphic organizers         | 10. Media appreciation         |                                     | 19. Word Study           |

**Required**

- Common Units
- Prose constructed responses
- Extended responses – argument, informational, narrative
- Summative – Final Exam
  
- Compare/contrast book-to-film *To Kill a Mockingbird*
- *Kill a Mockingbird* literary analysis of a theme in the novel
- Multi-media/technology presentation incorporating research on historical context
- Notes and class discussion: symbolism, parallel plot structure, theme, point of view (the role of Scout as narrator)
- Speech analysis of Roosevelt’s Inaugural Address
- Summarizing and note-taking
- Important passage analysis
- Triple Entry Journals
- Literary Criticism Jig Saw

**HIGHER ORDER THINKING SKILLS:** Web’s Depth of Knowledge 2 – 4 or Bloom’s Taxonomy

**Web’s Depth of Knowledge**

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

**Bloom’s Taxonomy**

- apply
- analyze
- synthesize/create
- evaluate

**ADDITIONAL RESOURCES:** see curriculum for specifics

- Harper Lee’s *To Kill a Mockingbird*: Profiles in Courage (National Endowment for the Humanities)
- To Kill a Mockingbird* and the Scottsboro Boys Trial: Profiles in Courage (National Endowment for the Humanities)
- The History of Jim Crow (JimCrowHistory.org)

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- St. Louis Federal Reserve Resources and References for The Great Depression
- Famous American Trials: "The Scottsboro Boys" Trials (1931-1937) (University of Missouri-Kansas School of Law)
- American Life Histories: Manuscripts from Federal Writers Project (The Library of Congress)
- The Big Read (thebigread.org)

### VOCABULARY

- absolute clause
- academic
- account
- accuracy
- acquire
- adjective clause
- advance
- adverbial clause
- affect
- analogy
- analysis
- analyze
- approach
- argument
- artistic medium emphasize
- assess/evaluate
- audience
- audio element
- authoritative
- broad inquiry
- capacity
- caption
- causal
- central idea
- challenge
- citation page
- cite
- claim
- clarify
- clauses
- cohesion
- collaborate
- colon
- complex character
- comprehension
- concept
- concisely
- conflicting
- conjunctive adverbs
- connections
- connotation
- connotative meaning
- consensus
- context
- context clues
- contribute
- conventions
- counterclaim
- credibility
- credible
- cultural
- cumulative
- delineate
- denotation
- dependent clause
- details
- determine
- develop
- dialogue
- dictionary
- digital media
- direct quote
- discipline
- display
- distorted
- diverse
- document
- domain-specific
- draws on
- dynamic character
- dynamically
- edit
- effect
- emerge
- emphasize
- enhance
- essential question
- euphemism
- evaluate
- evidence
- evoke
- exaggeration
- explicit
- expression
- fallacious
- false
- figurative
- figurative meaning
- filler words
- flashbacks
- formal language
- format
- graphic
- graphical element
- header
- impact
- incorporate
- independent clause
- inference
- informal language
- information
- inquiry
- integrate
- interact
- interactive element
- introduce
- limitations
- links
- logical arrangement
- manipulate
- manual
- mechanics
- media
- medium
- metaphor
- motivation
- multimedia
- narrative
- narrator vs. author
- narrow inquiry
- non credible source
- nuances
- objective
- omit
- oral
- organizational pattern
- oxymoron
- pace
- pacing
- paradox
- parallel
- parallelism
- paraphrase
- participial
- personification
- perspective
- phrases
- point of view
- position
- prefix
- prepositional
- presenting
- pronunciations
- propel
- purpose
- purpose for writing
- quantitative
- reasoning
- refine
- refute
- relevant
- repetition
- representation
- restatement
- revise
- rhetoric
- rhetorical device
- rhetorical question
- root word

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- search terms
- semicolon
- seminal
- series
- shaped
- significance
- simile
- situation
- slang
- slogan
- software
- source
- source material
- sources
- specific
- stimulate
- strategic
- style
- subjective argument
- subjective objective
- substance
- sufficient
- suffix
- summarize
- summary
- symbol
- task
- technical meaning
- template
- tempo
- tension
- text feature
- text structure
- textual element textual
- textual evidence
- theme
- thesaurus
- thoughtful
- tone
- topic
- transform
- treatment
- valid
- validity
- verify
- visual element
- well-reasoned
- word choice
- works cited

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LESSON PLAN for UNIT \_\_\_\_\_

LESSONS

- Lesson #1 Summary:
  
- Lesson #2 Summary:
  
- Lesson #3 Summary:

---

OBJECTIVES for LESSON # \_\_\_\_\_

- Materials/Resources:**
  
- Procedures:**
  - Lead –in
  
  - Step by step
  
  - Closure
  
- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  
- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  - **Formative**
  
  
  - **Summative**