

**TRG Pacing Guide**  
**Subject: ELA**  
**Grade: 9<sup>th</sup> and 10<sup>th</sup> : Version 1.25**

In each month list the curriculum code separated by a semi colon and following the TRG naming conventions for curriculum coding.

**Term A**

Month 1	Month 2	Month 3	Finals/ Review
RL.9-10.1; RL.9-10.4; RI.9-10.1; W.9-10.4 L.9-10.1; L.9-10.4 SL.9-10.1	RL.9-10.2; RL.9-10.3; RL.9-10.5; W.9-10.3 ; W.9-10.5; L.9-10.2 ; L.9-10.3	RI.9-10.2; RI.9-10.4; RI.9-10.6; W.9-10.1 ; L.9-10.5; L.9-10.6 <b>SL.9-10.3</b>	

**Individual School Improvement Standards**

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**Individual Classroom Improvement Standards**

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**Term B**

Month 1	Month 2	Month 3	Finals/ Review
RI.9-10.1; RI.9-10.2; RI.9-10.3; W.9-10.1	RI.9-10.4; RI.9-10.5; RI.9-10.6; SL.9-10.2;	RI.9-10.7; RI.9-10.8; RI.9-10.9; <b>SL.9-10.3;</b>	

**Individual School Improvement Standards**

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**Individual Classroom Improvement Standards**

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<b>Term C</b>			
<b>Month 1</b>	<b>Month 2</b>	<b>Month 3</b>	<b>Finals/ Review</b>
RI.9-10.3; RI.9-10.5; RI.9-10.8; W.9-10.7; W.9-10.8; SL.9-10.2	RI.9-10.7; RI.9-10.9; RI.9-10.10 W.9-10.2; W.9-10.6; SL.9-10.4; SL.9-10.5	RL.9-10.6; RL.9-10.7; RL.9-10.9; RL.9-10.10; W.9-10.9; W.9-10.10; SL.9-10.6	
<b>Individual School Improvement Standards</b>			
<b>Individual Classroom Improvement Standards</b>			

GRADE: 9-10	SUBJECT: ELA	STRAND: Literature	TRG Pacing Guide
CODE:  <b>RL.9-10.1</b>	Description: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
	Unpacked Standard: Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between —strong evidence and insufficient or unreliable details. They should understand how much evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or is insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied.		
	As students continue to determine theme in a text, they need to examine not only how a theme is developed but also how details in the story influence and mold a theme or central idea into being. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings.		
	Students are required to recognize complex characters and understand their role in a text. They need to identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to plot or theme development.		
	Along with recognizing complex characters, ninth grade students should be able to identify the details that developed characters as complex rather than as static or flat. They should see how the author developed a complex character over the course of the text, consider how the character interacts with others, and begin to recognize how complex characters propel the action in the story or add to the development of a theme. Tenth grade students should work with more complex texts. Building on what they mastered in the ninth grade, these students need to be challenged to complete their analysis with strong textual support and deeper understanding of characterization.		
ACT/Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Board Objective: I can analyze and make inferences about what the story is saying and provide textual evidence to support.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Class Discussion/Debate Prompt Responses Visual Aide Creation Argumentative Essay	Progression Note: In coordination with this reading standard, a key progression in the speaking and listening standards is the need for students to show competency in their ability to work with peers to set rules for collegial discussions and decision-making (e.g.,	In 9 <sup>th</sup> and 10 <sup>th</sup> grade, students will study literature from around the world, including the	

<p>Dramatic Project Comprehension Test/Quiz</p> <p><b>Formative Assessment Tip.</b> Consider the following when applying formative assessment practices: “Modern advancement in assessment design, delivery, statistical models and reporting systems has enabled the assessed to be nearly fully in control of the process of assessment and to self-evaluate against objective criteria. The persons being assessed can, therefore, have full ownership of the assessment” (MOK, 2009: 2)</p>	<p>informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Discussion Web: Students read through an assigned text with varying levels of independence and support. Expectations are such that 9th grade students receive more support as they stretch their literacy levels toward independent reading and analysis of complex texts within this grade band by the completion of 10th grade. Before the students begin reading, they are introduced to a focus question related to a text. Students closely analyze the text, develop their viewpoints as to how the text explicitly responds to the focus question as well as inferences which may be drawn. Students then discuss their views in small groups. Each group draws a conclusion about what the text says explicitly, what inferences can be made and what particular sentences, paragraphs, or larger portions of text support their conclusion. (Alvermann, 1991)</p> <p>Online Discussion Forum: Students utilize an online discussion forum to engage in the discussion web. For example, a pair of students could create a Tumblr blog for the text that has been assigned. The student “blog facilitators” would post specific sentences, paragraphs, or larger portions of text within the blog and the remaining students add comments to each post as a way to engage in an online analysis of the text.</p>	<p>United States.</p> <p>Daily Reading, writing, and analytical thinking activities will provide students with a solid foundation for the in-depth study of American literature in 11th grade.</p> <p><b>9<sup>th</sup> Grade Anchor Texts</b> To Kill A Mockingbird Night The Odyssey Beowulf The Epic of Gilgamesh Speak Animal Farm Lord of the Flies The House on Mango Street Romeo and Juliet Antigone The Little Prince</p> <p><b>10<sup>th</sup> Grade Anchor Texts</b> I Know Why the Caged Bird Sings Their Eyes Were Watching God Of Mice and Men The Life of Pi Fahrenheit 451 The Things They Carry The Kiterunner Othello</p>
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VOCABULARY:	ESSENTIAL QUESTIONS:	
<p>Allusion Antagonist Archetype Aside Author's Purpose Characterization (major/minor characters) Classical Allusions Conflict (internal vs external) Dialogue Dynamic vs Static characters Epic/Classical Epic Poem Extended Metaphor Figurative Language Flashback Foreshadowing Point-of-View Foil Hero/Anti-Hero Imagery Irony(dramatic, situational, verbal) Monologue Mood Narrative Parallel Plots</p>	<p>SAMPLE ESSENTIAL QUESTIONS FOR UNITS OVER ANCHOR TEXTS</p> <p>HOW DOES CONFLICT LEAD TO DEEPER PERSONAL GROWTH?</p> <p>HOW DO SOCIETAL FORCES, SUCH AS PRIDE AND POVERTY, IMPACT FAMILY DYNAMICS?</p> <p>HOW DOES THE COMPLEXITY OF HUMAN NATURE EFFECT SOCIAL STRUCTURES?</p> <p>HOW DO INDIVIDUALS RESPOND TO ADVERSITY?</p> <p>HOW ARE WE RESPONSIBLE FOR THE PAST AND HOW CAN WE INFLUENCE THE FUTURE?</p> <p>HOW DOES A HERO REPRESENT HIS/HER CULTURE?</p> <p>HOW DOES SELF-LOVE IMPACT LOVE OF OTHERS OR LOVE FOR ONE'S CULTURE/SOCIETY?</p> <p>HOW DOES A PERSON SHAPE HIS/HER IDENTIFY?</p>	

<p>Plot Poetic Terminology (alliteration, diction, free verse, rhyme, rhyme scheme, rhythm, Protagonist Setting Soliloquy Style Symbol; Symbolism Theme Tone Tragedy Tragic Flaw Tragic Hero Tragic Illumination</p>	
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GRADE: 9-10	SUBJECT: ELA	STRAND: Literature	TRG Pacing Guide
<p>CODE:</p> <p><b>RL.9-10.2</b></p>	<p>Description: 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.</p> <p>Unpacked Standard:            Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between —strong evidence   and insufficient or unreliable details. They should understand how much evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or is insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied.</p> <p>As students continue to determine theme in a text, they need to examine not only how a theme is developed but also how details in the story influence and mold a theme or central idea into being. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings.</p> <p>Students are required to recognize complex characters and understand their role in a text. They need to identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to plot or theme development.</p> <p>Along with recognizing complex characters, ninth grade students should be able to identify the details that developed characters as complex rather than as static or flat. They should see how the author developed a complex character over the course of the text, consider how the character interacts with others, and begin to recognize how complex characters propel the action in the story or add to the development of a theme. Tenth grade students should work with more complex texts. Building on what they mastered in the ninth grade, these students need to be challenged to complete their analysis with strong textual support and deeper understanding of characterization.</p>		

	<p>ACT/Anchor Standard:  <b>Main Ideas and Author's Approach:</b></p> <ul style="list-style-type: none"> <li>▪ Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>▪ Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>▪ Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>▪ Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>▪ Summarize basic events and ideas in more challenging passages</li> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> <li>▪ Infer the main idea or purpose of more challenging passages or their paragraphs</li> <li>▪ Summarize events and ideas in virtually any passage</li> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</li> </ul> <p><b>Supporting Details:</b>  Recognize a clear function of a part of an uncomplicated passage  Make simple inferences about how details are used in passages  Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Board Objective: I can identify the purpose of this text.</p>	
ASSESSMENTS:	STRATEGIES:	RESOURCES:
<p>Class Discussion/Debate Prompt Responses  Visual Aide Creation  Argumentative Essay  Dramatic Project  Comprehension Test/Quiz</p> <p><b>Formative Assessment Tip.</b> Objective feedback is continuous. The teacher fosters an environment in which “students demonstrate attention to detail and take obvious pride in their work, initiating improvement in it by, for example, revisiting drafts on their own or helping peers.” (Danielson, 2007)</p> <p><b>Dialogue Line.</b> The teacher utilizes a statement starter to begin the exercise (e.g.,</p>	<p>Progression Note. In coordination with this reading standard, a key progression in the writing standards is the need for students to show competency in writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. The narrative includes the use of a variety of techniques to sequence events so that they build on one another to create a coherent whole (W.9-10.3c).</p> <p>The following Reading strategy is applicable to lower as well as higher grade levels; it can be adapted to texts at multiple levels of complexity.</p> <p>Thematic Journaling/Anticipation Guides. Before beginning a text such as John Steinbeck’s <i>The Grapes of Wrath</i>, students are prompted to answer a set of statements with which they either agree or disagree. The statements chosen should reflect one or more of the themes within the content of the novel. After students complete the anticipation guide, they choose one of the</p>	<p>In 9<sup>th</sup> and 10<sup>th</sup> grade, students will study literature from around the world, including the United States.</p> <p>Daily reading, writing, and analytical thinking activities will provide students with a solid foundation for the in-depth study of American literature in 11<sup>th</sup> grade.</p> <p><b>9<sup>th</sup> Grade Anchor Texts</b></p>



<p>“Money is the root of all evil!”). Students form a straight line in relation to how strongly they agree or disagree with the statement. (Strongly disagree to the far right, strongly disagree to the far left.) The line is then folded in half so that each student is facing a partner. Each partner has 20 seconds to state their case while the other actively listens. After each partner speaks, the other is given 30 seconds to record a quote from their partner which helped to advance their perspective. The dialogue line rotates clockwise 2 places and the activity repeats. The teacher actively listens and supports behaviors that enrich an atmosphere of open dialogue.</p>	<p>statements and use it as a prompt from which to free write for 20 minutes, highlighting thoughts, feelings, memories, and experiences associated with their chosen statement. This exercise prompts students to begin contemplating the emergent themes in the novel before reading, and consider their implications more broadly. (Herber, 1978)</p> <p>Tracking Theme: Students return to these statements in the anticipation guide at various times throughout the novel in order to track how the theme develops and is refined by details from the text. When writing, students update their responses by citing evidence from the text that may have changed their view of the theme since the beginning of the novel. <a href="#">Click here to view an example of an anticipation guide for John Steinbeck’s The Grapes of Wrath.</a></p> <p>Theme Chart. As students continue to track the development of theme throughout the text, they can organize its emergence and its development visually with a theme chart similar to the one shown here.</p>	<p>To Kill A Mockingbird Night The Odyssey Beowulf The Epic of Gilgamesh Speak Animal Farm Lord of the Flies The House on Mango Street Romeo and Juliet Antigone The Little Prince</p> <p><b>10<sup>th</sup> Grade Anchor Texts</b></p> <p>I Know Why the Caged Bird Sings Their Eyes Were Watching God Of Mice and Men The Life of Pi Fahrenheit 451 The Things They Carry The Kiterunner Othello Oedipus Julius Caesar A Tale of Two Cities The Glass Menagerie Siddhartha</p> <p>SUGGESTION: PURCHASE A USED TEXTBOOK FOR 9<sup>TH</sup> OR 10<sup>TH</sup> GRADE LITERATURE FROM WHICH TO COPY GRADE APPROPRIATE</p>
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		SHORT STORIES AND POEMS
VOCABULARY:	ESSENTIAL QUESTIONS:	
Allusion Antagonist Archetype Aside <b>Author's Purpose</b> Characterization (major/minor characters) Classical Allusions Conflict (internal vs external) Dialogue Epic/Classical Epic Poem Extended Metaphor Figurative Language Flashback Foreshadowing Point-of-View Foil Hero/Anti-Hero Imagery Irony(dramatic, situational, verbal) Monologue Mood Narrative Parallel Plots Plot Poetic Terminology (alliteration, diction, free verse, rhyme, rhyme scheme, rhythm, Protagonist Setting Soliloquy Style Symbol; Symbolism <b>Theme</b> Tone Tragedy	What is the author's intent for writing? What are the parts of the story/novel? What is the theme? What are the various points of view? How does the author's point of view effect word choice?  <b>Sample Essential Questions for Units over Anchor Texts</b> How does conflict lead to deeper personal growth? How do societal forces, such as pride and poverty, impact family dynamics? How does the complexity of human nature effect social structures? How do individuals respond to adversity? How are we responsible for the past and how can we influence the future? How does a hero represent his/her culture? How does self-love impact love of others or love for one's culture/society? How does a person shape his/her identify?	

Tragic Flaw Tragic Hero Tragic Illumination	
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GRADE: 9-10	SUBJECT: ELA	STRAND: Literature	TRG Pacing Guide
CODE:  <b>RL.9-10.3</b>	<p>Description: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Unpacked Standard:            Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between —strong evidence and insufficient or unreliable details. They should understand how much evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or is insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied.</p> <p>As students continue to determine theme in a text, they need to examine not only how a theme is developed but also how details in the story influence and mold a theme or central idea into being. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings.</p> <p>Students are required to recognize complex characters and understand their role in a text. They need to identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to plot or theme development.</p> <p>Along with recognizing complex characters, ninth grade students should be able to identify the details that developed characters as complex rather than as static or flat. They should see how the author developed a complex character over the course of the text, consider how the character interacts with others, and begin to recognize how complex characters propel the action in the story or add to the development of a theme. Tenth grade students should work with more complex texts. Building on what they mastered in the ninth grade, these students need to be challenged to complete their analysis with strong textual support and deeper understanding of characterization.</p>		

	<p>ACT/Anchor Standard:</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <ul style="list-style-type: none"> <li>▪ Understand implied or subtly stated cause-effect relationships in uncomplicated passages</li> <li>▪ Identify clear cause-effect relationships in more challenging passages</li> <li>▪ Order sequences of events in more challenging passages</li> <li>▪ Understand the dynamics between people, ideas, and so on in more challenging passages</li> <li>▪ Understand implied or subtly stated cause-effect relationships in more challenging passages</li> </ul> <p><b>Meanings of Words:</b></p> <ul style="list-style-type: none"> <li>▪ Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</li> <li>▪ Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</li> <li>▪ Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</li> </ul> <p><b>Generalizations and Conclusions:</b></p> <ul style="list-style-type: none"> <li>▪ Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</li> <li>▪ Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</li> <li>▪ Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</li> </ul>
	Board Objective: I can use evidence from the text to justify my inferences about information

ASSESSMENTS:	STRATEGIES:	RESOURCES:
<p>Class Discussion/Debate Prompt Responses</p> <p>Visual Aide Creation</p> <p>Argumentative Essay</p> <p>Dramatic Project</p> <p>Comprehension Test/Quiz</p> <p><b>Formative Assessment Tip.</b> John Hattie outlines eight mind frames “that underpin our every action and decision in a school.” Here are 5 key questions that underline Mind Frame #1:</p> <ul style="list-style-type: none"> <li>▪ How do I know that this is working?’</li> <li>▪ ‘How can I compare “this” with “that”?’</li> <li>▪ What is the merit and worth of this influence on learning?’</li> <li>▪ What is the magnitude of the effect?’</li> <li>▪ ‘What evidence would convince me that I was wrong in using these methods and</li> </ul>	<p>Follow the Characters. During the course of a novel/literature unit, students will begin a deep analysis of a character by putting themselves “into the character’s shoes.” This activity is designed to allow the students to consider the internal lives of the characters in the novel, and based on this perspective, interact with the other characters in accordance with what they know.</p> <p>Each student is randomly assigned a character to “follow” throughout the text. Other corresponding activities may include:</p> <p>Letter Writing. Students write letters to other characters (students) in which they describe their (the character’s) thoughts/feelings about key events and conflicts as they unfold in the novel.</p> <p>Fishbowl Discussions. Have table discussions in which each “character” is given an opportunity to respond to a question or</p>	<p>In 9<sup>th</sup> and 10<sup>th</sup> grade, students will study literature from around the world, including the United States. Daily reading, writing, and analytical thinking activities will provide students with a solid foundation for the in-depth study of American literature in 11<sup>th</sup> grade.</p> <p><b>9<sup>th</sup> Grade Anchor Texts</b></p> <p>To Kill A Mockingbird</p> <p>Night</p> <p>The Odyssey</p> <p>Beowulf</p> <p>The Epic of Gilgamesh</p> <p>Speak</p>

<p>resources?' (Hattie, 2012)</p> <p><b>In My Shoes.</b> Repeat the activities at different points of development within the novel (How would your character feel about knowing what you know at this point? How has the character changed since...?). During these activities, students provide evidence from the text to support their conclusions. At the 9th grade level, the teacher models this strategy with the expectation that by the end of 10th grade students will display independence and proficiency in completing the required tasks.</p>	<p>issue raised by a mediator. This helps the student think meta-cognitively about the personality of the character and connect it to an applicable issue or theme. For more information on Fishbowl Discussions, click here.</p> <p>Socratic Seminar. “The Socratic Seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.” (Israel, 2002) Click here for a demonstration.</p> <p>Write the missing scene. The student writes a scene that was “left out” of the novel (i.e. a scene that the student feels should be in story) that reflects the personality of the character as a student understands him/her to be, citing textual evidence (specific words the author used) as they write.</p>	<p>Animal Farm          Lord of the Flies          The House on Mango Street          Romeo and Juliet          Antigone          The Little Prince</p> <p><b>10<sup>th</sup> Grade Anchor Texts</b>          I Know Why the Caged Bird Sings          Their Eyes Were Watching God          Of Mice and Men          The Life of Pi          Fahrenheit 451          The Things They Carry          The Kiterunner          Othello          Oedipus          Julius Caesar          A Tale of Two Cities          The Glass Menagerie          Siddhartha</p> <p>SUGGESTION:          PURCHASE A USED TEXTBOOK FOR 9<sup>TH</sup> OR 10<sup>TH</sup> GRADE LITERATURE FROM WHICH TO COPY GRADE APPROPRIATE SHORT STORIES AND POEMS</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Author's Purpose          Audience          Tone          Mood          Theme          Motif          Symbolism          Characterization          Conflict</p>	<p>How does the protagonist develop and change throughout the story?          What are the major motivations of the main characters?          What do the actions, thoughts, words, and feelings of the main characters say about them?          How does the protagonist’s development and change influence the plot?          How does the main character’s conflict reveal the theme?</p> <p><b>Sample Essential Questions for Units over Anchor Texts</b></p>	

Plot Setting Point of View Narrator Omniscient vs Limited Omniscient Protagonist Antagonist Major vs minor characters Foil character Static vs dynamic character Figurative Language (including metaphor, simile, hyperbole, personification, etc) Allusion Paradox Satire Irony (verbal, situational, dramatic) Juxtaposition Diction Denotation vs Connotation Literal vs figurative	How does conflict lead to deeper personal growth? How do societal forces, such as pride and poverty, impact family dynamics? How does the complexity of human nature effect social structures? How do individuals respond to adversity? How are we responsible for the past and how can we influence the future? How does a hero represent his/her culture? How does self-love impact love of others or love for one's culture/society? How does a person shape his/her identify?
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GRADE: 9-10	SUBJECT: ELA	STRAND: Literature	TRG Pacing Guide
CODE:  <b>RL.9-10.4</b>	Description: 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).		
	Unpacked Standard: After determining the figurative and connotative meanings of words, students need to consider the significant influence of the author's word choice as a whole on the text's tone or overall understanding. Students are asked to consider how an author crafts the structure of a text to produce a particular effect. Standard RL6 specifies world literature and requires students to examine a particular point of view or cultural experience found in that body of literature. It is important that this is introduced in grade nine and studied more in-depth at grade 10 – using more complex literature and developing a deeper understanding of global perspectives. ACT/Anchor Standard: <b>Supporting Details:</b> <ul style="list-style-type: none"> <li>▪ Recognize a clear function of a part of an uncomplicated passage</li> <li>▪ Make simple inferences about how details are used in passages</li> <li>▪ Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> </ul> <b>Meanings of Words:</b> <ul style="list-style-type: none"> <li>▪ Understand the implication of a familiar word or phrase and of simple descriptive language</li> <li>▪ Use context to understand basic figurative language</li> <li>▪ Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</li> <li>▪ Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</li> <li>▪ Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</li> <li>▪ Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</li> </ul> <b>Generalizations and Conclusions:</b> <ul style="list-style-type: none"> <li>▪ Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</li> <li>▪ Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>▪ Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>▪ Draw simple generalizations and conclusions using details that support the main points of more challenging passages</li> <li>▪ Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</li> <li>▪ Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</li> <li>▪ Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</li> </ul>		
Board Objective: I can determine the figurative and connotative meanings of words in context as well as analyze the overall impact of the author's diction			



ASSESSMENTS:	STRATEGIES:	RESOURCES:
<p>Class Discussion/Debate            Prompt Responses            Visual Aide Creation            Argumentative Essay            Dramatic Project            Comprehension Test/Quiz</p> <p><b>Diction/Dialect:</b> Intent listening should be prevalent throughout the classroom during discussion. Discussion questioning techniques are continually used to check for proficiency. When the allotted discussion time has expired, students complete a written summary regarding the use of dialect in literature including the citing of specific examples from familiar texts.</p> <p><b>Success Criteria:</b> Success criteria are clear indications about what is required to meet a specified learning goal. They are clear indications of what the learner, peers, parents and the teacher are looking for. (Heritage, 2010)</p> <p><b>Writing to Analyze:</b> Students show competency in analyzing by writing an argument, using valid reasoning and relevant and sufficient evidence that discusses the thematic content of a novel as it relates/ is informed by dialect. At various points throughout the writing process, students could color code their drafts providing diagnostic feedback to the teacher with regards to their self-perceived level of competency. The teacher moves learning forward via individual or small group conferences as it related to the feedback received.</p>	<p>This standard builds upon the foundational skill areas of figurative and connotative meanings. The following can be used as a strategy to supplement lessons dealing with meaning and tone.</p> <p>Diction/Dialect. Students begin the activity by sharing and discussing examples of different types of dialect from varying regions, countries or time periods. The discussion is guided toward readings or writings written in dialect (e.g., John Steinbeck's <i>The Grapes of Wrath</i>). The discussion is driven by guiding questions such as;</p> <ul style="list-style-type: none"> <li>▪ What can you tell about the narrator by the way he or she speaks?</li> <li>▪ Where is the narrator from?</li> <li>▪ Is the narrator educated or uneducated?</li> <li>▪ How old is the narrator?</li> <li>▪ What is the narrator's race? How can you tell what his/her race is? Students continue to elaborate on what led them to their conclusions.</li> </ul> <p>Literature Circles: Students are grouped into small literature circles. Each circle selects a writer and a speaker to present the main points of their discussion to the class. The groups are given 5 minutes to construct a definition for the term "Dialect". After group definitions are shared orally with the class, a timed literature circle discussion begins using guiding questions such as:</p> <ul style="list-style-type: none"> <li>▪ Why did the author choose to include lines in dialect?</li> <li>▪ In what type of dialect is it written?</li> <li>▪ How does dialect help/hinder your understanding of the characters?</li> <li>▪ What, if anything, does dialect (or lack thereof) reveal about the characters?(Morretta &amp; Ambrosini, 2000)</li> </ul>	<p>In 9<sup>th</sup> and 10<sup>th</sup> grade, students will study literature from around the world, including the United States.</p> <p>Daily reading, writing, and analytical thinking activities will provide students with a solid foundation for the in-depth study of American literature in 11<sup>th</sup> grade.</p> <p><b>9<sup>th</sup> Grade Anchor Texts</b>  <i>To Kill A Mockingbird</i>  <i>Night</i>  <i>The Odyssey</i>  <i>Beowulf</i>  <i>The Epic of Gilgamesh</i>  <i>Speak</i>  <i>Animal Farm</i>  <i>Lord of the Flies</i>  <i>The House on Mango Street</i>  <i>Romeo and Juliet</i>  <i>Antigone</i>  <i>The Little Prince</i></p> <p><b>10<sup>th</sup> Grade Anchor Texts</b>  <i>I Know Why the Caged Bird Sings</i>  <i>Their Eyes Were Watching God</i>  <i>Of Mice and Men</i>  <i>The Life of Pi</i>  <i>Fahrenheit 451</i>  <i>The Things They Carry</i>  <i>The Kiterunner</i>  <i>Othello</i>  <i>Oedipus</i>  <i>Julius Caesar</i>  <i>A Tale of Two Cities</i>  <i>The Glass Menagerie</i>  <i>Siddhartha</i></p>

		SUGGESTION: PURCHASE A USED TEXTBOOK FOR 9 <sup>TH</sup> OR 10 <sup>TH</sup> GRADE LITERATURE FROM WHICH TO COPY GRADE APPROPRIATE SHORT STORIES AND POEMS
VOCABULARY:	ESSENTIAL QUESTIONS:	
Allusion Antagonist Archetype Aside <b>Author's Purpose</b> Characterization (major/minor characters) Classical Allusions Conflict (internal vs external) <b>Connotation vs Denotation</b> Dialogue <b>Diction</b> Extended Metaphor <b>Figurative Language</b> Flashback Foreshadowing Point-of-View Foil Hero/Anti-Hero Imagery Irony(dramatic, situational, verbal) <b>Mood</b> Narrative Plot Protagonist Setting <b>Style</b> Symbol; Symbolism <b>Theme</b> <b>Tone</b> Tragedy Tragic Flaw Tragic Hero	HOW DO SPECIFIC WORD CHOICES AFFECT THE OVERALL MEANING OF A PASSAGE? OF A TEXT? HOW DOES THE DICTION CONTRIBUTE TO THE TONE AND MOOD OF A TEXT?	

Tragic Illumination	
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GRADE: 9-10	SUBJECT: ELA	STRAND: Literature	TRG Pacing Guide
CODE:  <b>RL.9-10.5</b>	Description: 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.		
	Unpacked Standard: After determining the figurative and connotative meanings of words, students need to consider the significant influence of the author’s word choice <i>as a whole</i> on the text’s tone or overall understanding. Students are asked to consider how an author crafts the structure of a text to produce a particular effect. Standard RL6 specifies world literature and requires students to examine a particular point of view or cultural experience found in that body of literature. It is important that this is introduced in grade nine and studied more in-depth at grade 10 – using more complex literature and developing a deeper understanding of global perspectives.		
	ACT/Anchor Standard: <b>Main Ideas and Author’s Approach:</b> <ul style="list-style-type: none"> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</li> </ul> <b>Sequential, Comparative, and Cause-Effect Relationships:</b> <ul style="list-style-type: none"> <li>▪ Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</li> <li>▪ Order simple sequences of events in uncomplicated literary narratives</li> <li>▪ Order sequences of events in uncomplicated passages</li> <li>▪ Order sequences of events in more challenging passages</li> </ul>		
	Board Objective: I CAN analyze how the plot structure creates tension or suspense.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Class Discussion/Debate Prompt Responses Visual Aide Creation Argumentative Essay Dramatic Project Comprehension Test/Quiz  <b>Formative Assessment Tip.</b> “An important technique for helping students understand learning intentions and success criteria is asking	Story Arc/Plot Diagram  The following strategies utilize a CCSS text exemplar from the 9-10 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.  Story Arc/ Elements of the Story. Students read a set of short fiction texts and then create a visual representation of the story arc, placing an emphasis on the different story elements, such as exposition, rising action, climax and	In 9 <sup>th</sup> and 10 <sup>th</sup> grade, students will study literature from around the world, including the United States.  Daily reading, writing, and analytical thinking activities will provide students with a solid foundation for the in-depth study of American literature in 11 <sup>th</sup> grade.	

<p>them to look at samples of other students' work and to engage in a discussion about the strengths and weaknesses of each". (Wiliam, 2011)</p> <p><b>Success Criteria</b> - Unscrambling the story. Students display an understanding of a variety of sequential manipulations authors use to generate specific literary or cinematic effects. This competency is displayed trough verbal and well as written products. Objective feedback is continually provided to move student learning forward. Competency is displayed through a student's ability to recognize and re-construct events in a story to create mystery, tension, or surprise.</p> <p><b>Writing to Analyze.</b> Students write an analysis of the author's story sequence, highlighting key events and their relationship to one another as evidence for their claims. Students cite specific language used within the text.</p>	<p>resolution.</p> <p>Sequencing the Text. This strategy encourages readers to recognize the author's choices regarding sequence and literary devices (i.e. suspense, convolution, irony). In this example, students have already conducted a close read of O Henry's, The Gift of the Magi and have received a set of ten key story events pertaining to the text. Students proceed to organize into predetermined small groups where they engage in the following activities:</p> <ul style="list-style-type: none"> <li>▪ Students construct the events in several different ways to create mystery, tension, or surprise.</li> <li>▪ Students sequence the major events in a way that reflects an understanding of story arc, the major elements of a story, and how these can be manipulated.</li> <li>▪ Students discuss the sequence they chose and the rationale for doing so (i.e. because it would create more suspense, it would be more ironic, etc...)</li> <li>▪ A representative from each group explains their work to the class at large. (Dickson, Simmons &amp; Kameenui, 1995)</li> </ul> <p>Upgrade. Student groups enter the ten key story events into a powerpoint/prezi platform. They proceed to manipulate the placement of events to create sequences that produce different effects. Students insert multi-media audio/visual effects to emphasize desired results.</p>	<p><b>9<sup>th</sup> Grade Anchor Texts</b>  To Kill A Mockingbird  Night  The Odyssey  Beowulf  The Epic of Gilgamesh  Speak  Animal Farm  Lord of the Flies  The House on Mango Street  Romeo and Juliet  Antigone  The Little Prince</p> <p><b>10<sup>th</sup> Grade Anchor Texts</b>  I Know Why the Caged Bird Sings  Their Eyes Were Watching God  Of Mice and Men  The Life of Pi  Fahrenheit 451  The Things They Carry  The Kiterunner  Othello  Oedipus  Julius Caesar  A Tale of Two Cities  The Glass Menagerie  Siddhartha</p> <p>SUGGESTION:  PURCHASE A USED TEXTBOOK FOR 9<sup>TH</sup> OR 10<sup>TH</sup> GRADE LITERATURE FROM WHICH TO COPY GRADE APPROPRIATE SHORT STORIES AND POEMS.</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	

<p>Allusion  Antagonist  Archetype  Aside  Author's Purpose  Characterization (major/minor characters)  Classical Allusions  Conflict (internal vs external)  Connotation vs Denotation  Dialogue  Diction  Extended Metaphor  Figurative Language  <b>Flashback</b>  <b>Foreshadowing</b>  Point-of-View  <b>Plot/Parallel Plots</b>  Foil  Hero/Anti-Hero  Imagery  Irony(dramatic, situational, verbal)  <b>Mood</b>  Narrative  Plot  Protagonist  Setting  <b>Style</b>  Symbol; Symbolism  Theme  Tone</p>	<p>WHAT ARE THE CHARACTERISTICS OF CLASSIC LITERATURE?</p> <p>HOW DOES STUDYING LITERATURE TIE US TO THE LARGER HUMAN COMMUNITY?</p> <p>HOW DOES THE STRUCTURE OF THE PLOT INFLUENCE THE TEXT? CREATE MYSTERY OR SUSPENSE? AFFECT THE MEANING?</p>
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GRADE: 9-10	SUBJECT: ELA	STRAND: Literature	TRG Pacing Guide
CODE:  <b>RL.9-10.6</b>	Description: 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.		
	Unpacked Standard: After determining the figurative and connotative meanings of words, students need to consider the significant influence of the author's word choice as a whole on the text's tone or overall understanding. Students are asked to consider how an author crafts the structure of a text to produce a particular effect. Standard RL6 specifies world literature and requires students to examine a particular point of view or cultural experience found in that body of literature. It is important that this is introduced in grade nine and studied more in-depth at grade 10 – using more complex literature and developing a deeper understanding of global perspectives.		
	ACT/Anchor Standard: <b>Main Ideas and Author's Approach:</b> <ul style="list-style-type: none"> <li>▪ Recognize a clear intent of an author or narrator in uncomplicated literary narratives</li> <li>▪ Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>▪ Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>▪ Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>▪ Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> <li>▪ Infer the main idea or purpose of more challenging passages or their paragraphs</li> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</li> <li>▪ Identify clear main ideas or purposes of complex passages or their paragraphs</li> </ul>		
	Board Objective: I CAN analyze unique perspectives and diverse points of view through the reading of World Literature		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Class Discussion/Debate Prompt Responses Visual Aide Creation Argumentative Essay Dramatic Project Comprehension Test/Quiz  <b>Formative Assessment</b> <b>Tip.</b> In order for a	The following strategy utilizes a CCSS text exemplar from the 9-10 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.  Progression Note. In coordination with this reading standard, a key progression in the writing standards is the need for students to show competency in using precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters (W.9-10.3d).	In 9 <sup>th</sup> and 10 <sup>th</sup> grade, students will study literature from around the world, including the United States.  Daily reading, writing, and analytical thinking activities will provide students with a solid foundation for the in-depth study of American literature in 11 <sup>th</sup> grade.	

<p>classroom to be considered “Distinguished” within Component 3d of Danielson’s Framework For Teaching, “students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.” (Danielson, 2007)</p>	<p>Making Connections to Global Literature. The following strategy represents a three-fold approach to making connections with literature from outside of the United States: (Keene &amp; Zimmerman, 1997)</p> <p>Self-to-Text. This approach requires students to relate their own experiences, ideas, and background knowledge to the text at hand. Students compare their own cultural and individual background with that of one or more of the characters in the text. Students can use a self-to-text table to compare/contrast their experiences to those of the character. Learning scaffolds can be utilized by posing questions that lie at the heart of the text (e.g., the question “Who am I?” is a common thematic question in many coming-of-age tales). Students reflect on their own responses to these questions as characters in the text do the same.</p> <p>Text-to-Text. Students conduct a comparison and synthesis of ideas between texts carrying similar or antagonistic themes, questions, or issues (e.g., students synthesize the varying approach to indigenous peoples as “primitive” through the text “Things Fall Apart,” by Chinua Achebe and Joseph Conrad’s Heart of Darkness).</p> <p>Text-to-World. Students connect the text to world/current issues. In the example of Things Fall Apart students draw on historical or current issues that relate to the European Colonization of much of Africa’s indigenous regions. Students incorporate issues of how globalization is increasingly re-defining what it means to be a member of an “indigenous” culture. Students will connect the text to a contemporary issue such as this, and reflect on its broader implications by written and artistic expression.</p>	<p><b>9<sup>th</sup> Grade Anchor Texts</b>  To Kill A Mockingbird  Night  The Odyssey  Beowulf  The Epic of Gilgamesh  Speak  Animal Farm  Lord of the Flies  The House on Mango Street  Romeo and Juliet  Antigone  The Little Prince</p> <p><b>10<sup>th</sup> Grade Anchor Texts</b>  I Know Why the Caged Bird Sings  Their Eyes Were Watching God  Of Mice and Men  The Life of Pi  Fahrenheit 451  The Things They Carry  The Kiterunner  Othello  Oedipus  Julius Caesar  A Tale of Two Cities  The Glass Menagerie  Siddhartha</p> <p>SUGGESTION:  PURCHASE A USED TEXTBOOK FOR 9<sup>TH</sup> OR 10<sup>TH</sup> GRADE LITERATURE FROM WHICH TO COPY GRADE APPROPRIATE SHORT STORIES AND POEMS.</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	



<p>Allusion  Antagonist  Archetype  Aside  Author's Purpose  Characterization (major/minor characters)  Classical Allusions  Conflict (internal vs external)  Dialogue  Dynamic vs Static characters  Epic/Classical Epic Poem  Extended Metaphor  Figurative Language  Flashback  Foreshadowing  Point-of-View  Foil  Hero/Anti-Hero  Imagery  Irony(dramatic, situational, verbal)  Monologue  Mood  Narrative  Parallel Plots  Plot  Poetic Terminology (alliteration, diction, free verse, rhyme, rhyme scheme, rhythm,  Protagonist  Setting  Soliloquy  Style  Symbol; Symbolism  Theme  Tone  Tragedy  Tragic Flaw  Tragic Hero  Tragic Illumination</p>	<p><b>Sample Essential Questions for Units over Anchor Texts</b>  How does conflict lead to deeper personal growth?  How do societal forces, such as pride and poverty, impact family dynamics?  How does the complexity of human nature effect social structures?  How do individuals respond to adversity?  How are we responsible for the past and how can we influence the future?  How does a hero represent his/her culture?  How does self-love impact love of others or love for one's culture/society?  How does a person shape his/her identify?</p>
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GRADE: 9-10	SUBJECT: ELA	STRAND: LITERATURE	TRG Pacing Guide
<b>CODE:</b>  <b>RL.9-10.7</b>	Description: 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).		
	Unpacked Standard: Students are asked to compare two works that use different artistic mediums (painting, poetry, sculpture) but share a common subject. Beginning in the ninth grade students need to be able to evaluate various artistic mediums and integrate the understandings taken from each. It may be that students have not had opportunities to view art critically and have not practiced finding meaning in forms outside of text. Students need to understand how an author uses source material in crafting a text, such as in allusions. They need to discover the source the author has alluded to and be able explain how that material was changed by the author.		
	ACT/Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
Board Objective: I CAN analyze the similarities and differences of a subject or key scene in two different mediums (i.e.film vs text).			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Class Discussion/Debate Prompt Responses Visual Aide Creation Argumentative Essay Dramatic Project Comprehension Test/Quiz  <b>Comparison and Synthesis of Ideas/Venn Diagram.</b> During the comparison and synthesis of ideas, the completion of the Venn Diagram and the writing of the screenplay, objective feedback are continually shared ensuring a focus on specific evidence from the text/film.	<p><b>Progression Note.</b> In coordination with this reading standard, a key progression in the <i>speaking and listening</i> standards is the need for students to show competency <u>propelling 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</u> (SL.9-10.1c).</p> <p><b>Comparison and Synthesis of Ideas.</b> Students conduct a comparison and synthesis of ideas of two different mediums of a subject matter (i.e. text vs. film). Findings are recorded on a <b>Venn Diagram</b>. Students engage in a discussion regarding what aspects of the film added meaning or significance to the text and which parts did not. (Harvey &amp; Goudavis, 2005)</p> <p><b>Venn Diagram.</b> After reading the text and viewing the film, students utilize a Venn Diagram to record characteristics that both media share within the overlapped portion of the circles, and</p>	In 9 <sup>th</sup> and 10 <sup>th</sup> grade, students will study literature from around the world, including the United States. Daily reading, writing, and analytical thinking activities will provide students with a solid foundation for the in-depth study of American literature in 11 <sup>th</sup> grade.  <b>9<sup>th</sup> Grade Anchor Texts</b> To Kill A Mockingbird Night The Odyssey Beowulf The Epic of Gilgamesh Speak Animal Farm Lord of the Flies The House on Mango Street Romeo and Juliet	

<p><b>Upgrade.</b> Each group selects a different portion of the story around which they develop their screenplay (no duplicated sections). Performances are recorded either in or outside of class and edited as a digital reproduction of the story. Peer-to-peer feedback is on-going and attention is continually drawn back to the original text.</p>	<p>characteristics specific to the text/film in the appropriate circle specific to that medium.</p> <p><b>Screenwriting, Dialogue.</b> Students organize into predetermined small groups and use their Venn Diagrams to select a scene from the film that inaccurately or insufficiently depicts a corresponding scene or chapter in the text. Each group authors a mini-screenplay of the chosen scene and performs the “improved” scene during class.</p> <p>Guiding Questions.</p> <ol style="list-style-type: none"> <li>1. What did the film leave out completely?</li> <li>2. What scene do you think the film inaccurately or insufficiently depicted?</li> </ol> <p><b>Related Topics for consideration:</b> Point-of-View, Screenwriting, Perspective, Dialogue, Mise-en-scene, Characterization, Symbolism, Film Style, Literary Devices</p>	<p>Antigone The Little Prince</p> <p><b>10<sup>th</sup> Grade Anchor Texts</b> I Know Why the Caged Bird Sings Their Eyes Were Watching God Of Mice and Men The Life of Pi Fahrenheit 451 The Things They Carry The Kiterunner Othello Oedipus Julius Caesar A Tale of Two Cities The Glass Menagerie Siddhartha</p> <p>SUGGESTION: PURCHASE A USED TEXTBOOK FOR 9<sup>TH</sup> OR 10<sup>TH</sup> GRADE LITERATURE FROM WHICH TO COPY GRADE APPROPRIATE SHORT STORIES AND POEMS</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Characterization, Dialogue, Film Style, Literary Devices Mise-en-scene, Perspective, Point-of-View, Screenwriting, Symbolism, Venn Diagram</p>	<p>HOW DOES STUDYING LITERATURE TIE US TO THE LARGER HUMAN COMMUNITY? HOW IS A PARTICULAR SUBJECT/KEY SCENE DIFFERENT FROM A TEXT VERSION TO A FILM VERSION? FROM AN ART PIECE TO A FILM? HOW DOES AN ARTIST OR CINEMATOGRAPHER ENHANCE OR DETRACT FROM THE LITERATURE USING VISUAL AS OPPOSED TO JUST TEXT?</p>	

GRADE: 9-10	SUBJECT: ELA	STRAND: LITERATURE	TRG Pacing Guide
CODE:  <b>RL.9-10.9</b>	Description: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		
	Unpacked Standard: Students are asked to compare two works that use different artistic mediums (painting, poetry, sculpture) but share a common subject. Beginning in the ninth grade students need to be able to evaluate various artistic mediums and integrate the understandings taken from each. It may be that students have not had opportunities to view art critically and have not practiced finding meaning in forms outside of text. Students need to understand how an author uses source material in crafting a text, such as in allusions. They need to discover the source the author has alluded to and be able explain how that material was changed by the author.		
	ACT/Anchor Standard: N/A		
Board Objective: I CAN analyze how the characters, symbols, situations, and themes of a text mirror major archetypes from classic or ancient texts.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Class Discussion/Debate Prompt Responses Visual Aide Creation Argumentative Essay Dramatic Project Comprehension Test/Quiz  <b>Archetypes/Archetypal Heroes in Literature.</b> After reading the text and subsequently completing the character archetypes worksheet, students construct an informative/explanatory text that examines and conveys the author's usage of Archetype within the chosen text. Feedback is objective and ongoing to ensure specific language is cited to support the students' explanation. Style guides are utilized and individual or small group language lessons are provided in accordance with	<b>Progression Note.</b> In coordination with this reading standard, a key progression in the <i>writing</i> standards is the need for students to show competency in drawing evidence from literary or informational texts to support analysis, reflection and research (W.9-10.9).  <i>This strategy outlines how a set of works can be taught by introducing a common literary theme. This strategy outlines one way in which source materials can be related to texts; it is designed to provide only one example of how students can draw similarities and distinctions between multiple works, thereby recognizing how authors draw thematic content from source material.</i>  <b>Synthesizing Text and Source Material.</b> Students should frame their reading of a text by comparing and synthesizing common themes in both the text and the source material from which it is drawn (e.g. <i>MacBeth</i> and <i>Holinshed's Chronicles</i> ) Students should return to the source material throughout a reading of the text to draw on common themes. Students can use an organizer to compare/contrast/synthesize the characteristics of the main character or characters.  <b>Archetypes/Archetypal Heroes in Literature.</b> This strategy/lesson suggestion can be applied to any work of literature that draws on universal themes seen in		In 9 <sup>th</sup> and 10 <sup>th</sup> grade, students will study literature from around the world, including the United States.  Daily reading, writing, and analytical thinking activities will provide students with a solid foundation for the in-depth study of American literature in 11 <sup>th</sup> grade.  <b>9<sup>th</sup> Grade Anchor Texts</b> To Kill A Mockingbird Night The Odyssey Beowulf

<p>an objective analysis of student need.</p> <p><b>Upgrade.</b> Students record and submit drafts via Google Docs. At pre-determined intervals, drafts are randomly shared for online review wherein students insert comments onto the draft of a classmate. This process could be repeated and groupings could be constructed strategically by strengths and weaknesses rather than a purely random exchange.</p>	<p>previous works. The activity begins with a review of basic Hero Archetypes such as Hero, Anti-Hero, Code Hero, Byronic Hero, Villain, Trickster, Comic Stand-in, etc. Source materials from Carl Jung (who coined the term “Archetype”), Joseph Campbell’s <i>The Power of Myth</i>, and other World Literature texts discussing the emergence of archetypes are integrated into the activity.</p> <p><b>Characterization/Archetypes worksheet.</b> After the review, students utilize a <a href="#">character archetypes worksheet</a> as a graphic organizer to compare and contrast the major players in the assigned text. In the case of the Bible and Paradise Lost, students recognize Lucifer as an example of an Anti-Hero, who also embodies characteristics of many other anti –heroes throughout literature and pop-culture (e.g., Hades, Darth Vader, etc.). This type comparison and synthesis may form the basis for a more comprehensive written analysis for more than one work of literature that draws upon source material.</p>	<p>The Epic of Gilgamesh          Speak          Animal Farm          Lord of the Flies          The House on Mango Street          Romeo and Juliet          Antigone          The Little Prince</p> <p><b>10<sup>th</sup> Grade Anchor Texts</b>          I Know Why the Caged Bird Sings          Their Eyes Were Watching God          Of Mice and Men          The Life of Pi          Fahrenheit 451          The Things They Carry          The Kiterunner          Othello          Oedipus          Julius Caesar          A Tale of Two Cities          The Glass Menagerie          Siddhartha</p> <p>SUGGESTION:          PURCHASE A USED TEXTBOOK FOR 9<sup>TH</sup> OR 10<sup>TH</sup> GRADE LITERATURE FROM WHICH TO COPY GRADE APPROPRIATE SHORT STORIES AND POEMS</p>
<p>VOCABULARY:</p>		<p>ESSENTIAL QUESTIONS:</p>

<p><b>Allusion</b>  Antagonist  <b>Archetype</b>  Aside  Author's Purpose  Characterization (major/minor characters)  Classical Allusions  Conflict (internal vs external)  Dialogue  Dynamic vs Static characters  Epic/Classical Epic Poem  Extended Metaphor  Figurative Language  Flashback  Foreshadowing  Point-of-View  Foil  <b>Hero/Anti-Hero</b>  Imagery  Irony(dramatic, situational, verbal)  Monologue  Mood  Narrative  Parallel Plots  Plot  Poetic Terminology (alliteration, diction, free verse, rhyme, rhyme scheme, rhythm,  Protagonist  <b>Symbolism</b>  Soliloquy  Style  Symbol; Symbolism  Theme  Tone  Tragedy  Tragic Flaw  Tragic Hero  Tragic Illumination</p>	<p>WHAT ARE THE VARIOUS LENSES OF ANALYSIS THROUGH WHICH WE VIEW LITERATURE? *WHY</p> <p>IS IT IMPORTANT TO EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT?</p> <p>HOW DOES POINT OF VIEW AND CULTURAL EXPERIENCE AFFECT OUR ANALYSIS OF A TEXT?</p> <p>HOW DO THE CHARACTERS, SITUATIONS, AND SYMBOLS IN THE TEXT ALIGN WITH UNIVERSAL ARCHETYPES?</p>
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GRADE: 9-10	SUBJECT: ELA	STRAND: Literature	TRG Pacing Guide
CODE:  <b>RL.9-10.10</b>	Description: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
	Unpacked Standard: Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.		
	Students will be able to determine when they are not comprehending and making meaning, and they will be able apply appropriate strategies in order to increase comprehension when faced difficult text.		
	Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.		
Standard 10 defines a grade-by-grade —staircase   of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. Students also acquire the habit of reading independently and closely, which are essential to their future success.			
ACT/Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.			
Board Objective: I can read and comprehend grade appropriate American and World literature proficiently.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Class Discussion/Debate Prompt Responses Visual Aide Creation Argumentative Essay Dramatic Project Comprehension Test/Quiz  For students to comprehend increasingly complex text, they must be able to derive meaning from the academic vocabulary the	<b>Note:</b> Standard ten asks that teachers continue to align their instruction and materials to the corresponding grade level text complexity band. This standard reminds educators to gradually increase the level of text complexity as students move upward by grade level. In this respect, each grade level teacher has a different responsibility with regard to either introducing a new level of text complexity (as indicated by the words “with scaffolding as needed”), or promoting proficiency at the end of that grade band (as indicated by the words “proficiently and independently.”	In 9 <sup>th</sup> and 10 <sup>th</sup> grade, students will study literature from around the world, including the United States.  Daily reading, writing, and analytical thinking activities will provide students with a solid foundation for the in-depth study of American literature in 11 <sup>th</sup> grade.	



<p>text contains. The progressive building of academic vocabulary is a key area of focus within the ELA/Literacy Common Core State Standards.</p> <p>To assess student knowledge of academic vocabulary within your classroom, add a similar “Part B” to your vocabulary questions. In short, link vocabulary assessments directly to at-grade level text, ask students to define complex words and have them cite specific evidence from the text to support their answer. Doing so will build the ability to use context to determine meaning and simultaneously encourage students to supply evidence for reasoning.</p> <p>Asking text-dependent questions tied directly to the text is also a great way to check for understanding of increasingly complex text.</p>	<p><b>Text Exemplars:</b> The common core offers a list of text exemplars in appendix B, which may help to generate a better understanding of what kinds of texts are considered appropriate for each grade level. It should be noted however, that appendix B provides these only as examples of what an appropriate text might look like at each grade band.</p> <p><b>Measuring Text Complexity according to grade-bands:</b> The Text Complexity Grade Bands are organized in a progressive fashion, and as such, teachers from different grade levels will need to coordinate and discuss whether their standard ten asks them to introduce a new level of text complexity via scaffolding, or promote proficiency and independence within the same grade band.</p> <p><b>Three Measures for Text Complexity:</b> When deciding which grade band a text aligns to, the teacher should consider all three measures for text complexity, and make a decision based the textual factors that correspond to each.</p> <ol style="list-style-type: none"> <li>1) Quantitative Measures</li> <li>2) Qualitative Measures</li> <li>3) Reader and Task Considerations</li> </ol>	<p><b>9<sup>th</sup> Grade Anchor Texts</b></p> <p>To Kill A Mockingbird Night The Odyssey Beowulf The Epic of Gilgamesh Speak Animal Farm Lord of the Flies The House on Mango Street Romeo and Juliet Antigone The Little Prince</p> <p><b>10<sup>th</sup> Grade Anchor Texts</b></p> <p>I Know Why the Caged Bird Sings Their Eyes Were Watching God Of Mice and Men The Life of Pi Fahrenheit 451 The Things They Carry The Kiterunner Othello Oedipus Julius Caesar A Tale of Two Cities The Glass Menagerie Siddhartha</p> <p>SUGGESTION: PURCHASE A USED TEXTBOOK FOR 9<sup>TH</sup> OR 10<sup>TH</sup> GRADE LITERATURE FROM WHICH TO COPY GRADE APPROPRIATE SHORT STORIES AND POEMS</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	

Allusion	HOW MUCH RESPONSIBILITY/OBLIGATION DO WE HAVE TOWARDS OTHERS?
Antagonist	
Archetype	HOW DOES STUDYING LITERATURE TIE US TO THE LARGER HUMAN COMMUNITY?
Aside	
Author's Purpose	WHY IS IT DANGEROUS TO NOT QUESTION GOVERNING AUTHORITIES?
Characterization (major/minor characters)	
Classical Allusions	<b>SAMPLE ESSENTIAL QUESTIONS FOR UNITS OVER ANCHOR TEXTS</b>
Conflict (internal vs external)	HOW DOES CONFLICT LEAD TO DEEPER PERSONAL GROWTH?
Dialogue	HOW DO SOCIETAL FORCES, SUCH AS PRIDE AND POVERTY, IMPACT FAMILY DYNAMICS?
Dynamic vs Static characters	HOW DOES THE COMPLEXITY OF HUMAN NATURE EFFECT SOCIAL STRUCTURES?
Epic/Classical Epic Poem	HOW DO INDIVIDUALS RESPOND TO ADVERSITY?
Extended Metaphor	HOW ARE WE RESPONSIBLE FOR THE PAST AND HOW CAN WE INFLUENCE THE FUTURE?
Figurative Language	HOW DOES A HERO REPRESENT HIS/HER CULTURE?
Flashback	HOW DOES SELF-LOVE IMPACT LOVE OF OTHERS OR LOVE FOR ONE'S
Foreshadowing	CULTURE/SOCIETY?
Point-of-View	HOW DOES A PERSON SHAPE HIS/HER IDENTIFY?
Foil	
Hero/Anti-Hero	
Imagery	
Irony(dramatic, situational, verbal)	
Monologue	
Mood	
Narrative	
Parallel Plots	
Plot	
Poetic Terminology (alliteration, diction, free verse, rhyme, rhyme scheme, rhythm,	
Protagonist	
Setting	
Soliloquy	
Style	
Symbol; Symbolism	
Theme	
Tone	
Tragedy	
Tragic Flaw	
Tragic Hero	
Tragic Illumination	



GRADE: 9-10	SUBJECT: ELA	STRAND: Informational Text	TRG Pacing Guide
CODE:  <b>RI.9-10.1</b>	Description: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
	Unpacked Standard: Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between —strong evidence and insufficient or unreliable details. They should understand how much evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or is insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied.		
	As students continue to determine theme in a text, they need to examine not only how a theme is developed but also how details in the story influence and mold a theme or central idea into being. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings.		
	Students are required to recognize complex characters and understand their role in a text. They need to identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to plot or theme development.		
	Along with recognizing complex characters, ninth grade students should be able to identify the details that developed characters as complex rather than as static or flat. They should see how the author developed a complex character over the course of the text, consider how the character interacts with others, and begin to recognize how complex characters propel the action in the story or add to the development of a theme. Tenth grade students should work with more complex texts. Building on what they mastered in the ninth grade, these students need to be challenged to complete their analysis with strong textual support and deeper understanding of characterization.		
ACT/Anchor Standard: <ul style="list-style-type: none"> <li>▪ <b>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></li> </ul>			
Board Objective: I know inferences are assumptions based on textual evidence and reasoning. I can draw inferences from informational text to make and support an analysis that goes beyond the obvious by using strong and thorough evidence. I can support my conclusions with explicit and implicit textual evidence. I can synthesize evidence collected from the text to best support my conclusions. I can explain the relationship between my analysis/inference/conclusion and my textual evidence.			

ASSESSMENTS:	STRATEGIES:	RESOURCES:
<p>Class Discussion/Debate            Prompt Responses            Visual Aide Creation            Argumentative Essay            Dramatic Project            Comprehension Test/Quiz</p> <p><b>Formative Assessment Tip.</b>            Consider the following when applying formative assessment practices:            “Modern advancement in assessment design, delivery, statistical models and reporting systems has enabled the assessed to be nearly fully in control of the process of assessment and to self- evaluate against objective criteria. The persons being assessed can, therefore, have full ownership of the assessment” (MOK, 2009: 2)</p>	<p>This standard looks almost the same for informational texts as it does for literature. It’s all about going back to the text and looking for tiny details to support a claim or an inference. The only difference is that instead of making inferences about character motivations (as they would in literature), students need to make inferences about the author’s beliefs in informational texts or decide what the author would agree or disagree with, based on clues.</p> <p>Don’t assume that students who have mastered this standard with regard to fiction are going to ace it with technical texts as well! This is a whole different beast. And one of the reasons this standard seems to be more of a challenge with informational texts is simply due to the range of technical vocabulary and background knowledge that students will need in order to understand what’s happening.</p> <p><b>Progression Note:</b>            In coordination with this reading standard, a key progression in the speaking and listening standards is the need for students to show competency in their ability to 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.</p> <p><b>Discussion Web:</b>            Students read through an assigned text with varying levels of independence and support. Expectations are such that 9th grade students receive more support as they stretch their literacy levels toward independent reading and analysis of complex texts within this grade band by the completion of 10th grade. Before the students begin reading, they are introduced to a focus question related to a text. Students closely analyze the text, develop their viewpoints as to how the text explicitly responds to the focus question as well as inferences which may be drawn. Students then discuss their views in small groups. Each group draws a conclusion about what the text says explicitly, what inferences can be made and what particular sentences, paragraphs, or larger portions of text support their conclusion. (Alvermann, 1991)</p>	<p>In 9<sup>th</sup> and 10<sup>th</sup> grade, students will study literature from around the world, including the United States.</p> <p>Daily            Reading, writing, and analytical thinking activities will provide students with a solid foundation for the in-depth study of American literature in 11th grade.</p> <p><b>9<sup>th</sup> Grade Anchor Texts</b>            To Kill A Mockingbird            Night            The Odyssey            Beowulf            The Epic of Gilgamesh            Speak            Animal Farm            Lord of the Flies            The House on Mango Street            Romeo and Juliet            Antigone            The Little Prince</p> <p><b>10<sup>th</sup> Grade Anchor Texts</b>            I Know Why the Caged Bird Sings            Their Eyes Were Watching God            Of Mice and Men            The Life of Pi            Fahrenheit 451            The Things They Carry            The Kiterunner            Othello            Oedipus            Julius Caesar            A Tale of Two Cities</p>

	<p><b>Online Discussion Forum:</b> Students utilize an online discussion forum to engage in the discussion web. For example, a pair of students could create a Tumblr blog for the text that has been assigned. The student “blog facilitators” would post specific sentences, paragraphs, or larger portions of text within the blog and the remaining students add comments to each post as a way to engage in an online analysis of the text.</p>	<p><b>The Glass Menagerie</b> <b>Siddhartha</b></p> <p><b>SUGGESTION:</b> PURCHASE A USED TEXTBOOK FOR 9<sup>TH</sup> OR 10<sup>TH</sup> GRADE LITERATURE FROM WHICH TO COPY GRADE APPROPRIATE SHORT STORIES AND POEMS.</p>
<b>VOCABULARY:</b>	<b>ESSENTIAL QUESTIONS:</b>	
<p><b>Explicit:</b> clear and specifically expressed.</p> <p><b>Implicit:</b> understood though not directly expressed.</p> <p><b>Inference:</b> an assumption based on evidence and reasoning (The Norton Introduction to Literature, 2010).</p> <p><b>Synthesize:</b> to form by bringing together separate parts (The Norton Introduction to Literature, 2010).</p> <p><b>Textual evidence:</b> evidence or support for a position derived from the text itself. Examples of textual evidence are: quotation, paraphrase, and summary (The Norton Introduction to Literature, 2010).</p>	<p><b>HOW ARE ELEMENTS OF LITERATURE RELEVANT TO ONE’S LIFE?</b></p> <p><b>WHAT ARE THE ELEMENTS OF AN EFFECTIVE LITERARY ANALYSIS?</b></p>	

<b>GRADE:</b> 9-10	<b>SUBJECT:</b> ELA	<b>STRAND:</b> Informational Text	TRG Pacing Guide
<b>CODE:</b>  <b>RI.9-10.2</b>	<b>Description:</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.		
	<b>Unpacked Standard:</b> Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between —strong evidence   and insufficient or unreliable details.  They should understand how much evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied.  As students continue to determine a central ideal of a text in high school, they need to examine not only how a central idea is developed but also how details in the text influence and add to a central idea. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings. Students need to examine how an author builds an opinion or a study with key details, paying close attention to how the ideas are introduced, sequenced, and developed. Finding connections between ideas should be reviewed.		
	<b>ACT/Anchor Standard:</b> <b>Main Ideas and Author’s Approach:</b> <ul style="list-style-type: none"> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>▪ Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>▪ Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>▪ Summarize basic events and ideas in more challenging passages</li> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> </ul> <b>Supporting Details:</b> <ul style="list-style-type: none"> <li>▪ Recognize a clear function of a part of an uncomplicated passage</li> <li>▪ Make simple inferences about how details are used in passages</li> <li>▪ Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> </ul>		
<b>Board Objective:</b> I can summarize and paraphrase text into my own words.			
<b>ASSESSMENTS:</b>	<b>STRATEGIES:</b>	<b>RESOURCES:</b>	

<p>Response Essay Argumentative Essay Informational Essay</p> <p>Magnet Summary. Students use the words on each card to construct a single sentence summary of the text. The teacher emphasizes the need to “use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to (their) writing” (L.9-10.1.b). Upon completion, students trade sentences within small groups. Students highlight the phrases and clauses utilized to communicate each magnet summary and utilize a style guide to provide each other objective feedback with regards to proper usage. The teacher facilitates small group discussions and utilizes student feedback to construct targeted language lessons. Students additionally engage in discussions with regards to accuracy in the interpretation of the text.</p> <p>Formative Assessment Tip. “Often a single assessment is used for multiple purposes; in general, however, the more purposes a single assessment aims to serve, the more each purpose will be compromised” (Pelligrino, Chudowsky, Glaser, 2001).</p> <p>One Sentence Summations. Upon completion of the activity, students trade sentences within small groups. Students utilize a style guide to provide specific peer-to-peer feedback regarding proper usage of a colon and semi- colon. The teacher listens intently and targets usage clarifications appropriately. Students additionally engage in discussions with regards to accuracy in the interpretation of the text. When finished, students repeat the process by funneling the section summations into an objective one sentence summation of the entire text.</p>	<p>Magnet Summary. Students conduct a close read of a short text within the 9- 10 grade band text complexity range (e.g., Anna Quindlen’s “A Quilt of a Country”, Learned Hand’s “I am an American Day Address” ,...). While reading, they identify the specific words or phrases (magnets) that drive the text. Students record each magnet on a separate index card and list with them specific supporting words or phrases used by the author to anchor the magnet firmly within the text. The process is modeled with 9th grade students whereas 10th grade students are provided greater independence to complete the task. (Buehl, 1993)</p> <p>One Sentence Summations. Randomly selected members of the class read a selection of the text aloud (when appropriate pre-determine the random readers a day prior to the activity). Student facilitators lead the class in a brief whole group discussion of the section, resulting in a short list of significant ideas conveyed by the author. The student facilitators are then given a short amount of time to quickly transform the list of ideas into an objective, one sentence summary which includes the proper use of a colon or semicolon- thus modeling the activity. The remaining text is divided into sections and students repeat the process independently (Santa, Havens and Valdes, 2004).</p> <p>Smart Art. Students utilize a SmartArt Funnel Graphic to construct their one sentence summation.</p>	<p>TKAM – Jim Crow Laws</p> <p>TKAM – Harper Lee biography</p> <p>“Stories of Survival”</p> <p>Edgar Allan Poe – “Misinformation and Rumors”</p> <p>“Turn of the Century Horror” “Three Uses of Irony”</p> <p>R&amp;J – Shakespeare Conspiracies and Half-Truths</p> <p>R&amp;J – Modern interpretations across racial lines</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	



	<p>HOW ARE ELEMENTS OF LITERATURE RELEVANT TO ONE'S LIFE?</p> <p>WHAT ARE THE ELEMENTS OF AN EFFECTIVE LITERARY ANALYSIS?</p>
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GRADE: 9-10	SUBJECT: ELA	STRAND: Informational Text	TRG Pacing Guide
CODE:  <b>RI.9-10.3</b>	<p>Description: 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>Unpacked Standard:            Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between —strong evidence   and insufficient or unreliable details.</p> <p>They should understand how much evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied.</p> <p>As students continue to determine a central ideal of a text in high school, they need to examine not only how a central idea is developed but also how details in the text influence and add to a central idea. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings. Students need to examine how an author builds an opinion or a study with key details, paying close attention to how the ideas are introduced, sequenced, and developed. Finding connections between ideas should be reviewed.</p>		

	<p>ACT/Anchor Standard:</p> <p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize a clear function of a part of an uncomplicated passage</li> <li>▪ Make simple inferences about how details are used in passages</li> <li>▪ Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> <li>▪ Sequential, Comparative, and Cause-Effect Relationships:</li> <li>▪ Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</li> <li>▪ Recognize clear cause-effect relationships described within a single sentence in a passage</li> <li>▪ Identify clear relationships between people, ideas, and so on in uncomplicated passages</li> <li>▪ Identify clear cause-effect relationships in uncomplicated passages</li> <li>▪ Order sequences of events in uncomplicated passages</li> <li>▪ Understand relationships between people, ideas, and so on in uncomplicated passages</li> <li>▪ Understand implied or subtly stated cause-effect relationships in uncomplicated passages</li> <li>▪ Identify clear cause-effect relationships in more challenging passages</li> </ul> <p><b>Generalizations and Conclusions:</b></p> <ul style="list-style-type: none"> <li>▪ Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>▪ Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>▪ Draw simple generalizations and conclusions using details that support the main points of more challenging passages</li> <li>▪ Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</li> </ul>	
	Board Objective: I can make connections between an informational text and novel/play/short story/poem etc.	
ASSESSMENTS:	STRATEGIES:	RESOURCES:
<p>Response Essay Argumentative Essay Informational Essay</p> <p><b>Think-Pair-Share.</b> Students independently analyze the text and complete a graphic organizer providing rationale for text placement. At a predetermined interval, students are paired with those working at a similar completion rate. Partners share ideas to complete their individual assignment. Each student completes an objective written analysis of how points were introduced, developed and skillfully connected. Students continually supply each other with objective feedback as they organize the framework for their written analysis.</p>	<p>The following strategy utilizes a CCSS text exemplar from the 9-10 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</p> <p>Analysis &amp; Connection. Utilizing Abraham Lincoln’s “Second Inaugural Address” students conduct an analysis of the ideas that led to the Civil War, as outlined by the text. Students can conduct a similar analysis &amp; connection of Martin Luther King’s “Letter from Birmingham Jail” or similar texts with an appropriate level of complexity for this grade band. Students adhere to the following guiding questions as they investigate the text;</p> <ol style="list-style-type: none"> <li>1. In what order are the points made?</li> </ol>	<p>TKAM – Jim Crow Laws</p> <p>TKAM – Harper Lee biography</p> <p>“Stories of Survival”</p> <p>Edgar Allan Poe – “Misinformation and Rumors”</p> <p>“Turn of the Century Horror”</p> <p>“Three Uses of Irony”</p> <p>R&amp;J – Shakespeare Conspiracies and Half-Truths</p> <p>R&amp;J – Modern interpretations</p>

<p><b>Feedback Tip.</b> "...students prefer to see feedback as forward-looking, helping to address 'Where to next?', and related to the success criteria of the lesson. Regardless of their perceptions of achievement level, students see the value and nature of feedback similarly" (Hattie, 2012, p.131).</p> <p><b>Graphic Organizer Tip.</b> Teachers and students work collaboratively to pre- determine a "set" of graphic organizers that will be utilized within the 9-12 grade band. A rubric is developed clearly outlining success criteria when using graphic organizers for textual analysis. Expectations are clear and continually foster a classroom environment that supports the sharing of quality objective peer-to-peer and self-feedback.</p>	<ol style="list-style-type: none"> <li>2. How are the points introduced and developed?</li> <li>3. How does the author skillfully connect the various points?</li> </ol> <p>While reading the text independently or in small groups, students begin their investigation by documenting the order in which the points are made. Examples of helpful graphic organizers are listed below.</p> <p><b>Graphic Organizers.</b></p> <p>Semantic Maps. Templates such as these can be used to illustrate how an author introduces a point, how he/she develops the point and how the point itself is finally stated. This can also be used to display connections between various points. (Santa, C., Havens, L. &amp; Valdes, B.,2004).</p> <p>Venn Diagrams. These graphic organizers are used to illustrate the similarities and differences between various points (Santa, C., Havens, L. &amp; Valdes, B.,2004).</p>	<p>across racial lines</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
	<p>HOW MUCH RESPONSIBILITY/OBLIGATION DO WE HAVE TOWARDS OTHERS?</p> <p>HOW DOES STUDYING LITERATURE TIE US TO THE LARGER HUMAN COMMUNITY?</p> <p>WHY IS IT DANGEROUS TO NOT QUESTION GOVERNING AUTHORITIES?</p>	

<b>GRADE:</b> 9-10	<b>SUBJECT:</b> ELA	<b>STRAND:</b> <b>Informational Text</b>	TRG Pacing Guide
<b>CODE:</b>  <b>RI.9-10.4</b>	<b>Description:</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).		
	<b>Unpacked Standard:</b> After determining the figurative, connotative, and technical meanings of words and phrases as they are used in a text, students need to consider the significant influence of the author’s word choice as a whole on the text’s tone or overall understanding. Ninth grade students should begin to understand that an author’s word choice is selective and deliberate. They should be aware that the collective effect of words influences the tone and meaning of text. By tenth grade, students should notice the connection between the words that the author chose and the point that the author was making.  When examining the development of an author’s ideas, students should pay attention to how specific parts of the text enhance a thought or expand an idea. After establishing what an author’s purpose or point of view is in a text, they should examine how the language is used effectively especially considering any persuasive techniques the author might use to influence readers.		
<b>ACT/Anchor Standard:</b> <b>Supporting Details:</b> <ul style="list-style-type: none"> <li>▪ Recognize a clear function of a part of an uncomplicated passage</li> <li>▪ Make simple inferences about how details are used in passages</li> <li>▪ Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> </ul> <b>Meanings of Words:</b> <ul style="list-style-type: none"> <li>▪ Understand the implication of a familiar word or phrase and of simple descriptive language</li> <li>▪ Use context to understand basic figurative language</li> <li>▪ Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</li> <li>▪ Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</li> <li>▪ Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</li> </ul> <b>Generalizations and Conclusions:</b> <ul style="list-style-type: none"> <li>▪ Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>▪ Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>▪ Draw simple generalizations and conclusions using details that support the main points of more challenging passages</li> <li>▪ Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</li> </ul>			
<b>Board Objective:</b> I can use vocabulary in sentences.			
<b>ASSESSMENTS:</b>	<b>STRATEGIES:</b>	<b>RESOURCES:</b>	

<p>Response Essay Argumentative Essay Informational Essay</p> <p><b>Meaning and Tone Table.</b> Students work individually or in pairs utilizing a variety of resources to define selected words as well as compare and contrast specific language from within the text. They use a graphic organizer such as the <a href="#">meaning and tone table</a> to create word/phrase/sentence alternatives to display an understanding of the cumulative impact word choice has on meaning or tone. Objective feedback is ongoing.</p> <p><b>Color Coded Competency.</b> A visible timer is used to establish a time limit for completion of the vocabulary overview guide, the meaning and tone table or a similar activity. When time has elapsed, each student puts a colored mark on their paper corresponding with their level of competency (Blue – good to go, Yellow – fairly comfortable, Red – oh boy, I need some help). Papers are turned in. While students complete a related activity, the teacher meets with students individually, in pairs, or small groups for the purpose of sharing objective feedback around the idea of ‘Where to next?’ (Hattie, 2012).</p> <p><b>Written CSI.</b> Students and teachers work together to develop rubrics which clearly outline expectations and success criteria for a formal written product. Self, peer-to-peer and teacher-to-student feedback continually maintains an objective focus on the two pieces of text; how they are similar and how they contrast in meaning and tone. After breaking down each text, students “synthesize” the meaning of each and construct an original informative/explanatory essay “to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content” (W.9-10.2).</p>	<p><b>Vocabulary Overview Guide.</b> Students record key words from the text on a template that categorizes and provides a contextual clue for each. Include the meaning of the word (Carr, 1985). <i>The following strategy utilizes a CCSS text exemplar from the 9-10 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i></p> <p><b>Written Comparison and Synthesis of Ideas.</b> Students conduct a close read of texts such as Martin Luther King’s <a href="#">“Letter from Birmingham Jail”</a> and <a href="#">Elie Wiesel’s “Hope, Despair and Memory”</a>. Words, phrases and sentences which significantly shape the meaning and tone of each text are highlighted as they read. Without the aid of classroom discussion, students independently proceed to complete a <b>written comparison and synthesis of ideas (CSI)</b> between the two pieces of text. Students portray a clear analysis of how the texts are similar and how they differ in terms of meaning and tone.</p> <p><b>Meaning &amp; Tone Table.</b> Students work individually or in pairs utilizing a variety of resources to define selected words as well as compare and contrast specific language from within the text. They utilize a graphic organizer such as the <a href="#">meaning and tone table</a> to create word/phrase/sentence alternatives to display an understanding of the cumulative impact word choice has on meaning or tone. Objective feedback is ongoing.</p>	<p>TKAM – Jim Crow Laws TKAM – Harper Lee biography “Stories of Survival” Edgar Allan Poe – “Misinformation and Rumors” “Turn of the Century Horror” “Three Uses of Irony” R&amp;J – Shakespeare Conspiracies and Half-Truths R&amp;J – Modern interpretations across racial lines</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	

	<p>HOW MUCH RESPONSIBILITY/OBLIGATION DO WE HAVE TOWARDS OTHERS?</p> <p>HOW DOES STUDYING LITERATURE TIE US TO THE LARGER HUMAN COMMUNITY?</p> <p>WHY IS IT DANGEROUS TO NOT QUESTION GOVERNING AUTHORITIES?</p>
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<b>GRADE:</b> 9-10	<b>SUBJECT:</b> ELA	<b>STRAND:</b> <b>Informational Text</b>	TRG Pacing Guide
<b>CODE:</b>  <b>RI.9-10.5</b>	<b>Description:</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 section or chapter).		
	<b>Unpacked Standard:</b> After determining the figurative, connotative, and technical meanings of words and phrases as they are used in a text, students need to consider the significant influence of the author’s word choice <i>as a whole</i> on the text’s tone or overall understanding. Ninth grade students should begin to understand that an author’s word choice is selective and deliberate. They should be aware that the collective effect of words influences the tone and meaning of text. By tenth grade, students should notice the connection between the words that the author chose and the point that the author was making.  When examining the development of an author’s ideas, students should pay attention to how specific parts of the text enhance a thought or expand an idea. After establishing what an author’s purpose or point of view is in a text, they should examine how the language is used effectively especially considering any persuasive techniques the author might use to influence readers.		
	<b>ACT/Anchor Standard:</b> <b>Main Ideas and Author’s Approach:</b> <ul style="list-style-type: none"> <li>▪ Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>▪ Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> </ul> <b>Supporting Details:</b> <ul style="list-style-type: none"> <li>▪ Recognize a clear function of a part of an uncomplicated passage</li> <li>▪ Make simple inferences about how details are used in passages</li> <li>▪ Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> </ul>		
<b>Board Objective:</b> I can use analytical skills to interpret a work.			
<b>ASSESSMENTS:</b>	<b>STRATEGIES:</b>	<b>RESOURCES:</b>	



<p>Response Essay Argumentative Essay Informational Essay</p> <p><b>Formative Assessment Tip.</b> “Feedback is most effective when students do not have proficiency or mastery – and thus it thrives when there is error or incomplete knowing and understanding...Errors invite opportunities...They should not be seen as embarrassment, signs of failure, or something to be avoided...They are exciting, because they indicate a tension between what we <i>now</i> know and what we <i>could</i> know; they are signs of opportunities to learn and they are to be embraced” (Hattie, 2012, p.124).</p> <p><b>Discussion Web.</b> The teacher listens intently so as to support and enhance a discussion environment in which “new connections” are continually made. At the conclusion of the discussion web, students show comprehension competency by writing a summary in response to the focus question in which they cite specific portions of the text to support their conclusion. The classroom environment fosters quality self and peer-to-peer feedback continually inspiring students to “produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience” (W.9-10.4).</p> <p><b>Online Discussion Forum.</b> Prior to using an online discussion forum, students and staff work collaboratively within the 9-12 grade band to develop a rubric that clearly outlines expectations and success criteria.</p>	<p><b>Close Read.</b> Students read an appropriately complex text with varying levels of independence and support. Expectations are such that 9th grade students receive more support as they stretch their literacy levels toward independent reading and analysis of complex texts within this grade band by the completion of 10th grade. As students finish reading they are introduced to a focus question related to a text. Students return to the text for further study. Through text analysis, students develop viewpoints as to how the text explicitly responds to the focus question as well as inferences which may be drawn.</p> <p><b>Discussion Web.</b> Students discuss a text analysis in small groups. Each group draws a conclusion about what the text says explicitly, what inferences can be made and what particular sentences, paragraphs, or larger portions of text support their conclusion (Alvermann, 1991).</p> <p><b>Online Discussion Forum.</b> Students utilize an online discussion forum to engage in the discussion web. For example, a blog is created for an assigned text. Student “blog facilitators” post specific sentences, paragraphs, or larger portions of text within the blog and the remaining students add comments to each post as a way to engage in an online text analysis.</p>	<p>TKAM – Jim Crow Laws TKAM – Harper Lee biography “Stories of Survival” Edgar Allan Poe – “Misinformation and Rumors” “Turn of the Century Horror” “Three Uses of Irony” R&amp;J – Shakespeare Conspiracies and Half-Truths R&amp;J – Modern interpretations across racial lines</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
	<p>HOW MUCH RESPONSIBILITY/OBLIGATION DO WE HAVE TOWARDS OTHERS?</p> <p>HOW DOES STUDYING LITERATURE TIE US TO THE LARGER HUMAN COMMUNITY?</p> <p>WHY IS IT DANGEROUS TO NOT QUESTION GOVERNING AUTHORITIES?</p>	

<b>GRADE:</b> 9-10	<b>SUBJECT:</b> ELA	<b>STRAND:</b> <b>Informational Text</b>	TRG Pacing Guide
<b>CODE:</b>  <b>RI.9-10.6</b>	<p>Description: 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>Unpacked Standard:            After determining the figurative, connotative, and technical meanings of words and phrases as they are used in a text, students need to consider the significant influence of the author’s word choice <i>as a whole</i> on the text’s tone or overall understanding. Ninth grade students should begin to understand that an author’s word choice is selective and deliberate. They should be aware that the collective effect of words influences the tone and meaning of text. By tenth grade, students should notice the connection between the words that the author chose and the point that the author was making.</p> <p>When examining the development of an author’s ideas, students should pay attention to how specific parts of the text enhance a thought or expand an idea. After establishing what an author’s purpose or point of view is in a text, they should examine how the language is used effectively especially considering any persuasive techniques the author might use to influence readers.</p>		

	ACT/Anchor Standard: <b>Main Ideas and Author's Approach:</b>	
	<ul style="list-style-type: none"> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>▪ Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>▪ Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>▪ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> </ul>	
	<b>Supporting Details:</b>	
	<ul style="list-style-type: none"> <li>▪ Recognize a clear function of a part of an uncomplicated passage</li> <li>▪ Make simple inferences about how details are used in passages</li> <li>▪ Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> <li>▪ Sequential, Comparative, and Cause-Effect Relationships:</li> <li>▪ Identify clear relationships between people, ideas, and so on in uncomplicated passages</li> <li>▪ Understand relationships between people, ideas, and so on in uncomplicated passages</li> </ul>	
<b>Selected ACT College Readiness Standards in Science:</b>		
<b>Interpretation of Data:</b>		
<ul style="list-style-type: none"> <li>▪ Understand basic scientific terminology</li> <li>▪ Find basic information in a brief body of text</li> <li>▪ Evaluation of Models, Inferences, and Experimental Results:</li> <li>▪ Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</li> <li>▪ Identify key issues or assumptions in a model</li> <li>▪ Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</li> <li>▪ Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</li> <li>▪ Identify strengths and weaknesses in one or more models</li> <li>▪ Identify similarities and differences between models</li> <li>▪ Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</li> </ul>		
Board Objective: I can use analytical skills to determine the author's point of view.		
<b>ASSESSMENTS:</b>	<b>STRATEGIES:</b>	<b>RESOURCES:</b>
Response Essay Argumentative Essay Informational Essay	Prior to the activity, students are competent in the key differences between argumentative, informative/explanatory and narrative writing. Students are given access to a text exemplar of appropriate complexity within each style of writing; one for each style.	TKAM – Jim Crow Laws  TKAM – Harper Lee biography  "Stories of Survival"
<b>Tier Two Words.</b> "...many Tier Two words are far less well defined by contextual clues in the texts in which		

<p>they appear and are far less likely to be defined explicitly within a text than are Tier Three words. Yet Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading” (CCSS ELA &amp; Literacy in History/Social Studies, Science, and Technical Subjects Appendix A, p.33).</p> <p><b>Read-Only, Purpose Statement, Support.</b> As students read, the teacher navigates the room and utilizes diagnostic questioning to determine competency with regards to Tier Two vocabulary appearing within the text. Feedback is provided that “models, cues, or hints to support improvements in learning...operating as an instructional scaffold” (Heritage, 2010, p.84). Through strategic text selection, this activity could be adapted so that students display competency in conducting a “sustained research project to answer a question (including a self-generated question) or solve a problem” (W.9-10.7).</p> <p><b>Questioning the Author.</b> During the discussion, students provide objective peer-to-peer feedback to keep the dialog centered on “evaluat(ing) a speaker’s point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence” (SL.9-10.3).</p>	<p><b>Read-Only, Purpose Statement, Support.</b> Students begin the activity by deliberately reading one of the texts start to finish without highlighting or note-taking. After completing a deliberate read, students author a single sentence narrative highlighting the author’s purpose of the text. Students clearly acknowledge that a quality “purpose sentence” includes appropriate clauses and phrases. When the purpose sentence is complete, students utilize sticky notes to cite specific words, phrases and clauses from the text the author used to advance their intent.</p> <p>Over a period of several days, students repeat the process with each text exemplar. Students conclude the unit by conducting a comparison and synthesis of ideas (CSI) amongst the texts. Each student constructs a list of distinguishing features from one style to the next and draws conclusions regarding author’s point of view as it relates to overall purpose. <b>Questioning the Author.</b> After developing an understanding of authorship, students read a complex text and engage in objective discussions at pre- determined intervals. Students utilize <a href="#">Questioning the Author strategies</a> to enrich and advance the discussion (Beck,McKeown, Hamilton and Kucan, 1997).</p>	<p>Edgar Allan Poe –“Misinformation and Rumors”</p> <p>“Turn of the Century Horror”</p> <p>“Three Uses of Irony”</p> <p>R&amp;J – Shakespeare Conspiracies and Half-Truths</p> <p>R&amp;J – Modern interpretations across racial lines</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
	<p>What are the various lenses of analysis through which we view literature?</p> <p>Why is it important to evaluate the argument and specific claims in a text?</p> <p>How does point of view and cultural experience affect our analysis of a text?</p>	

GRADE: 9-10	SUBJECT: ELA	STRAND: Informational Text	TRG Pacing Guide
CODE:  <b>RI.9-10.7</b>	Description: 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.		
	Unpacked Standard: When examining several texts that share the same subject but use different vehicles or modes to communicate, students should be able to judge what details are emphasized in each account. In the ninth grade students should be able to recognize various accounts of a subject told in multiple forms and acknowledge characteristics of each. By tenth grade students should expand their reasoning to include what each version stressed or called attention to and how that influenced the account.		
	Students are asked to evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof. They need to pinpoint any statements that are false and judge if any of the author’s reasoning is misleading. Ninth grade students need to be able to evaluate sources. They need to understand what a reliable source is and what makes one questionable. In looking at an author’s argument, they need to question the facts presented and be able to objectively determine if they are indeed credible. Many students in the ninth grade still believe that if it is in print, it is true.  Having the tools to legitimately evaluate sources is very important at this level. Ninth and tenth grade students will study and evaluate influential U.S. documents especially how they deal with similar themes and concepts. In grade nine these documents could be studied as part of the literary nonfiction genre. In grade ten they could be <u>incorporated into the global perspective as a comparison to other similar documents from outside the U.S.</u>		
	ACT/Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
	Board Objective: I can make connections between an informational text and novel/play/short story/poem etc.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Response Essay Argumentative Essay Informational Essay  <b>EXPLANATION - Tier Two words</b> (what the Standards refer to as <i>general academic</i> words)...appear in all sorts of text: informational texts (words such as <i>relative, vary, formulate, specificity, and accumulate</i> )...Tier Two words often represent subtle ways to say relatively simple things – <i>saunter</i> instead of <i>walk</i> for example” (CCSS ELA & Literacy Appendix A: 33).	<b>Close Read and Comparison.</b> Students read an appropriately complex text with varying levels of independence and support. Expectations are such that 9th grade students receive more support as they stretch their literacy levels toward independent reading and analysis of complex texts within this grade band by the completion of 10th grade. After a text is closely analyzed, students will view a video or theatrical interpretation of the same subject matter in order to compare the subject matter in both mediums.  <i>The following strategy utilizes a CCSS text exemplar from the 9-10</i>	TKAM – Jim Crow Laws  TKAM – Harper Lee biography  “Stories of Survival”  Edgar Allan Poe – “Misinformation and Rumors”	

<p><b>Tier Two words formative assessment tip.</b> Students start a spreadsheet within Google Docs (a “Vocabulary Guide”) that contains a variety of Tier Two words, clues, definitions and the specific text in which it was found. Each time a student encounters an unfamiliar or unrecognized word they check the online “Vocabulary Guide” for assistance. If the word is not on the list, it is added. The teacher and students continually acknowledge and inspire the use of Tier Two words within daily dialog.</p> <p><b>Formative Assessment Tip.</b> “Formative assessment is not a test but a process—a <i>planned</i> process involving a number of different activities” (Popham, 2008).</p> <p><b>Enhancement Suggestion.</b> Students displaying competence can sharpen their skills by conducting further analysis of search engine results. Guiding questions can be used such as:          1. How does this information compare with the original text/source? 2. How was the original edited? 3. As you analyze the editions, what can you infer with regards to author intent?</p>	<p><i>grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i></p> <p><b>Comparison and Synthesis of Ideas.</b> Students begin by conducting a close read of a text such as Ronald Reagan’s “<i>Address to Students at Moscow State University</i>” or a text of similar complexity. After reading, students complete a written summary of the major points of Reagan’s address. Within their written summary, students place special emphasis on how they anticipate the text of the address will be received by the audience. Upon completion of the summary, students watch the <a href="#">full video</a> of the address and note audience reaction during delivery and contrast participant reaction with their predicted response. At this point students read an <a href="#">edited version</a> of the text from one the top resources retrieved via an online search engine, as well as an abbreviated <a href="#">Youtube clip</a> of the same event. Students conduct an analysis of which details are emphasized and which are absent in each account. Success criteria centers around the ability to “determine which details are emphasized in each account”.</p> <p><b>Scaffolding Suggestion.</b> Texts and videos can be segmented for students who struggle to determine which details are emphasized in each account of the same subject or event.</p>	<p>“Turn of the Century Horror” “Three Uses of Irony”          R&amp;J – Shakespeare Conspiracies and Half-Truths          R&amp;J – Modern interpretations across racial lines</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
	<p>HOW MUCH RESPONSIBILITY/OBLIGATION DO WE HAVE TOWARDS OTHERS?</p> <p>HOW DOES STUDYING LITERATURE TIE US TO THE LARGER HUMAN COMMUNITY?</p> <p>WHY IS IT DANGEROUS TO NOT QUESTION GOVERNING AUTHORITIES?</p>	

GRADE: 9-10	SUBJECT: ELA	STRAND: Informational Text	TRG Pacing Guide
CODE:  <b>RI.9-10.8</b>	<p>Description: 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>Unpacked Standard:            When examining several texts that share the same subject but use different vehicles or modes to communicate, students should be able to judge what details are emphasized in each account. In the ninth grade students should be able to recognize various accounts of a subject told in multiple forms and acknowledge characteristics of each. By tenth grade students should expand their reasoning to include what each version stressed or called attention to and how that influenced the account.</p> <p>Students are asked to evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof. They need to pinpoint any statements that are false and judge if any of the author’s reasoning is misleading. Ninth grade students need to be able to evaluate sources. They need to understand what a reliable source is and what makes one questionable. In looking at an author’s argument, they need to question the facts presented and be able to objectively determine if they are indeed credible. Many students in the ninth grade still believe that if it is in print, it is true.</p> <p>Having the tools to legitimately evaluate sources is very important at this level.            Ninth and tenth grade students will study and evaluate influential U.S. documents especially how they deal with similar themes and concepts. In grade nine these documents could be studied as part of the literary nonfiction genre. In grade ten they could be incorporated into the global perspective as a comparison to other similar documents from outside the U.S.</p>		

	<p>ACT/Anchor Standard:  <b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <ul style="list-style-type: none"> <li>▪ Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</li> <li>▪ Recognize clear cause-effect relationships described within a single sentence in a passage</li> <li>▪ Identify clear relationships between people, ideas, and so on in uncomplicated passages</li> <li>▪ Identify clear cause-effect relationships in uncomplicated passages</li> <li>▪ Order sequences of events in uncomplicated passages</li> <li>▪ Understand relationships between people, ideas, and so on in uncomplicated passages</li> <li>▪ Understand implied or subtly stated cause-effect relationships in uncomplicated passages</li> <li>▪ Identify clear cause-effect relationships in more challenging passages</li> </ul> <p><b>Meanings of Words:</b></p> <ul style="list-style-type: none"> <li>▪ Understand the implication of a familiar word or phrase and of simple descriptive language</li> <li>▪ Use context to understand basic figurative language</li> <li>▪ Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</li> <li>▪ Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</li> <li>▪ Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</li> </ul> <p><b>Generalizations and Conclusions:</b></p> <ul style="list-style-type: none"> <li>▪ Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>▪ Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> </ul>	<p>Board Objective: I can use analytical skills to interpret a work.</p>
ASSESSMENTS:	STRATEGIES:	RESOURCES:
<p>Response Essay  Argumentative Essay  Informational Essay</p> <p><b>Exit Slip.</b> Students analyze specific excerpts from the texts they have been reading closely. Students are given a certain amount of time to complete a brief summary explaining how the excerpts compare and contrast. For example, students are presented with a sentence from both Washington’s and FDR’s address;</p> <p>Washington - “Against the insidious wiles of foreign influence (I conjure you to believe me, fellow-citizens) the jealousy of a free people ought to be constantly awake, since history and experience prove that foreign influence is one of the most baneful</p>	<p><i>The following strategy utilizes a CCSS text exemplar from the 9-10 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i></p> <p><b>Written Comparison and Synthesis of Ideas.</b> Students closely read and conduct an analysis of texts such as <a href="#">George Washington’s “Farewell Address”</a> and <a href="#">Franklin Delano Roosevelt’s “State of the Union Address”</a>. Students evaluate each text with the purpose of conducting a comparison and synthesis of ideas. Particular emphasis can be placed upon tone, purpose or how each text outlines the</p>	<p>TKAM – Jim Crow Laws</p> <p>TKAM – Harper Lee biography</p> <p>“Stories of Survival”</p> <p>Edgar Allan Poe – “Misinformation and Rumors”</p> <p>“Turn of the Century Horror”</p> <p>“Three Uses of Irony”</p> <p>R&amp;J – Shakespeare Conspiracies and Half-Truths</p>



<p>foes of republican government.” FDR - “We have joined with like-minded people in order to defend ourselves in a world that has been gravely threatened with gangster rule.”</p> <p>Prior to leaving the class, students turn in a brief comparison of the specific claims or arguments the authors attempt to make.</p> <p><b>Upgrade.</b> Students submit their exit slip in digital form (e.g., blog post comment, Google+ comment, Tweet, Google Doc form). The teacher studies and organizes the exit slips for diagnostic purposes providing quality feedback that moves learning forward. A “hinge-point question” is crafted from the responses and utilized to start a lesson the following day.</p> <p><b>Hinge-point questions.</b> A hinge-point question is a quick check on understanding (Wiliam, 2011).</p> <ol style="list-style-type: none"> <li>1. Ideally it takes less than a minute for all students to respond</li> <li>2. Ideally it takes less than 30 seconds for the teacher to view and interpret the responses</li> </ol>	<p>author’s vision of America’s place in the world.</p> <p><b>Save the Last Word for Me.</b> Students are given a specific amount of time to read through a text. While reading, students highlight specific claims made by the author. When time has expired, students record a certain number of sentences from their collection of highlighted claims. As this task is completed, students organize into predetermined small groups and discuss their recorded claims. Each student reads one of the sentences that he or she selected aloud, then listens to the other student’s responses to that sentence, and then explains his or her own response. This strategy can be adapted so that students record and discuss valid reasoning, relevant evidence, false statements and fallacious reasoning. (Vaughan &amp; Estes, 1986).</p>	<p>R&amp;J – Modern interpretations across racial lines</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
	<p>WHAT ARE THE CHARACTERISTICS OF CLASSIC LITERATURE?</p> <p>HOW DOES STUDYING LITERATURE TIE US TO THE LARGER HUMAN COMMUNITY?</p>	

GRADE: 9-10	SUBJECT: ELA	STRAND: Informational Text	MONTH(S) TAUGHT:
CODE:  <b>RI.9-10.9</b>	Description: 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.		
	Unpacked Standard: When examining several texts that share the same subject but use different vehicles or modes to communicate, students should be able to judge what details are emphasized in each account. In the ninth grade students should be able to recognize various accounts of a subject told in multiple forms and acknowledge characteristics of each. By tenth grade students should expand their reasoning to include what each version stressed or called attention to and how that influenced the account.  Students are asked to evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof. They need to pinpoint any statements that are false and judge if any of the author’s reasoning is misleading. Ninth grade students need to be able to evaluate sources. They need to understand what a reliable source is and what makes one questionable. In looking at an author’s argument, they need to question the facts presented and be able to objectively determine if they are indeed credible. Many students in the ninth grade still believe that if it is in print, it is true.  Having the tools to legitimately evaluate sources is very important at this level. Ninth and tenth grade students will study and evaluate influential U.S. documents especially how they deal with similar themes and concepts. In grade nine these documents could be studied as part of the literary nonfiction genre. In grade ten they could be incorporated into the global perspective as a comparison to other similar documents from outside the U.S.		
	ACT/Anchor Standard: Selected ACT College Readiness Standards in Science: <b>Interpretation of Data:</b> <ul style="list-style-type: none"> <li>▪ Understand basic scientific terminology</li> <li>▪ Find basic information in a brief body of text</li> <li>▪ Evaluation of Models, Inferences, and Experimental Results:</li> <li>▪ Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</li> <li>▪ Identify key issues or assumptions in a model</li> <li>▪ Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</li> <li>▪ Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</li> <li>▪ Identify strengths and weaknesses in one or more models</li> <li>▪ Identify similarities and differences between models</li> <li>▪ Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</li> </ul>		
Board Objective: I can use analytical skills to interpret a work.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	

<p>Response Essay Argumentative Essay Informational Essay</p> <p><b>Recognizing Concepts and Themes.</b> Students dissect portions of extracted text in an effort to analyze similarities and differences in concepts and themes. For example, students analyze the language used within this passage of Warren’s opinion;</p> <p><i>“The plaintiffs contend that segregated public schools are not “equal” and cannot be made “equal,” and that hence they are deprived of the equal protection of the laws.”</i></p> <p>Students compare and contrast the language from Warren’s opinion with this excerpt from Martin Luther King’s “Letter from Birmingham Jail”;</p> <p><i>“Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny.”</i></p> <p>Objective feedback is continually shared to diagnose competency in recognizing key concepts and themes. Students work individually or in pairs, using a variety of resources to define selected words (including a student constructed “Vocabulary Guide” for Tier Two words). Students compare and contrast selected language and/or create word/sentence alternatives as a way to alter tone. Feedback is continually shared in an effort to move learning forward.</p> <p><b>Research Project.</b> Students utilize strategies within this template to progressively complete a sustained research project. The teacher listens intently and continually provides objective feedback in an effort to move learning forward.</p>	<p><i>The following strategy utilizes a CCSS text exemplar from the 9-10 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i></p> <p><b>Written Comparison and Synthesis of Ideas.</b> Students conduct a CSI between texts such as <a href="#">The Declaration of Independence</a>, <a href="#">Abraham Lincoln’s “Gettysburg Address”</a>, <a href="#">Martin Luther King’s “I Have a Dream” Address</a>, <a href="#">The Warren opinion of Brown vs. Board</a>. As students analyze each text, the following guiding questions can be used; What does this word or phrase mean? What tone does this word usage convey? Why did the author write in this particular style?</p> <p><b>Change Frame.</b> Students read a text and then organize the information in a <a href="#">change frame table</a> which provides for relationships to be represented as well as comparisons to be made. Students work collaboratively with the teacher to create headings for each column. For example, when applied to history, headings can include; problems people faced, the causes of the problems and the solutions to the problems. When the template is complete students use the information to write an objective summary of their comparison and synthesis of ideas. (Buehl, 1992)</p>	<p>TKAM – Jim Crow Laws</p> <p>TKAM – Harper Lee biography</p> <p>“Stories of Survival”</p> <p>Edgar Allan Poe – “Misinformation and Rumors”</p> <p>“Turn of the Century Horror”</p> <p>“Three Uses of Irony”</p> <p>R&amp;J – Shakespeare Conspiracies and Half-Truths</p> <p>R&amp;J – Modern interpretations across racial lines</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	

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GRADE: 9-10	SUBJECT: ELA	STRAND: Informational Text	TRG Pacing Guide
CODE:  <b>RI.9-10.10</b>	Description: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
	Unpacked Standard: Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.  The Standards emphasize arguments and other literary nonfiction that contain informational text structures rather than narrative literary non-fiction that tells a story such as memoirs and biographies.  Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.  Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.  Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.  Standard 10 defines a grade-by-grade —staircase   of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.  Students also acquire the habit of reading independently and closely, which are essential to their future success.		
	ACT/Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.		
Board Objective:			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	

<p>Response Essay Argumentative Essay Informational Essay</p> <p><b>Formative Assessment Tip.</b> Feedback is provided and recorded on these suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p> <p>1. Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension.</p> <p>2. Students answer and receive feedback on text dependent questions.</p> <p>3. Students engage in a variety of discussions &amp;/or Socratic questioning to display competency with regards to this standards. Aligned assessment and feedback of speaking and listening skills also promote growth in this area.</p> <p>4. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.</p> <p>5. Students engage in formal and informal presentations of a variety of products outlined above. Aligned assessment and feedback of speaking and listening skills during presentations also promote growth in this area.</p>	<p><b>Comparative Analysis of Literary Nonfiction.</b> Similar to other standards, scaffolding is targeted to move learning forward so students are able to independently and draw cross textual connections among multiple texts with proficiency by the end of grade ten. The following guiding questions can be used as scaffolding as students build competency within this standard;</p> <ul style="list-style-type: none"> <li>▪ How does word choice and text structure compare/contrast between texts of similar topic written <i>in different eras</i>?</li> <li>▪ How does word choice and text structure compare/contrast between texts of similar topic written <i>for different audiences</i>?</li> <li>▪ What symbols and/or images appear frequently in one or more texts? How does each author view an important historical/cultural issue differently or the same?</li> <li>▪ How does each work use a particular meaning or tone to illustrate a point or support an argument?</li> <li>▪ How does the historical context of each work influence its meaning? How does a specific social movement influence each work?</li> </ul> <p><b>Close Read.</b> Students read an appropriately complex text with varying levels of independence and support. Expectations are such that 9th grade students receive more support as they stretch their literacy levels toward independent reading and analysis of complex texts within this grade band by the completion of 10th grade. As students finish reading they are introduced to a focus question related to a text. Students return to the text for further study. Through text analysis, students develop viewpoints as to how the text explicitly responds to the focus question as well as inferences which may be drawn</p>	<p>TKAM – Jim Crow Laws</p> <p>TKAM – Harper Lee biography</p> <p>“Stories of Survival”</p> <p>Edgar Allan Poe – “Misinformation and Rumors”</p> <p>“Turn of the Century Horror”</p> <p>“Three Uses of Irony”</p> <p>R&amp;J – Shakespeare Conspiracies and Half-Truths</p> <p>R&amp;J – Modern interpretations across racial lines</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	

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**The following describes how writing standards are assessed on the ACT:****Topic Development in Terms of Purpose and Focus:**

- Identify the basic purpose or role of a specified phrase or sentence
- Delete a clause or sentence because it is obviously irrelevant to the essay
- Identify the central idea or main topic of a straightforward piece of writing
- Determine relevancy when presented with a variety of sentence-level details
- Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal
- Delete material primarily because it disturbs the flow and development of the paragraph
- Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement
- Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material
- Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation

**Organization, Unity, and Coherence:**

- Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., then, this time)
- Select the most logical place to add a sentence in a paragraph
- Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response)
- Decide the most logical place to add a sentence in an essay
- Add a sentence that introduces a simple paragraph
- Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., therefore, however, in addition)
- Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic
- Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
- Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs
- Rearrange sentences to improve the logic and coherence of a complex paragraph
- Add a sentence to introduce or conclude a fairly complex paragraph

**Word Choice in Terms of Style, Tone, Clarity, and Economy:**

- Revise sentences to correct awkward and confusing arrangements of sentence elements
- Revise vague nouns and pronouns that create obvious logic problems
- Delete obviously synonymous and wordy material in a sentence
- Revise expressions that deviate from the style of an essay
- Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)
- Use the word or phrase most consistent with the style and tone of a fairly straightforward essay
- Determine the clearest and most logical conjunction to link clauses
- Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence
- Identify and correct ambiguous pronoun references



- Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
- Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)
- Correct vague and wordy or clumsy and confusing writing containing sophisticated language

**Sentence Structure and Formation:**

- Use conjunctions or punctuation to join simple clauses
- Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences
- Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences
- Decide the appropriate verb tense and voice by considering the meaning of the entire sentence
- Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)
- Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems
- Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence
- Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs
- Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole

**Conventions of Usage:**

- Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives
- Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject/verb and pronoun-antecedent agreement, and which preposition to use in simple contexts
- Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead
- Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to)
- Ensure that a verb agrees with its subject when there is some text between the two
- Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences
- Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using have rather than of
- Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom
- Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)

**Conventions of Punctuation:**

- Delete commas that create basic sense problems (e.g., between verb and direct object)
- Provide appropriate punctuation in straightforward situations (e.g., items in a series)
- Delete commas that disturb the sentence flow (e.g., between modifier and modified element)
- Use commas to set off simple parenthetical phrases
- Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)
- Use punctuation to set off complex parenthetical phrases

GRADE: 9-10	SUBJECT: ELA	STRAND: Writing	TRG Pacing Guide
<b>CODE:</b>  <b>W.9-10.1</b>	Description: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	Unpacked Standard: The CCSS emphasize students' ability to produce strong arguments on important topics or texts. Students in the ninth and tenth grades should write argumentative papers that support their analysis of a text or topic using enough relevant evidence to legitimately support their claim(s). Students need to understand how much evidence is needed to satisfactorily support a point. At the ninth grade level, students need to learn how to introduce their argument(s) clearly and accurately with regard to counterclaims. Students should build on this skill in the tenth grade with students using concise and effective language that supports the organization of their argument. Students should structure their argument so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence. As students develop their argument, they should treat their claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have. Students at this level should develop unity and consistency in their text with their words and structure, paying attention to the relationships they create between the claims, counterclaims, evidence, and reason. They also should maintain an appropriate style and tone for the task – omitting personal bias. Students should conclude with a statement that supports the argument.		
	ACT/Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	Board Objective: I can write arguments to support claims using valid reasoning and sufficient evidence.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Rubrics Personal Narrative Argumentative Essay Daily Bellwork  Argumentative/Persuasive Essay and Literary Analysis Essay: Students will be assessed by their ability to <ul style="list-style-type: none"> <li>▪ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> </ul>	Content Elaborations Understanding Text Types and Purposes is essential for writing. Effective and coherent text creation requires conscious choices about: purpose for text creation (e.g., to inform, explain, persuade, entertain, or inspire), motives for selecting strategies to engage an audience (e.g., to communicate information, promote action or build relationships), and potential consequences of choices regarding text creation (e.g., follow-up action, position defended, appropriate tone and style). It also includes appropriate structures for particular types of texts, language, voice, style, ideology, form and genre.  Instructional Strategies and Resources Persuasive Strategies After frontloading strategies using the SOAPST one strategy,	MLA Handbook  “How to Write a Persuasive Essay” “Personal Narratives”  <a href="http://www.readwritethink.org">www.readwritethink.org</a>  <a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a>  <a href="http://writingcenter.unc.edu/handouts/argument/">http://writingcenter.unc.edu/handouts/argument/</a>  <a href="http://www.webenglishteacher.com/argument.html">www.webenglishteacher.com/argument.html</a>	

<ul style="list-style-type: none"> <li>▪ Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>▪ Use words, phrases, and clauses as well as varied syntax 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.</li> <li>▪ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>▪ Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p>students find and read opinion/editorial examples from different newspapers about a single topic. The students analyze these to determine the strategies writers use to create a persuasive argument.</p> <ul style="list-style-type: none"> <li>• S = subject</li> <li>• O = occasion</li> <li>• A = audience</li> <li>• P = purpose</li> <li>• S = speaker</li> <li>• T = tone</li> </ul> <p>More information about this strategy can be found at <a href="http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm">http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm</a>.</p> <p>Evaluating Models of Performance</p> <ul style="list-style-type: none"> <li>• Explain the criteria for a particular writing assignment.</li> <li>• Show students models of essays representing a range of scores.</li> <li>• Have students assess them based on the criteria discussed.</li> <li>• Students can use this knowledge to write their own essay with the same criteria.</li> </ul> <p>(See Appendix C – Samples of Student Writing in the Common Core Standards.)</p> <p>Podcast Students podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation, communication, technology, auditory, storytelling and information. In addition, students enhance their media literacy and oral fluency. Examples include This I Believe (NPR), Laws of Life and Digital Writing Workshop (Troy Hicks). More information about this strategy can be found at:</p> <ul style="list-style-type: none"> <li>• <a href="http://userwww.sfsu.edu/~nshelley/">http://userwww.sfsu.edu/~nshelley/</a></li> <li>• <a href="http://thisibelieve.org/educators/">http://thisibelieve.org/educators/</a></li> <li>• <a href="http://www.lawsoflife.org/teachers/">http://www.lawsoflife.org/teachers/</a></li> <li>• <a href="http://hickstro.org/">http://hickstro.org/</a></li> </ul> <p>Burkhardt, Ross M. Writing for Real: Strategies for Engaging</p>	<p><a href="http://www.greatsource.com/iwrite/students/s_pers.html">http://www.greatsource.com/iwrite/students/s_pers.html</a></p> <p><a href="http://www.literatelearner.com/6traits">http://www.literatelearner.com/6traits</a></p>
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	<p>Adolescent Writers. Portland: Stenhouse, 2003. This text offers various strategies used by veteran middle school teacher Ross Burkhardt. The text can be used as a guide to create an entire academic year of curriculum for writing.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
<p>Argument Persuasive Essay Intro Body Conclusion Thesis/Claim Evidence Logical Reasoning Rhetoric Diction Syntax Ethos, Logos, Pathos Counter-argument/counter-point Textual Evidence Relevant Evidence Cohesion Fluency Tone Style Audience Purpose Informal vs Formal tone Prewriting Drafting Revising/Editing</p>	<p>HOW DO WRITERS STRUCTURE THEIR ESSAYS TO CONVINC AN AUDIENCE? TO CREATE COHESIVE WRITING?</p> <p>WHAT STRATEGIES DO WRITERS USE TO ARGUE A POSITION? TO PERSUADE AN AUDIENCE?</p> <p>HOW DOES TONE /STYLE INFLUENCE PURPOSE AND AUDIENCE IN AN ESSAY?</p>	

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<b>GRADE:</b> 9-10	<b>SUBJECT:</b> ELA	<b>STRAND:</b> Writing	TRG Pacing Guide
<b>CODE:</b>  <b>W.9-10.2</b>	Description: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
	Unpacked Standard: Students are expected to write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. They should effectively select, organize, and analyze their content. Selecting includes: Using relevant and sufficient facts, definitions, details, and quotes Using sources that are appropriate to task, audience, and purpose Choosing precise words and domain-specific vocabulary		
	Organizing includes: introducing a topic arranging ideas, concepts, and information to show interrelationships formatting effectively developing a topic organizing graphics providing multimedia when useful using transitions to link together the major sections of the text Write a concluding statement that supports the information presented Choosing a formal style and objective tone		
	Analyzing includes: Deciding what organization is most effective for purpose, audience, and task. Determining how many facts, definitions, details, quotations and other information are needed.		
To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. These skills work in tandem with reading expectations--as expressed in the reading standards for informational texts--so that students are examining authors' craft and style and applying what they have observed to their own writing. In the ninth grade as students explore writing informational text they need to learn how to make deliberate choices as writers. They need to understand that establishing task, audience, and purpose prior to writing will then influence their word choice, the supporting details they choose, the tone they use, and the organizational features they will need to effectively communicate. Ninth graders should learn how to organize their writing. Often students do not see the correlation between developing a topic and organizing a paper. As students become more skilled with writing informational texts, they should pay more attention to the words they use to communicate ideas. They should develop a strong formal style appropriate for their task. They should be able to maintain a tone that is free of bias. They should learn how to integrate multimedia when appropriate and effective.			
ACT/Anchor Standard: Write informative /explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Board Objective: I CAN write an argument to support claims using valid reasoning and relevant evidence.			
<b>ASSESSMENTS:</b>	<b>STRATEGIES:</b>	<b>RESOURCES:</b>	

<p>Expository Essay</p> <p>Students will be assessed by their ability to:</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while</p>	<p>Content Elaborations</p> <p>Understanding Text Types and Purposes is essential for writing. Effective and coherent text creation requires conscious choices about: purpose for text creation (e.g., to inform, explain, persuade, entertain, or inspire), motives for selecting strategies to engage an audience (e.g., to communicate information, promote action or build relationships), and potential consequences of choices regarding text creation (e.g., follow-up action, position defended, appropriate tone and style). It also includes appropriate structures for particular types of texts, language, voice, style, ideology, form and genre.</p> <p>Instructional Strategies and Resources</p> <p>Persuasive Strategies</p> <p>After frontloading strategies using the SOAPST one strategy, students find and read opinion/editorial examples from different newspapers about a single topic. The students analyze these to determine the strategies writers use to create a persuasive argument.</p> <ul style="list-style-type: none"> <li>• S = subject</li> <li>• O = occasion</li> <li>• A = audience</li> <li>• P = purpose</li> <li>• S = speaker</li> <li>• T = tone</li> </ul> <p>More information about this strategy can be found at <a href="http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm">http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm</a>.</p> <p>Evaluating Models of Performance</p> <ul style="list-style-type: none"> <li>• Explain the criteria for a particular writing assignment.</li> <li>• Show students models of essays representing a range of scores.</li> <li>• Have students assess them based on the criteria discussed.</li> <li>• Students can use this knowledge to write their own essay with the same criteria.</li> </ul> <p>Podcast</p> <p>Students podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation, communication, technology, auditory, storytelling and information. In addition, students enhance their media literacy and oral fluency. Examples include This I Believe (NPR), Laws of Life and Digital Writing Workshop (Troy Hicks).</p>	<p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a></p> <p><a href="http://writingcenter.unc.edu">http://writingcenter.unc.edu</a></p> <p><a href="http://www.webenglishteacher.com">www.webenglishteacher.com</a></p> <p><a href="http://www.stanford.edu/~arnetha/expowrite/info.html">http://www.stanford.edu/~arnetha/expowrite/info.html</a></p> <p><a href="http://www.greatsource.com/iwrite/students/s_exp_os.html">http://www.greatsource.com/iwrite/students/s_exp_os.html</a></p> <p><a href="http://www.literatelearner.com/6traits">http://www.literatelearner.com/6traits</a></p>
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<p>attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>More information about this strategy can be found at:</p> <ul style="list-style-type: none"> <li>• <a href="http://userwww.sfsu.edu/~nshelley/">http://userwww.sfsu.edu/~nshelley/</a></li> <li>• <a href="http://thisibelieve.org/educators/">http://thisibelieve.org/educators/</a></li> <li>• <a href="http://www.lawsoflife.org/teachers/">http://www.lawsoflife.org/teachers/</a></li> <li>• <a href="http://hickstro.org/">http://hickstro.org/</a></li> </ul> <p>Burkhardt, Ross M. Writing for Real: Strategies for Engaging Adolescent Writers. Portland: Stenhouse, 2003. This text offers various strategies used by veteran middle school teacher Ross Burkhardt. The text can be used as a guide to create an entire academic year of curriculum for writing.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Expository/Explanatory Informative Purpose Essay     Descriptive     Compare/Contrast     Cause/Effect     Problem/Solution     Sequence/Chronology Intro Body Conclusion Thesis/Claim Evidence Logical Reasoning Statistics, facts, data, examples Rhetoric Diction Syntax Textual Evidence Relevant Evidence Cohesion Fluency</p>	<p>HOW DO WRITERS STRUCTURE THEIR ESSAYS TO INFORM AN AUDIENCE? TO CREATE COHESIVE WRITING?</p> <p>HOW DOES TONE /STYLE INFLUENCE PURPOSE AND AUDIENCE IN AN ESSAY?</p>	



<p>Tone Style Audience Purpose Informal vs Formal tone In-text citations MLA format Works Cited Primary vs Secondary Sources Relevant sources Bias Prewriting Drafting Revising/Editing Publishing</p>	
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GRADE: 9-10	SUBJECT: ELA	STRAND: Writing	TRG Pacing Guide
<b>CODE:</b>  <b>W.9-10.3</b>	Description: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	Unpacked Standard: Students are expected to write narratives – conveying an experience that is real or imagined – and using time as its deep structure. The writing should have form or structure based on a progression of events that build upon each other. As with all good writing, students should select effective details using precise language. They should establish point of view(s), introduce a narrator, provide characters, and present a situation. Students should be aware of and apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures. Students should provide a conclusion to the events they set out at the beginning of their narrative.		
	ACT/Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	Board Objective: I CAN write a logically sequenced narrative essay (real or imagined) using effective techniques (such as dialogue, imagery, etc)		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Rubrics Personal Narrative Argumentative Essay Daily Bellwork  Narrative Essay Students will be assessed by their ability to: a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques	Content Elaborations Understanding Text Types and Purposes is essential for writing. Effective and coherent text creation requires conscious choices about: purpose for text creation (e.g., to inform, explain, persuade, entertain, or inspire), motives for selecting strategies to engage an audience (e.g., to communicate information, promote action or build relationships), and potential consequences of choices regarding text creation (e.g., follow-up action, position defended, appropriate tone and style). It also includes appropriate structures for particular types of texts, language, voice, style, ideology, form and genre.  Instructional Strategies and Resources Persuasive Strategies After frontloading strategies using the SOAPST one strategy, students find and read opinion/editorial examples from different newspapers about a single topic. The students analyze these to determine the strategies writers use to create a persuasive argument. <ul style="list-style-type: none"> <li>• S = subject</li> <li>• O = occasion</li> <li>• A = audience</li> </ul>	MLA Handbook “How to Write a Persuasive Essay” “Personal Narratives”  <a href="http://www.readwritethink.org">www.readwritethink.org</a>  <a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a>  <a href="http://writingcenter.unc.edu">http://writingcenter.unc.edu</a>  <a href="http://www.webenglishteacher.com/narrative.html">www.webenglishteacher.com/narrative.html</a>  <a href="http://www.greatsource.com/iwrite/students">http://www.greatsource.com/iwrite/students</a>  <a href="http://www.literatelearner.com/6traits">http://www.literatelearner.com/6traits</a>	

<p>to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</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 characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p>	<ul style="list-style-type: none"> <li>• P = purpose</li> <li>• S = speaker</li> <li>• T = tone</li> </ul> <p>More information about this strategy can be found at <a href="http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm">http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm</a>.</p> <p>Evaluating Models of Performance</p> <ul style="list-style-type: none"> <li>• Explain the criteria for a particular writing assignment.</li> <li>• Show students models of essays representing a range of scores.</li> <li>• Have students assess them based on the criteria discussed.</li> <li>• Students can use this knowledge to write their own essay with the same criteria.</li> </ul>	<p><a href="http://www.daedalus.com/lists10/narrative.asp">www.daedalus.com/lists10/narrative.asp</a></p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Narrative Essay</p> <p>Intro</p> <p>Body</p> <p>Conclusion</p> <p>Theme</p> <p>Details</p> <p>Anecdote</p> <p>Description</p> <p>Imagery</p> <p>Figurative Language</p> <p>Dialogue</p> <p>Action/Blocking</p> <p>Sequence/Chronological Ordering</p> <p>Flashback</p> <p>Suspense</p> <p>Point-of-view</p> <p>Characters</p> <p>Plot</p> <p>Conflict</p> <p>Resolution</p> <p>Climax</p> <p>Rising/Falling Action</p> <p>Setting/Exposition</p>	<p>HOW DO AUTHORS EFFECTIVELY NARRATE STORIES, REAL OR IMAGINED?</p> <p>WHAT STRATEGIES OR TECHNIQUES ARE MOST EFFECTIVE IN NARRATING A STORY OR EVENT?</p> <p>WHAT ARE THE PURPOSES FOR NARRATIVE WRITING?</p>	

Narrator Diction Syntax Cohesion Fluency Tone Mood Style Audience Purpose Fictional vs Creative Non-fiction/autobiographical/memoir Prewriting Drafting Revising/Editing Publishing	
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GRADE: 9-10	SUBJECT: ELA	STRAND: Writing	TRG Pacing Guide
<b>CODE:</b>  <b>W.9-10.4</b>	Description: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3 above.)		
	Unpacked Standard: High school students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s style, organization, and development of a topic.		
	Students should plan their writing, develop strong revising and editing skills, rewrite or try a different approach always mindful of the audience and the purpose for the writing. They need to determine what details or information is most important for a particular audience and specific purpose. They need to understand writing as a process rather than solely as a product. Writing as a process requires thinking and being able to articulate those thoughts.		
	CCSS recognizes that students need to be able to use technology strategically when creating, refining, and collaborating on writing. Students should not only use technology for producing and publishing writing but also to collaborate with others.		
	ACT/Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Board Objective: I CAN write effectively (using cohesive organization and appropriate style)S for a specific purpose and to a specific audience			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Rubrics Personal Narrative Argumentative Essay Daily Bellwork  Argumentative, Expository, and Narrative Writing Pieces  Students will demonstrate mastery of this standard by writing organized and effective essays for any purpose, particularly	Produce clear and coherent writing, which shows development and analysis.  Content Elaborations The Production and Distribution of Writing is a multistage, reflective process that requires planning and revising and may occur collaboratively, individually and technologically. Effective writers make conscious, independent and/or collaborative decisions about the type of writing produced and distributed. They also use technology to share information and to create individual and collaborative texts.  Instructional Strategies and Resources Photo Gallery Students take photographs that illustrate a piece of their writing and create a hallway or gallery display of their pictures and writing. Invite faculty and other classes for an author’s talk in the gallery, with each writer reading and discussing his or her work. Plan Strategy with STOP Students follow these steps to develop and organize their ideas for a piece of persuasive	MLA Handbook  “How to Write a Persuasive Essay” “Personal Narratives” <a href="http://www.readwritethink.org">www.readwritethink.org</a> <a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a> <a href="http://writingcenter.unc.edu">http://writingcenter.unc.edu</a> <a href="http://www.webenglishteacher.com/">http://www.webenglishteacher.com/</a> <a href="http://www.greatsource.com">http://www.greatsource.com</a>	

<p>for narrating, expressing, informing, or persuading.</p>	<p>writing:</p> <ul style="list-style-type: none"> <li>• Suspend your judgment and generate as many ideas on each side of the argument as possible.</li> <li>• Take a side.</li> <li>• Organize your notes and ideas and decide which ideas you are going to use to support your side and which ideas are going to be used to refute on the opposing side.</li> <li>• Plan as you write.</li> </ul> <p>This strategy can be teacher led or student directed. With the last step, writers continue to add, change or delete from the initial plan. For more information, visit <a href="http://www.thewritingteacher.org/writing-blog-home/2008/10/1/research-based-best-practices-for-teaching-writing-a-discussion.html">www.thewritingteacher.org/writing-blog-home/2008/10/1/research-based-best-practices-for-teaching-writing-a-discussion.html</a>.</p> <p>Brooks, Terry. Sometimes the Magic Works: Lessons from a Writing Life. New York: Ballentine Books, 2004. Brooks' text examines the thought process writers often go through to produce their works. It gives valuable tips that can be used to help shape the various stages of a piece.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	<p><a href="http://iwrite/students">/iwrite/students</a></p> <p><a href="http://www.literatelearner.com/6traits">http://www.literatelearner.com/6traits</a></p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>The Writing Process</p> <p>Drafting</p> <p>Prewriting</p> <p>Revising</p> <p>Editing</p> <p>Publishing</p> <p>The Six Traits of WRiting</p> <p>Content</p> <p>Organization</p> <p>Ideas</p> <p>Voice</p> <p>Conventions</p> <p>Sentence Fluency</p> <p>Purpose</p> <p>Audience</p> <p>Style</p> <p>Tone</p> <p>Diction</p> <p>Syntax</p>	<p>HOW DO WRITERS STRUCTURE THEIR ESSAYS TO CONVINC AN AUDIENCE? TO CREATE COHESIVE WRITING?</p> <p>WHAT STRATEGIES DO WRITERS USE TO ARGUE A POSITION? TO PERSUADE AN AUDIENCE?</p> <p>HOW DOES TONE /STYLE INFLUENCE PURPOSE AND AUDIENCE IN AN ESSAY?</p>	

Structure Sequence Introduction Body Conclusion	
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<b>GRADE:</b> 9-10	<b>SUBJECT:</b> ELA	<b>STRAND:</b> Writing	TRG Pacing Guide
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<b>CODE:</b>  <b>W.9-10.5</b>	<p>Description: 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.</p> <p>Unpacked Standard: High school students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s style, organization, and development of a topic.</p> <p>Students should plan their writing, develop strong revising and editing skills, rewrite or try a different approach always mindful of the audience and the purpose for the writing. They need to determine what details or information is most important for a particular audience and specific purpose. They need to understand writing as a process rather than solely as a product. Writing as a process requires thinking and being able to articulate those thoughts.</p> <p>CCSS recognizes that students need to be able to use technology strategically when creating, refining, and collaborating on writing. Students should not only use technology for producing and publishing writing but also to collaborate with others.</p> <p>ACT/Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Board Objective: I can plan, edit, and revise.</p>
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<b>ASSESSMENTS:</b>	<b>STRATEGIES:</b>	<b>RESOURCES:</b>
Rubrics Personal Narrative Argumentative Essay Daily Bellwork	Content Elaborations The Production and Distribution of Writing is a multistage, reflective process that requires planning and revising and may occur collaboratively, individually and technologically. Effective writers make conscious, independent and/or collaborative decisions about the type of writing produced and distributed. They also use	MLA Handbook “How to Write a Persuasive Essay” “Personal

<p>Students will demonstrate mastery of this objective through the submission of revised pieces of writing to show development in the six traits of writing as well as to show that areas of their essays have been strengthened and made more effective.</p> <p>Grading each step of the writing process is an effective way of assessment.</p> <p>Outline/Prewriting notes First/Rough draft Revised Draft Edited Draft Published Draft</p> <p>Make sure to use rubrics and student exemplars throughout the drafting/revising process. This guides students as to what they should be attaining/achieving within their own writing and gives them a more concrete idea of how to score their own or other students' essays.</p>	<p>technology to share information and to create individual and collaborative texts.</p> <p>Instructional Strategies and Resources Photo Gallery</p> <p>Students take photographs that illustrate a piece of their writing and create a hallway or gallery display of their pictures and writing. Invite faculty and other classes for an author's talk in the gallery, with each writer reading and discussing his or her work.</p> <p>Plan Strategy with STOP</p> <p>Students follow these steps to develop and organize their ideas for a piece of persuasive writing:</p> <ul style="list-style-type: none"> <li>• Suspend your judgment and generate as many ideas on each side of the argument as possible.</li> <li>• Take a side.</li> <li>• Organize your notes and ideas and decide which ideas you are going to use to support your side and which ideas are going to be used to refute on the opposing side.</li> <li>• Plan as you write.</li> </ul> <p>This strategy can be teacher led or student directed. With the last step, writers continue to add, change or delete from the initial plan. For more information, visit <a href="http://www.thewritingteacher.org/writing-blog-home/2008/10/1/research-based-best-practices-for-teaching-writing-a-discussion.html">www.thewritingteacher.org/writing-blog-home/2008/10/1/research-based-best-practices-for-teaching-writing-a-discussion.html</a>.</p> <p>Brooks, Terry. Sometimes the Magic Works: Lessons from a Writing Life. New York: Ballentine Books, 2004. Brooks' text examines the thought process writers often go through to produce their works. It gives valuable tips that can be used to help shape the various stages of a piece.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	<p>Narratives"</p> <p><a href="http://owl.english.purdue.edu/owl/section/1/1/">owl.english.purdue.edu/owl/section/1/1/</a></p> <p><a href="http://readwritethink.org">readwritethink.org</a></p> <p><a href="http://webenglishteacher.com">webenglishteacher.com</a></p> <p><a href="http://www.dailywritingtips.com/the-writing-process/">www.dailywritingtips.com/the-writing-process/</a></p> <p><a href="http://www.csuohio.edu/academic/writingcenter/writproc.html">http://www.csuohio.edu/academic/writingcenter/writproc.html</a></p> <p><a href="http://writing.mit.edu/wcc/resources/writers/writingprocess">writing.mit.edu/wcc/resources/writers/writingprocess</a></p> <p><a href="http://www.ttms.org/PDFs/04%20Writing%20Processes%20v001%20%28Full%29.pdf">http://www.ttms.org/PDFs/04%20Writing%20Processes%20v001%20%28Full%29.pdf</a></p>
VOCABULARY:	ESSENTIAL QUESTIONS:	



<p>The Writing Process</p> <ul style="list-style-type: none"><li>Drafting</li><li>Prewriting</li><li>Revising</li><li>Editing</li><li>Publishing</li></ul> <p>The Six Traits of WRiting</p> <ul style="list-style-type: none"><li>Content</li><li>Organization</li><li>Ideas</li><li>Voice</li><li>Conventions</li><li>Sentence Fluency</li><li>Purpose</li><li>Audience</li><li>Style</li><li>Tone</li><li>Diction</li><li>Syntax</li><li>Structure</li><li>Sequence</li><li>Introduction</li><li>Body</li><li>Conclusion</li></ul>	<p>WHAT IS THE PROCESS THAT GOOD WRITERS USE? HOW DO GOOD WRITERS IMPROVE OR STRENGTHEN THEIR WRITING?</p>
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GRADE: 9-10	SUBJECT: ELA	STRAND: Writing	TRG Pacing Guide
<b>CODE:</b>  <b>W.9-10.6</b>	Description: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		
	Unpacked Standard: High school students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment), audience (the intended reader), and purpose (the writer's designated reason for writing) should be reflected in the student's style, organization, and development of a topic.		
	Students should plan their writing, develop strong revising and editing skills, rewrite or try a different approach always mindful of the audience and the purpose for the writing. They need to determine what details or information is most important for a particular audience and specific purpose. They need to understand writing as a process rather than solely as a product. Writing as a process requires thinking and being able to articulate those thoughts.		
	CCSS recognizes that students need to be able to use technology strategically when creating, refining, and collaborating on writing. Students should not only use technology for producing and publishing writing but also to collaborate with others.		
	ACT/Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Board Objective: I CAN use technology to produce, publish, and respond to ongoing feedback (i.e. googledocs)			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Rubrics Personal Narrative Argumentative Essay Daily Bellwork  Students will be assessed on their integration of Microsoft Word and/or Google docs to produce and publish a product/essay.  Students can also be assessed on the feedback they provide to other students as well as if they update their work based on student or teacher feedback/criticism.	Content Elaborations The Production and Distribution of Writing is a multistage, reflective process that requires planning and revising and may occur collaboratively, individually and technologically. Effective writers make conscious, independent and/or collaborative decisions about the type of writing produced and distributed. They also use technology to share information and to create individual and collaborative texts.  Instructional Strategies and Resources Photo Gallery Students take photographs that illustrate a piece of their writing and create a hallway or gallery display of their pictures and writing. Invite faculty and other classes for an author's talk in the gallery, with each writer reading and discussing his or her work.	MLA Handbook "How to Write a Persuasive Essay" "Personal Narratives"  googledocs Edmodo.com (a "Facebook" for your classroom where you can post assignments and students can post work and blog or give/respond to feedback)	

	<p><b>Plan Strategy with STOP</b>  Students follow these steps to develop and organize their ideas for a piece of persuasive writing:</p> <ul style="list-style-type: none"> <li>• Suspend your judgment and generate as many ideas on each side of the argument as possible.</li> <li>• Take a side.</li> <li>• Organize your notes and ideas and decide which ideas you are going to use to support your side and which ideas are going to be used to refute on the opposing side.</li> <li>• Plan as you write.</li> </ul> <p>This strategy can be teacher led or student directed. With the last step, writers continue to add, change or delete from the initial plan. For more information, visit <a href="http://www.thewritingteacher.org/writing-blog-home/2008/10/1/research-based-best-practices-for-teaching-writing-a-discussion.html">www.thewritingteacher.org/writing-blog-home/2008/10/1/research-based-best-practices-for-teaching-writing-a-discussion.html</a>.</p> <p>Brooks, Terry. <i>Sometimes the Magic Works: Lessons from a Writing Life</i>. New York: Ballentine Books, 2004. Brooks' text examines the thought process writers often go through to produce their works. It gives valuable tips that can be used to help shape the various stages of a piece.</p> <p><b>Diverse Learners</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	
<b>VOCABULARY:</b>	<b>ESSENTIAL QUESTIONS:</b>	

<b>GRADE:</b> 9-10	<b>SUBJECT:</b> ELA	<b>STRAND:</b> Writing	TRG Pacing Guide
<b>CODE:</b>  <b>W.9-10.7</b>	Description: 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.		
	Unpacked Standard: In the CCSS research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.		
	High school students need to learn how to synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. To accomplish this, students need to be able to recognize what is important in a source, how it supports the topic, and how it relates to other source information. They need to find information that is relevant from reliable and authoritative sources. Students should be adept at using advance searches finding print and digital sources that answer their research question. They should know how to integrate the information effectively, avoiding plagiarism and using a standard format for citation.		
	ACT/Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
Board Objective: I CAN conduct research projects to answer a question or solve a problem by synthesizing multiple sources			
<b>ASSESSMENTS:</b>	<b>STRATEGIES:</b>	<b>RESOURCES:</b>	
Rubrics Personal Narrative Argumentative Essay Daily Bellwork  In order to demonstrate mastery of this objective, students must be able to master the multiple steps/components involved in the research process. Teachers should be assessing students throughout the process on various components in addition to assessing the final research product.	Conduct research and demonstrate knowledge of the subject through writing.  Content Elaborations Conducting Research to Build and Present Knowledge is essential for developing cogent writers who employ critical thinking. Efficient writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understandings and new knowledge for specific purposes. They understand that research is a recursive process and persist through challenges to gain a broader perspective about information during the inquiry process. Writers use appropriate style manuals to follow a standard format for citation.	MLA Handbook “How to Write a Persuasive Essay” “Personal Narratives”  Fayette County Schools Research Paper Survival Guide (AMAZING SOURCE!!!)  <a href="http://www.fcboe.org/files/curriculum/survival_guide.pdf">http://www.fcboe.org/files/curriculum/survival_guide.pdf</a> <a href="http://www.readwritethink.org">www.readwritethink.org</a> <a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a> <a href="http://writingcenter.unc.edu">http://writingcenter.unc.edu</a>	
In the CCSS research—both short, focused projects (such as those commonly required	Instructional Strategies and Resources Multigenre/Multimodal Project		

<p>in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical. High school students need to learn how to synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. To accomplish this, students need to be able to recognize what is important in a source, how it supports the topic, and how it relates to other source information. They need to find information that is relevant from reliable and authoritative sources. Students should be adept at using advance searches and finding print and digital sources that answer their research question. They should know how to integrate the information effectively, avoiding plagiarism and using a standard format for citation. In grades 11 and 12, students should determine the strengths and limitations of the sources they find in terms of task, audience, and purpose. They should not rely heavily on a single source.</p>	<p>This strategy incorporates poems, texts, newspaper articles, art, music, videos, etc., which encourage students to avoid plagiarism through synthesizing multiple sources on a subject. Students create a self-sustaining generated question/problem to solve based on student investigation. (This idea may be considered as a possible senior or capstone project.)</p> <p>Evaluating Samples of Teacher-Provided Logical Fallacies</p> <p>Evaluate the following for appropriate appeals in order to achieve purpose: logic, authority, emotion. Use sample research papers, ads, political commercials and position papers. Students evaluate and use multiple sources to assess the strengths and limitations of sources in terms of the task, purpose and audience.</p> <p>Multiple Print and Digital Sources</p> <p>Students brainstorm a list of items that combine different ways of expressing ideas, such as poster, DVD or a range of print, visual or sound texts. After the lists are shared, items are identified as texts (audio texts, video texts, etc.). Students then create an inventory of significant texts that they have engaged with over a specified period of time and discuss why it is important to interact with a variety of different types of texts. More information about this strategy can be found at <a href="http://www.learner.org/workshops/middlewriting/p5_tr_transcript.html">http://www.learner.org/workshops/middlewriting/p5_tr_transcript.html</a>.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	<p><a href="http://www.webenglishteacher.com">www.webenglishteacher.com</a></p> <p><a href="http://www.stanford.edu/~arnetha/expowrite/info.html">http://www.stanford.edu/~arnetha/expowrite/info.html</a></p> <p><a href="http://www.greatsource.com/iwrite/students/s_expos.html">http://www.greatsource.com/iwrite/students/s_expos.html</a></p> <p><a href="http://www.literatelearner.com/6traits">http://www.literatelearner.com/6traits</a></p> <p>A+ Research and Writing</p> <p><a href="http://www.ipl.org/div/aplus/">http://www.ipl.org/div/aplus/</a></p>
<p><b>VOCABULARY:</b></p>	<p><b>ESSENTIAL QUESTIONS:</b></p>	
<p>Research/Inquiry Expository/Explanatory/Informative Purpose Analytical Purpose Persuasive Purpose Essay     Compare/Contrast     Cause/Effect     Problem/Solution     Sequence/Chronology Intro</p>	<p>WHAT MAKES A SOURCE RELIABLE? WHAT ARE THE STEPS/PROCESSES OF CREATING A RESEARCH PAPER?</p>	

Body Conclusion Thesis/Claim Evidence Logical Reasoning Statistics, facts, data, examples Rhetoric Diction Syntax Textual Evidence Relevant Evidence Cohesion Fluency Tone Style Audience Purpose Informal vs Formal tone In-text citations MLA format Works Cited Primary vs Secondary Sources Relevant sources Bias Prewriting Drafting Revising/Editing Publishing Parenthetical Citations Annotated Bibliography Source Cards Note Cards	
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GRADE: 9-10	SUBJECT: ELA	STRAND: Writing	TRG Pacing Guide
<p>CODE:</p> <p><b>W.9-10.8</b></p>	<p>Description: 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.</p> <p>Unpacked Standard: In the CCSS research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.</p> <p>High school students need to learn how to synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. To accomplish this, students need to be able to recognize what is important in a source, how it supports the topic, and how it relates to other source information. They need to find information that is relevant from reliable and authoritative sources. Students should be adept at using advance searches finding print and digital sources that answer their research question. They should know how to integrate the information effectively, avoiding plagiarism and using a standard format for citation.</p> <p>ACT/Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Board Objective: I CAN gather relevant information from multiple credible sources and integrate effectively into research product</p>		
<p>ASSESSMENTS:</p> <p>Rubrics Personal Narrative Argumentative Essay Daily Bellwork</p> <p>Students can demonstrate mastery of the first part of this objective (gather relevant information from multiple print and digital sources) through note/source cards as well as an annotated bibliography. Students can also justify in writing how/why their sources are credible and relevant.</p> <p>For the integration component, students will need to understand and use an approved formatting (i.e. MLA) and incorporate parenthetical citations</p>	<p>STRATEGIES:</p> <p>Content Elaborations Conducting Research to Build and Present Knowledge is essential for developing cogent writers who employ critical thinking. Efficient writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understandings and new knowledge for specific purposes. They understand that research is a recursive process and persist through challenges to gain a broader perspective about information during the inquiry process. Writers use appropriate style manuals to follow a standard format for citation.</p> <p>Instructional Strategies and Resources Multigenre/Multimodal Project This strategy incorporates poems, texts, newspaper articles, art,</p>	<p>RESOURCES:</p> <p>MLA Handbook “How to Write a Persuasive Essay” “Personal Narratives” Fayette County Schools Research Paper Survival Guide (AMAZING SOURCE!!!) <a href="http://www.fcboe.org/files/curriculum/survival_guide.pdf">http://www.fcboe.org/files/curriculum/survival_guide.pdf</a> <a href="http://www.readwritethink.org">www.readwritethink.org</a> <a href="http://owl.english.purdue.edu">http://owl.english.purdue.edu</a></p>	

<p>properly.</p> <p>In the CCSS research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.</p> <p>High school students need to learn how to synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. To accomplish this, students need to be able to recognize what is important in a source, how it supports the topic, and how it relates to other source information. They need to find information that is relevant from reliable and authoritative sources. Students should be adept at using advance searches and finding print and digital sources that answer their research question.</p> <p>They should know how to integrate the information effectively, avoiding plagiarism and using a standard format for citation.</p> <p>In grades 11 and 12, students should determine the strengths and limitations of the sources they find in terms of task, audience, and purpose. They should not rely heavily on a single source.</p>	<p>music, videos, etc., which encourage students to avoid plagiarism through synthesizing multiple sources on a subject. Students create a self-sustaining generated question/problem to solve based on student investigation. (This idea may be considered as a possible senior or capstone project.)</p> <p>Evaluating Samples of Teacher-Provided Logical Fallacies Evaluate the following for appropriate appeals in order to achieve purpose: logic, authority, emotion. Use sample research papers, ads, political commercials and position papers. Students evaluate and use multiple sources to assess the strengths and limitations of sources in terms of the task, purpose and audience.</p> <p>Multiple Print and Digital Sources Students brainstorm a list of items that combine different ways of expressing ideas, such as poster, DVD or a range of print, visual or sound texts. After the lists are shared, items are identified as texts (audio texts, video texts, etc.). Students then create an inventory of significant texts that they have engaged with over a specified period of time and discuss why it is important to interact with a variety of different types of texts. More information about this strategy can be found at <a href="http://www.learner.org/workshops/middlewriting/p5_tr_transcript.html">http://www.learner.org/workshops/middlewriting/p5_tr_transcript.html</a>.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	<p><a href="http://writingcenter.unc.edu">edu/owl/ http://writingcenter.unc.edu</a> <a href="http://www.webenglishteacher.com">www.webenglishteacher.com</a> <a href="http://www.stanford.edu/~arnetha/expowrite/info.html">http://www.stanford.edu/~arnetha/expowrite/info.html</a> <a href="http://www.greatsource.com/iwrite/students/s_exp.html">http://www.greatsource.com/iwrite/students/s_exp.html</a> <a href="http://www.literatelearner.com/6traits">http://www.literatelearner.com/6traits</a> A+ Research and Writing <a href="http://www.ipl.org/div/plus/">http://www.ipl.org/div/plus/</a></p>
VOCABULARY:	ESSENTIAL QUESTIONS: Researching different forms of media	
<p>Research/Inquiry</p> <p>Expository/Explanatory/Informative Purpose</p> <p>Analytical Purpose</p> <p>Persuasive Purpose</p> <p>Essay</p> <p>    Compare/Contrast</p>	<p>WHAT MAKES A SOURCE RELIABLE?</p> <p>WHAT ARE THE STEPS/PROCESSES OF CREATING A RESEARCH PAPER?</p>	



Cause/Effect Problem/Solution Sequence/Chronology Intro Body Conclusion Thesis/Claim Evidence Logical Reasoning Statistics, facts, data, examples Rhetoric Diction Syntax Textual Evidence Relevant Evidence Cohesion Fluency Tone Style Audience Purpose Informal vs Formal tone In-text citations MLA format Works Cited Primary vs Secondary Sources Relevant sources Bias Prewriting Drafting Revising/Editing Publishing Parenthetical Citations Annotated Bibliography Source Cards Note Cards	
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GRADE: 9-10	SUBJECT: ELA	STRAND: Writing	TRG Pacing Guide
<b>CODE:</b>  <b>W.9-10.9</b>	Description: Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	Unpacked Standard: In the CCSS research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.  High school students need to learn how to synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. To accomplish this, students need to be able to recognize what is important in a source, how it supports the topic, and how it relates to other source information. They need to find information that is relevant from reliable and authoritative sources. Students should be adept at using advance searches finding print and digital sources that answer their research question. They should know how to integrate the information effectively, avoiding plagiarism and using a standard format for citation.		
	ACT/Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	Board Objective: I can interact with various forms of informational text and gather meaning from them.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Rubrics Personal Narrative Argumentative Essay Daily Bellwork  a. Apply grades 9-10 Reading standards to literature (e.g., — Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics)].	Draw evidence from literary works and informational texts to support analysis, reflection and research.  Content Elaborations Conducting Research to Build and Present Knowledge is essential for developing cogent writers who employ critical thinking. Efficient writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understandings and new knowledge for specific purposes. They understand that research is a recursive process and persist through challenges to gain a broader perspective about information during the inquiry process. Writers use appropriate style manuals to follow a standard format for citation.  Instructional Strategies and Resources Multigenre/Multimodal Project This strategy incorporates poems, texts, newspaper articles, art, music, videos, etc.,	MLA Handbook “How to Write a Persuasive Essay” “Personal Narratives”  <a href="http://www.roanestate.edu/owl/WritingLitAnalysis1.html">http://www.roanestate.edu/owl/WritingLitAnalysis1.html</a> <a href="http://www.gmc.edu/students/arc/documents/Literary%20analysis.pdf">http://www.gmc.edu/students/arc/documents/Literary%20analysis.pdf</a> (How To Write a Literary Analysis pdf) <a href="http://www.fcboe.org/files/curriculum/survival_guide.pdf">http://www.fcboe.org/files/curriculum/survival_guide.pdf</a> <a href="http://www.readwritethink.org">www.readwritethink.org</a>	

<p>b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., —Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]]).</p>	<p>which encourage students to avoid plagiarism through synthesizing multiple sources on a subject. Students create a self-sustaining generated question/problem to solve based on student investigation. (This idea may be considered as a possible senior or capstone project.)</p> <p>Evaluating Samples of Teacher-Provided Logical Fallacies Evaluate the following for appropriate appeals in order to achieve purpose: logic, authority, emotion. Use sample research papers, ads, political commercials and position papers. Students evaluate and use multiple sources to assess the strengths and limitations of sources in terms of the task, purpose and audience.</p> <p>Multiple Print and Digital Sources Students brainstorm a list of items that combine different ways of expressing ideas, such as poster, DVD or a range of print, visual or sound texts. After the lists are shared, items are identified as texts (audio texts, video texts, etc.). Students then create an inventory of significant texts that they have engaged with over a specified period of time and discuss why it is important to interact with a variety of different types of texts. More information about this strategy can be found at <a href="http://www.learner.org/workshops/middlewriting/p5_tr_transcript.html">http://www.learner.org/workshops/middlewriting/p5_tr_transcript.html</a>.</p> <p>Diverse Learners  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	<p><a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a>  <a href="http://writingcenter.unc.edu">http://writingcenter.unc.edu</a>  <a href="http://www.webenglishteacher.com">www.webenglishteacher.com</a>  <a href="http://www.stanford.edu/~arnetha/expowrite/info.html">http://www.stanford.edu/~arnetha/expowrite/info.html</a>  <a href="http://www.greatsource.com/iwrite/students/s_expos.html">http://www.greatsource.com/iwrite/students/s_expos.html</a>  <a href="http://www.literatelearner.com/6traits">http://www.literatelearner.com/6traits</a>  A+ Research and Writing   <a href="http://www.ipl.org/div/aplus/">http://www.ipl.org/div/aplus/</a></p>
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<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>
<p>Research/Inquiry  Literary Analysis  Expository/Explanatory/Informative Purpose  Analytical Purpose  Persuasive Purpose  Essay      Compare/Contrast      Cause/Effect      Problem/Solution      Sequence/Chronology  Intro  Body</p>	<p>HOW DO YOU WRITE AN ANALYSIS OF A LITERARY TEXT EFFECTIVELY?</p>

Conclusion Thesis/Claim Evidence Logical Reasoning Statistics, facts, data, examples Rhetoric Diction Syntax Textual Evidence Relevant Evidence Cohesion Fluency Tone Style Audience Purpose Informal vs Formal tone In-text citations MLA format Works Cited Primary vs Secondary Sources Relevant sources Bias Prewriting Drafting Revising/Editing Publishing Parenthetical Citations Annotated Bibliography Source Cards Note Cards	
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<b>GRADE:</b> 9-10	<b>SUBJECT:</b> ELA	<b>STRAND:</b> Writing	TRG Pacing Guide
<b>CODE:</b>  <b>W.9-10.10</b>	Description: 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.		
	Unpacked Standard: CCSS expect students to have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.		
	ACT/Anchor Standard: 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.		
	Board Objective: I CAN write routinely over extended time frames for a range of tasks/purposes		
<b>ASSESSMENTS:</b>	<b>STRATEGIES:</b>	<b>RESOURCES:</b>	
Rubrics Personal Narrative Argumentative Essay Daily Bellwork  Students will create several pieces of writing of different purposes and of different lengths (i.e. short timed ACT persuasive essays, shorter cohesive essays during Do Now periods, longer research-based essays, literary analyses, etc.)	Content Elaborations Effective writers build skills by producing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing and producing numerous pieces over short and extended time frames throughout the year.  Instructional Strategies and Resources  Revision Conferences Encourage revision for selected pieces of writing. Before revising, have students use a rubric to self-score their own papers. Then, confer with students individually about their strengths,	MLA Handbook "How to Write a Persuasive Essay" "Personal Narratives"	

	<p>weaknesses and plans for improvement. Have students highlight or underline their improvements when they submit the revised version.</p> <p><b>Quick Writes/Timed Writing</b> Students respond to focused prompts that center on key ideas for current task, purpose and audience. Students can reflect as individuals or as a class on assignment. Use this strategy as a refocus opportunity when entering the classroom.</p> <p>The National Writing Project &amp; Carl Nagin. Because Writing Matters: Improving Student Writing in Our Schools. San Francisco: Jossey-Bass, 2003. This text offers several strategies, additional resources and research centered on teaching students how to become more effective writers.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
	<p>ROUTINE WRITING PROCESS ENCOURAGED</p> <p>HOW DOES PURPOSE/AUDIENCE IMPACT THE CHOICES A WRITER MAKES REGARDING THE DICTION, STRUCTURE, STYLE , TONE OF AN ESSAY?</p>	

GRADE: 9-10	SUBJECT: ELA	STRAND: Speaking and Listening	TRG Pacing Guide
CODE:  <b>SL.9-10.1</b>	Description: 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.		
	Unpacked Standard: By the ninth grade, students will be accustomed to engaging in a range of collaborative discussions. Students should begin to become comfortable in engaging others in these discussions. Initiation of conversations may start by asking more questions, reflecting on something that happened to the student personally, or connecting to observations and other reading experiences. Students should produce the desired result of persuading others to accept an individual viewpoint.		
	To engage in effective and clear communication, students should: <ul style="list-style-type: none"> <li>• Be prepared—read and identify relevant evidence from pertinent texts and other outside readings/experiences to support a point and actively engage in meaningful and well-reasoned conversation.</li> <li>• Work collaboratively with classmates—establish fair rules for discussion and the ability to present differing opinions with civility. Students need to have an idea of what a GOOD discussion is to make those rules--provide strong examples of collegial discussions so they may model their rules after these examples.</li> <li>• Keep conversation going—take smaller ideas and apply those to identify universal themes, engage less-vocal classmates in discussions through probing questions, and hold participants accountable for justifying their ideas.</li> </ul>		
	ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.		
	Board Objective: I CAN participate in a range of collaborative discussions, expressing their ideas clearly and persuasively.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Dramatic Project Presentations Class Discussion/Debate  Students will demonstrate mastery of this objective through the following sub-standards: 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	Participate in one-on- one, small group, and large group discussions about fiction and non- fiction readings.  Content Elaborations The speaking and listening strand requires an intense focus on Comprehension and Collaboration. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focus on the synthesis of	Current Event Newspaper Articles  <a href="http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSe m.pdf">http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSe m.pdf</a> (Socratic Seminar PDF) <a href="http://www.studyguide.org/socratic_seminar.htm">http://www.studyguide.org/socratic_seminar.htm</a> <a href="http://www.cnn.com/studentnews/">http://www.cnn.com/studentnews/</a> (for current events/topics/critical	

<p>thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</p>	<p>ideas.</p> <p>Instructional Strategies and Resources Research and Present</p> <p>Using a major current event (e.g., BP Oil Spill), students evaluate multiple sources, speeches, reports and documentaries covering the event to determine similarities and differences of the various representations of biases from most to least objective. Extended: Using the continuum of bias, students analyze two sources on the extreme end of the spectrum. Then, students create a biased piece from the most unbiased piece and vice-versa. In an oral and written presentation, students present the products and justifications.</p> <p>Critical Thinking/Inquiry</p> <p>How does a person remain objective in the face of overwhelming catastrophe? What must one consider during this type of event? Who is at risk? Who is safe? How do we weigh cost vs. human/animal life? Students can explore these questions and the importance of primary source information by reviewing historical information about medicine at <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC194789/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC194789/</a>.</p> <p>Socratic Seminar</p> <p>Students learn and participate in a Socratic Seminar based on texts they are reading. Students can be assigned different sections of the writing and then alternate as discussion leaders. Information about a Socratic Seminar can be found at <a href="http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html">http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html</a>.</p> <p>For various activities that can be adapted and implemented into the English/Language Arts curriculum, visit <a href="http://www.sasked.gov.sk.ca/docs/mla/listen.html">http://www.sasked.gov.sk.ca/docs/mla/listen.html</a>.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	<p>thinking questions)</p> <p><a href="http://www.pbs.org/newshour/extra/">http://www.pbs.org/newshour/extra/</a></p>
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VOCABULARY:

ESSENTIAL QUESTIONS:



Purpose Audience Tone Speaker Point-of-View Bias Objectivity vs Subjectivity Ambivalence Ambiguity Credibility Relevance Argument/Claim Counter-Argument Rhetoric/Rhetorical Strategies Ethos, Logos, Pathos	Participating in class discussion over novels and topics covered.  WHAT ARE THE COMPONENTS OF A GOOD ARGUMENT? WHAT ARE THE QUALITIES OF AN EFFECTIVE SPEAKER? AN EFFECTIVE LISTENER?
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GRADE: 9-10	SUBJECT: ELA	STRAND: Speaking and Listening	TRG Pacing Guide
<b>CODE:</b>  <b>SL.9-10.2</b>	<p>Description: 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>Unpacked Standard:            CCSS integrates research throughout every domain. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change. Therefore, students in 9th and 10th grade should integrate multiple and diverse sources of information. They also need to understand what a reliable source is and what makes one questionable.</p> <p>Students are asked to evaluate whether the reasoning a speaker uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof. They need to pinpoint any statements that are false and judge if any of the speaker's reasoning is misleading. Students at this grade are moving from passive listeners to active participants.</p> <p>ACT/Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Board Objective: I CAN integrate and evaluate (for credibility and accuracy) multiple sources of information in diverse formats in order to solve problems</p>		

ASSESSMENTS:	STRATEGIES:	RESOURCES:
<p>Dramatic Project Presentations Class Discussion/Debate</p> <p>Students can demonstrate mastery of this objective through a written justification of the sources they used, the credibility of the sources they used, and the diversity of their sources. This can be written before, during, or after discussion, socratic seminar, debate, speech, news broadcast, etc.</p>	<p><b>Content Elaborations</b> The speaking and listening strand requires an intense focus on Comprehension and Collaboration. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focus on the synthesis of ideas.</p> <p><b>Instructional Strategies and Resources</b></p> <p><b>Research and Present</b> Using a major current event (e.g., BP Oil Spill), students evaluate multiple sources, speeches, reports and documentaries covering the event to determine similarities and differences of the various representations of biases from most to least objective. Extended: Using the continuum of bias, students analyze two sources on the extreme end of the spectrum. Then, students create a biased piece from the most unbiased piece and vice-versa. In an oral and written presentation, students present the products and justifications.</p> <p><b>Critical Thinking/Inquiry</b> How does a person remain objective in the face of overwhelming catastrophe? What must one consider during this type of event? Who is at risk? Who is safe? How do we weigh cost vs. human/animal life? Students can explore these questions and the importance of primary source information by reviewing historical information about medicine at <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC194789/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC194789/</a>.</p> <p><b>Socratic Seminar</b> Students learn and participate in a Socratic Seminar based on texts they are reading. Students can be assigned different sections of the writing and then alternate as discussion leaders. Information about a Socratic Seminar can be found at</p>	<p>Current Event Newspaper Articles</p> <p><a href="http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf">http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf</a> (Socratic Seminar PDF)</p> <p><a href="http://www.studyguide.org/socratic_seminar.htm">http://www.studyguide.org/socratic_seminar.htm</a></p> <p><a href="http://www.cnn.com/studentnews/">http://www.cnn.com/studentnews/</a> (for current events/topics/critical thinking questions)</p> <p><a href="http://www.pbs.org/newshour/extra/">http://www.pbs.org/newshour/extra/</a></p>

	<p><a href="http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html">http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html</a>. For various activities that can be adapted and implemented into the English/Language Arts curriculum, visit <a href="http://www.sasked.gov.sk.ca/docs/mla/listen.html">http://www.sasked.gov.sk.ca/docs/mla/listen.html</a>.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	
<b>VOCABULARY:</b>	<b>ESSENTIAL QUESTIONS:</b>	
Purpose Audience Tone Speaker Point-of-View Bias Objectivity vs Subjectivity Ambivalence Ambiguity Credibility Relevance Argument/Claim Counter-Argument Rhetoric/Rhetorical Strategies Ethos, Logos, Pathos	Present material in various forms  WHAT ARE THE COMPONENTS OF A GOOD ARGUMENT?  WHAT ARE THE QUALITIES OF AN EFFECTIVE SPEAKER? AN EFFECTIVE LISTENER?  WHAT MAKES A SOURCE CREDIBLE?	

<b>GRADE:</b> 9-10	<b>SUBJECT:</b> ELA	<b>STRAND:</b> Speaking and Listening	TRG Pacing Guide
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<p>CODE:</p> <p>SL.9-10.3</p>	<p>Description: 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>Unpacked Standard: CCSS integrates research throughout every domain. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change. Therefore, students in 9th and 10th grade should integrate multiple and diverse sources of information. They also need to understand what a reliable source is and what makes one questionable.</p> <p>Students are asked to evaluate whether the reasoning a speaker uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof. They need to pinpoint any statements that are false and judge if any of the speaker's reasoning is misleading. Students at this grade are moving from passive listeners to active participants.</p> <p>ACT/Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Board Objective: I can evaluate a speaker's point of view.</p>	
<p>ASSESSMENTS:</p>	<p>STRATEGIES:</p>	<p>RESOURCES:</p>
<p>Dramatic Project Presentations Class Discussion/Debate</p> <p>Students can demonstrate mastery of this objective by writing down the reasoning, evidence, and rhetoric used while listening to a speaker's argument (in class or from a CD, film, or internet video)</p>	<p>Content Elaborations The speaking and listening strand requires an intense focus on Comprehension and Collaboration. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focus on the synthesis of ideas.</p> <p>Instructional Strategies and Resources</p> <p>Research and Present Using a major current event (e.g., BP Oil Spill), students evaluate multiple sources, speeches, reports and documentaries covering the event to determine similarities and differences of the various representations of biases from most to least objective. Extended: Using the continuum of bias, students analyze two sources on the extreme end of the spectrum. Then, students create a biased piece from the most unbiased piece and vice-versa. In an oral and written presentation, students present the products and justifications.</p> <p>Critical Thinking/Inquiry How does a person remain objective in the face of overwhelming catastrophe?</p>	<p>Current Event Newspaper Articles</p> <p><a href="http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf">http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf</a> (Socratic Seminar PDF)</p> <p><a href="http://www.studyguide.org/socratic_seminar.htm">http://www.studyguide.org/socratic_seminar.htm</a></p> <p><a href="http://www.cnn.com/studentnews/">http://www.cnn.com/studentnews/</a> (for current events/topics/critical thinking questions)</p> <p><a href="http://www.pbs.org/newshour/extra/">http://www.pbs.org/newshour/extra/</a> youtube.com (for speeches that students can evaluate, i.e. The Girl who Silenced the World in Five Minutes)</p> <p>The Great Debaters film (several</p>

	<p>What must one consider during this type of event? Who is at risk? Who is safe? How do we weigh cost vs. human/animal life? Students can explore these questions and the importance of primary source information by reviewing historical information about medicine at <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC194789/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC194789/</a>.</p> <p>Socratic Seminar Students learn and participate in a Socratic Seminar based on texts they are reading. Students can be assigned different sections of the writing and then alternate as discussion leaders. Information about a Socratic Seminar can be found at <a href="http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html">http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html</a>. For various activities that can be adapted and implemented into the English/Language Arts curriculum, visit <a href="http://www.sasked.gov.sk.ca/docs/mla/listen.html">http://www.sasked.gov.sk.ca/docs/mla/listen.html</a>.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	<p>debates that students can evaluate for reasoning and rhetorical strategies)</p>
<p><b>VOCABULARY:</b></p>		<p><b>ESSENTIAL QUESTIONS:</b></p>
<p>Purpose Audience Tone Diction Speaker Point-of-View Bias Objectivity vs Subjectivity Ambivalence Ambiguity Credibility Relevance Argument/Claim Counter-Argument Rhetoric/Rhetorical Strategies Ethos, Logos, Pathos</p>	<p>HOW DO SPEAKERS AFFECT/CONVINCE THEIR AUDIENCE?</p>	

<b>GRADE:</b> 9-10	<b>SUBJECT:</b> ELA	<b>STRAND:</b> <b>Speaking and Listening</b>	TRG Pacing Guide
<b>CODE:</b>  <b>SL.9-10.4</b>	Description: 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.		
	Unpacked Standard: 9th and 10th graders should be comfortable making their writing appropriate for purpose, audience, and task. It should be a seamless transition to communicate information and evidence as a speaker with this same focus on purpose, audience and task.		
	Students in the ninth and tenth grade should concentrate on using digital media in order to create an effect. Instead of just incorporating digital media to make something that is visually appealing, choices should be made with purpose – to enhance the findings and reasoning of the finished product.		
	Students will continue to learn to speak to a variety of audiences and adapt speech as necessary. The discussion of formal English should take place so students understand that IM (Instant Messaging), text abbreviations, and slang are inappropriate in most cases when presenting knowledge and ideas.		
	ACT/Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience		
Board Objective: I CAN orally present information and supporting evidence as well as counterpoints in an effective and organized manner			
<b>ASSESSMENTS:</b>	<b>STRATEGIES:</b>	<b>RESOURCES:</b>	
Dramatic Project Presentations Class Discussion/Debate  Students can be assessed through personal speeches, class debates, individual or group projects (creating PowerPoint presentations on various topics, creating commercials or public service announcements,etc )	Content Elaborations The Presentation of Knowledge and Ideas is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual and multimedia presentations and their effects increases the potential to inform, entertain or persuade an audience. Effective presentation considers alternative and opposing perspectives.	Current Event Newspaper Articles <a href="http://www.webenglishteacher.com/speech.html">http://www.webenglishteacher.com/speech.html</a> Rubrics for grading oral presentations/speeches <a href="http://www.nlcphs.org/.../Interdisciplina">www.nlcphs.org/.../Interdisciplina</a>	

<p>At Trillium Academy, the high school students participate in an annual symposium where each student presents a speech on an approved topic to an audience of high school students (two teachers judge in each classroom)</p>	<p>Instructional Strategies and Resources</p> <p><b>Dramatize</b> Students dramatize information from a scene in a non-fiction work or informational text conveying appropriate tone/mood and videotape for presentation. Students present information to aid understanding of material and creatively present to audience.</p> <p><b>Digital Project</b> Students create a digital project to enhance understanding of their written findings/textual evidence. Keep the requirements broad enough to encourage creativity and choice. For example, require students to use one visual element, one audio element and one text element. Students can create a video with a song playing in the background that includes excerpts from the text. Students can write a song using excerpts from the text and sing it to the class.</p> <p>For strategies to improve listening and speaking in the classroom, visit <a href="http://writing.colostate.edu/guides/teaching/esl/listening.cfm">http://writing.colostate.edu/guides/teaching/esl/listening.cfm</a>.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	<p>ry-Projects-Public-Speaking-Rubric...</p> <p><a href="http://cpss.neasc.org/downloads/Getting_started/seekonk_rubrics.pdf">http://cpss.neasc.org/downloads/Getting_started/seekonk_rubrics.pdf</a></p> <p><a href="http://hopkinton.schoolwires.net/cms/lib4/MA01001785/Centricity/Domain/162/Speaking%20--%20schoolwide.pdf">http://hopkinton.schoolwires.net/cms/lib4/MA01001785/Centricity/Domain/162/Speaking%20--%20schoolwide.pdf</a></p> <p><a href="http://www.byers32j.k12.co.us/highschool/staff/patrickwoytek/highschoolspeech/speechassignments/">http://www.byers32j.k12.co.us/highschool/staff/patrickwoytek/highschoolspeech/speechassignments/</a> (a teacher's website for their speech course; includes speech topics and assignments)</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	

Purpose Audience Tone Diction Speaker Point-of-View Bias Objectivity vs Subjectivity Ambivalence Ambiguity Credibility Relevance Argument/Claim Counter-Argument Rhetoric/Rhetorical Strategies Ethos, Logos, Pathos	HOW DO SPEAKERS AFFECT/CONVINCE THEIR AUDIENCE?
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GRADE: 9-10	SUBJECT: ELA	STRAND: Speaking and Listening	TRG Pacing Guide
<b>CODE:</b>  <b>SL.9-10.5</b>	Description: 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.		
	Unpacked Standard: 9th and 10th graders should be comfortable making their writing appropriate for purpose, audience, and task. It should be a seamless transition to communicate information and evidence as a speaker with this same focus on purpose, audience and task.		
	Students in the ninth and tenth grade should concentrate on using digital media in order to create an effect. Instead of just incorporating digital media to make something that is visually appealing, choices should be made with purpose – to enhance the findings and reasoning of the finished product.		
	Students will continue to learn to speak to a variety of audiences and adapt speech as necessary. The discussion of formal English should take place so students understand that IM (Instant Messaging), text abbreviations, and slang are inappropriate in most cases when presenting knowledge and ideas.		
	ACT/Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
Board Objective: I CAN strategically integrate digital media in presentations to enhance understanding and add interest			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Dramatic Project Presentations Class Discussion/Debate  Students can be assessed on the digital/technological media incorporated into their presentation and the effectiveness of the digital media as well	Content Elaborations The Presentation of Knowledge and Ideas is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual and multimedia presentations and their effects increases the potential to inform, entertain or persuade an audience. Effective presentation considers alternative and opposing perspectives.  Instructional Strategies and Resources Dramatize Students dramatize information from a scene in a non-fiction work or informational text conveying appropriate tone/mood and videotape for presentation. Students present information to aid understanding of material and creatively present to audience.  Digital Project	Current Event Newspaper Articles  <a href="http://www.webenglishteacher.com/speech.html">http://www.webenglishteacher.com/speech.html</a> Rubrics for grading oral presentations/speeches  <a href="http://www.nlcphs.org/.../Interdisciplinary-Projects-Public-Speaking-Rubric...">www.nlcphs.org/.../Interdisciplinary-Projects-Public-Speaking-Rubric...</a>  <a href="http://cpss.neasc.org/downloads/Getting_started/seekonk_rubrics.pdf">http://cpss.neasc.org/downloads/Getting_started/seekonk_rubrics.pdf</a>  <a href="http://hopkinton.schoolwires.net/">http://hopkinton.schoolwires.net/</a>	

	<p>Students create a digital project to enhance understanding of their written findings/textual evidence. Keep the requirements broad enough to encourage creativity and choice. For example, require students to use one visual element, one audio element and one text element. Students can create a video with a song playing in the background that includes excerpts from the text. Students can write a song using excerpts from the text and sing it to the class.</p> <p>For strategies to improve listening and speaking in the classroom, visit <a href="http://writing.colostate.edu/guides/teaching/esl/listening.cfm">http://writing.colostate.edu/guides/teaching/esl/listening.cfm</a>.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	<p><a href="https://lib4/MA01001785/Centricity/Domain/162/Speaking%20--%20schoolwide.pdf">cms/lib4/MA01001785/Centricity/Domain/162/Speaking%20--%20schoolwide.pdf</a></p> <p><a href="http://www.byers32j.k12.co.us/highschool/staff/patrickwoytek/highschoolspeech/speechassignments/">http://www.byers32j.k12.co.us/highschool/staff/patrickwoytek/highschoolspeech/speechassignments/</a> (a teacher's website for their speech course; includes speech topics and assignments)</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Purpose Audience Tone Diction Speaker Point-of-View Bias Objectivity vs Subjectivity Ambivalence Ambiguity Credibility Relevance Argument/Claim Counter-Argument Rhetoric/Rhetorical Strategies Ethos, Logos, Pathos Audience Tone Diction	HOW DO SPEAKERS AFFECT/CONVINCE THEIR AUDIENCE?	

Speaker Point-of-View Bias Objectivity vs Subjectivity Ambivalence Ambiguity Credibility Relevance Argument/Claim Counter-Argument Rhetoric/Rhetorical Strategies Ethos, Logos, Pathos	
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GRADE: 9-10	SUBJECT: ELA	STRAND: Speaking and Listening	TRG Pacing Guide
CODE:  <b>SL.9-10.6</b>	Description: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
	ACT/Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
	Board Objective: I can adapt information to a presentation and use formal English in presentation.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Dramatic Project Presentations Class Discussion/Debate</p> <p>Students can demonstrate mastery of this objective through a variety of speeches (persuasive, narrative, How-To, informative, impromptu, etc)</p>	<p>Content Elaborations The Presentation of Knowledge and Ideas is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual and multimedia presentations and their effects increases the potential to inform, entertain or persuade an audience. Effective presentation considers alternative and opposing perspectives.</p> <p>Instructional Strategies and Resources Dramatize Students dramatize information from a scene in a non-fiction work or informational text conveying appropriate tone/mood and videotape for presentation. Students present information to aid understanding of material and creatively present to audience.</p> <p>Digital Project Students create a digital project to enhance understanding of their written findings/textual evidence. Keep the requirements broad enough to encourage creativity and choice. For example, require students to use one visual element, one audio element and one text element. Students can create a video with a song playing in the background that includes excerpts from the text. Students can write a song using excerpts from the text and sing it to the class.</p> <p>For strategies to improve listening and speaking in the classroom, visit <a href="http://writing.colostate.edu/guides/teaching/esl/listening.cfm">http://writing.colostate.edu/guides/teaching/esl/listening.cfm</a>.</p>	<p>Current Event Newspaper Articles <a href="http://www.webenglishteacher.com/speech.html">http://www.webenglishteacher.com/speech.html</a> Rubrics for grading oral presentations/speeches <a href="http://www.nlcphs.org/.../Interdisciplinary-Projects-Public-Speaking-Rubric...">www.nlcphs.org/.../Interdisciplinary-Projects-Public-Speaking-Rubric...</a> <a href="http://cpss.neasc.org/downloads/Getting_started/seekonk_rubrics.pdf">http://cpss.neasc.org/downloads/Getting_started/seekonk_rubrics.pdf</a> <a href="http://hopkinton.schoolwires.net/cms/lib4/MA01001785/Centricity/Domain/162/Speaking%20-%20schoolwide.pdf">http://hopkinton.schoolwires.net/cms/lib4/MA01001785/Centricity/Domain/162/Speaking%20-%20schoolwide.pdf</a> <a href="http://www.byers32j.k12.co.us/highschool/staff/patrickwoytek/highschoolspeech/speechassignments/">http://www.byers32j.k12.co.us/highschool/staff/patrickwoytek/highschoolspeech/speechassignments/</a> (a teacher's website for their speech course; includes speech topics and assignments)</p>	

	<p>Diverse Learners          Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
<p>Rhetoric/Rhetorical Strategies          Ethos, Logos, Pathos          Purpose          Audience          Tone          Diction          Speaker          Point-of-View          Bias          Objectivity vs Subjectivity          Ambivalence          Ambiguity          Credibility          Relevance          Argument/Claim          Counter-Argument          Rhetoric/Rhetorical Strategies          Ethos, Logos, Pathos          Types of Speeches            narrative            informative            persuasive          How To          Impromptu          motivational</p>	<p>HOW DO SPEAKERS AFFECT/CONVINCE THEIR AUDIENCE?</p>	

GRADE: 9-10	SUBJECT: ELA	STRAND: Language	TRG Pacing Guide
<b>CODE:</b>  <b>L.9-10.1</b>	Description: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	Unpacked Standard: To succeed academically and professionally, students must have a strong command of the grammar and usage of spoken and written standard English. Many of the conventions-related standards are as appropriate to formal spoken English as they are to formal written English. Language choice is a matter of craft for both writers and speakers.		
	The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.		
	* Parallel structure requires continual attention in higher grades as it is applied to increasingly sophisticated writing and speaking.		
	Also at this grade level, specific attention is given to phrases and clauses.  9th and 10th grade students should become more adept at using semicolons and colons.		
ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Board Objective: I can demonstrate understanding of conventions of the English language.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Daily Bellwork  Essays  Grammar Practice  Students will demonstrate their mastery of this standard through the following criteria.  a. Apply the understanding that usage is a matter of convention, can change over time, and is	Content Elaborations There are specific rules and Conventions of Standard English that language must follow. Writers and speakers use their understanding of language to craft writing, communicate effectively and make purposeful choices for function and rhetorical effects. The conventions are learned and applied within the contexts of reading, writing, speaking and listening.  Enduring Understanding Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.	Daily Spark Grammar and Spelling Daily Spark Vocabulary Word Power  readwritethink.org  edwardtufte.com  www.webenglishteacher.com/grammar.html	

<p>sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>	<p>Instructional Strategies and Resources</p> <p><b>Adding Modifiers</b> Take a core sentence without any modifiers and increasingly make the sentence more specific. Have students look at a range of five sentences and discuss which one provides the most specific information.</p> <p><b>Student-Evaluation, Peer-Evaluation</b> Students examine individual writings/paragraphs to the bones. They analyze sentence structure, length, punctuation and verb strength. This strategy allows students to pay attention to syntax and diction in order to improve to mature writers. It also helps them make effective choices for meaning and style.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	<p><a href="http://www.englishclub.com/grammar/index.html">www.englishclub.com/grammar/index.html</a> <a href="http://owl.english.purdue.edu/owl/section/1/5/">http://owl.english.purdue.edu/owl/section/1/5/</a></p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	

<p>Nouns Pronouns Adjectives Adverbs Verbs Prepositions Conjunctions Interjections Articles Clauses vs Phrases Subordinate vs main clause Singularity vs plurality parallelism in structure possesive forms of apostrophe sentences types declarative interrogative imperative exclamatory semicolons, colons, and commas superlative homonyms/homophones appositives participles irregular verbs gerunds verb tenses (past, present, future, conditional, etc) active vs passive voice subject verb agreement</p>	<p>Understanding the conventions of standard grammar and proper English usage in writing and speaking.</p>
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GRADE: 9-10	SUBJECT: ELA	STRAND: Language	TRG Pacing Guide
CODE:  <b>L.9-10.2</b>	Description: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	Unpacked Standard: To succeed academically and professionally, students must have a strong command of the grammar and usage of spoken and written standard English. Many of the conventions-related standards are as appropriate to formal spoken English as they are to formal written English. Language choice is a matter of craft for both writers and speakers.		
	The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.		
	* Parallel structure requires continual attention in higher grades as it is applied to increasingly sophisticated writing and speaking.		
	Also at this grade level, specific attention is given to phrases and clauses.		
9th and 10th grade students should become more adept at using semicolons and colons.			
ACT/Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing			
Board Objective: I CAN use proper capitalization, punctuation, and spelling when writing			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Daily Bellwork	Demonstrate mastery of English grammar and punctuation.	Daily Spark Grammar and Spelling Daily Spark Vocabulary Word Power	
Essays	Content Elaborations	readwritethink.org	
Grammar Practice	There are specific rules and Conventions of Standard English that language must follow. Writers and speakers use their understanding of language to craft	edwardtufte.com	
Small mini-quizzes over specific conventions	writing, communicate effectively and make purposeful choices for function and rhetorical effects. The conventions are learned and applied within the contexts of reading, writing, speaking and listening.	www.webenglishteacher.com/g	
Assessing correct conventions with submission of a final draft of an essay/paper	Enduring Understanding	grammar.html	
	Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.	<a href="http://www.englishclub.com/grammar/index.html">www.englishclub.com/grammar/index.html</a>	
		http://owl.english.purdue.edu/owl/section/1/5/	

	<p>Instructional Strategies and Resources</p> <p><b>Adding Modifiers</b> Take a core sentence without any modifiers and increasingly make the sentence more specific. Have students look at a range of five sentences and discuss which one provides the most specific information.</p> <p><b>Student-Evaluation, Peer-Evaluation</b> Students examine individual writings/paragraphs to the bones. They analyze sentence structure, length, punctuation and verb strength. This strategy allows students to pay attention to syntax and diction in order to improve to mature writers. It also helps them make effective choices for meaning and style.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	
<b>VOCABULARY:</b>	<b>ESSENTIAL QUESTIONS:</b>	
<p>Nouns Pronouns Adjectives Adverbs Verbs Prepositions Conjunctions Interjections Articles Clauses vs Phrases Subordinate vs main clause Singularity vs plurality parallelism in structure possesive forms of apostrophe sentences types declarative interrogative imperative</p>	<p>Demonstrate command of proper mechanics in the English language such as punctuation, capitalization, and spelling.</p>	

exclamatory semicolons, colons, and commas superlative homonyms/homophones appositives participles irregular verbs gerunds verb tenses (past, present, future, conditional, etc) active vs passive voice subject verb agreement	
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GRADE: 9-10	SUBJECT: ELA	STRAND: Language	TRG Pacing Guide
CODE:  <b>L.9-10.3</b>	Description: 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.		
	Students in the 9th and 10th grades will apply what they know about language to understand HOW language will function in various forms—how a student comprehends when reading and listening and how a student uses style when speaking. As well, students at this level should be able to use style manuals appropriate for the writing context.		
	ACT/Anchor Standard: 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		
	Board Objective: I can apply knowledge of language to different contexts to understand meanings.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Daily Bellwork  Essays  Grammar Practice  Students can justify their purposeful choices of sentence fluency/sentence structure in their essays as well as in their poetry.	Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading  Content Elaborations Knowledge of Language allows for informed choices in the context of communication. Writers and speakers use their knowledge of language to make meaning, develop style and appropriately edit for clarity, interest and precision. Knowledge of language also is used to comprehend the nuances of communication. Experienced writers and speakers use appropriate references to assist them in producing effective communication.  Enduring Understanding Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication  Instructional Strategies and Resources Compelling Sentences <ul style="list-style-type: none"> <li>• Students select two to three consecutive and compelling sentences from a written work they are studying in class.</li> <li>• Students analyze the usage (diction, punctuation, grammar, etc.)</li> <li>• Students craft similar sentences or change original sentences and discuss the</li> </ul>	Daily Spark Grammar and Spelling Daily Spark Vocabulary Word Power  readwritethink.org edwardtufte.com www.webenglishteacher.com/grammar.html www.englishclub.com/grammar/index.html http://owl.english.purdue.edu/owl/section/1/5/	

	<p>effects of the changes</p> <p>Dean, Nancy. <i>Discovering Voice: Lessons for Middle and High School</i>. Gainesville: Maupin House Press, 2006. The author of this text offers lessons on teaching and improving style and voice within student writing in the secondary setting.</p> <p>Dean, Nancy. <i>Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone</i>. Gainesville: Maupin House Press, 2000. <i>Voice Lessons</i> is a text designed to offer strategies and reproducible activities for teaching voice and improving style in student writing.</p> <p>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>.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
<p>Nouns Pronouns Adjectives Adverbs Verbs Prepositions Conjunctions Interjections Articles Clauses vs Phrases Subordinate vs main clause Singularity vs plurality parallelism in structure possessive forms of apostrophe sentences types declarative interrogative</p>		

imperative exclamatory semicolons, colons, and commas superlative homonyms/homophones appositives participles irregular verbs gerunds verb tenses (past, present, future, conditional, etc) active vs passive voice subject verb agreement	
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GRADE: 9-10	SUBJECT: ELA	STRAND: Language	TRG Pacing Guide
CODE:  <b>L.9-10.4</b>	Description: 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.		
	Unpacked Standard: CCSS expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. Students will determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases. This will be accomplished through use of the following: • context clues • patterns of word changes • dictionaries and thesauruses		
	ACT/Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate		
	Board Objective: I can determine the meaning of unknown vocabulary words by using the concepts taught in class such as context clues and the use of the dictionary.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Daily Bellwork  Essays  Grammar Practice  Students can demonstrate mastery of this standard through the following criteria:  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology,	Use vocabulary words in daily writing and discussions.  Content Elaborations Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They demonstrate independence in using an array of strategies including syntax, textual clues, word relationships and differences between literal and figurative language to build vocabulary and enhance comprehension and communication. Understanding the nuances of words and phrases allows students to use vocabulary purposefully and precisely.  Enduring Understanding Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication. Instructional Strategies and Resources  Figurative Language and Cartoons Collect cartoons and comic strips that illustrate figurative language. Distribute these to students and have them work in pairs or small groups to	Daily Spark Grammar and Spelling Daily Spark Vocabulary Word Power readwritethink.org edwardtufte.com www.webenglishteacher.com/grammar.html www.englishclub.com/grammar/index.html http://owl.english.purdue.edu/owl/section/1/5/	

<p>or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>determine and interpret the reason for use of the figurative language example illustrated in each cartoon. Then have them draw their own examples.</p> <p>Skits and New Vocabulary Students work with a partner or in groups to create skits that illustrate new vocabulary words or figures of speech. Putting the words in action makes them concrete; students are more likely to remember both the words and their meaning.</p> <p>Enduring Understanding Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.</p> <p>Instructional Strategies and Resources Figurative Language and Cartoons Collect cartoons and comic strips that illustrate figurative language. Distribute these to students and have them work in pairs or small groups to determine and interpret the reason for use of the figurative language example illustrated in each cartoon. Then have them draw their own examples.</p> <p>Skits and New Vocabulary Students work with a partner or in groups to create skits that illustrate new vocabulary words or figures of speech. Putting the words in action makes them concrete; students are more likely to remember both the words and their meaning.</p>	
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>context clues synonyms antonyms thesaurus vs dictionary</p>		



GRADE: 9-10	SUBJECT: ELA	STRAND: Language	TRG Pacing Guide
CODE:  <b>L.9-10.5</b>	Description: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	Unpacked Standard: Students at this level should also be able to explain their understanding of figurative language, word relationships and subtle differences in word meanings. As well, students should be able to explore words that have similar literal meanings.		
	Students at this level should be comfortable incorporating appropriate vocabulary into their modes of communication. They should take the initiative to accumulate vocabulary that is necessary to understand while reading, writing, speaking, and listening.		
	General academic words are more likely to appear in written text rather than in speech they often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable.  Domain-specific words are specific to a domain or field of study. Because of their specificity and close ties to content knowledge, they are more common in informational texts.		
ACT/Anchor Standard: Demonstrate understanding of word relationships and nuances in word meanings			
Board Objective: I can demonstrate knowledge of figurative language in text.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Daily Bellwork  Essays  Grammar Practice  Students can demonstrate mastery of this standard through the following criteria:  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  b. Analyze nuances in the	Use figurative language in daily writing and discussions.  Content Elaborations Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They demonstrate independence in using an array of strategies including syntax, textual clues, word relationships and differences between literal and figurative language to build vocabulary and enhance comprehension and communication. Understanding the nuances of words and phrases allows students to use vocabulary purposefully and precisely.  Enduring Understanding Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as	Daily Spark Grammar and Spelling Daily Spark Vocabulary Word Power  readwritethink.org  edwardtufte.com  www.webenglishteacher.com/grammar.html  <a href="http://www.englishclub.com/grammar/index.html">www.englishclub.com/grammar/index.html</a>	

<p>meaning of words with similar denotations.</p>	<p>well as the workplace, requires effective communication.</p> <p>Instructional Strategies and Resources Figurative Language and Cartoons Collect cartoons and comic strips that illustrate figurative language. Distribute these to students and have them work in pairs or small groups to determine and interpret the reason for use of the figurative language example illustrated in each cartoon. Then have them draw their own examples.</p> <p>Skits and New Vocabulary Students work with a partner or in groups to create skits that illustrate new vocabulary words or figures of speech. Putting the words in action makes them concrete; students are more likely to remember both the words and their meaning.</p> <p>Enduring Understanding Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.</p> <p>Instructional Strategies and Resources Figurative Language and Cartoons Collect cartoons and comic strips that illustrate figurative language. Distribute these to students and have them work in pairs or small groups to determine and interpret the reason for use of the figurative language example illustrated in each cartoon. Then have them draw their own examples.</p> <p>Skits and New Vocabulary Students work with a partner or in groups to create skits that illustrate new vocabulary words or figures of speech. Putting the words in action makes them concrete; students are more likely to remember both the words and their meaning.</p>	<p><a href="http://owl.english.purdue.edu/owl/section/1/5/">http://owl.english.purdue.edu/owl/section/1/5/</a></p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>figurative language figures of speech simile analogy metaphor personification hyperbole idiom imagery irony ambiguity</p>	<p>Demonstrate understanding of word relationships as well as figurative language.</p>	

double entendre pun connotation vs denotation	
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GRADE: 9-10	SUBJECT: ELA	STRAND: Language	TRG Pacing Guide
CODE:  <b>L.9-10.6</b>	Description: Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
	Unpacked Standard: Students at this level should also be able to explain their understanding of figurative language, word relationships and subtle differences in word meanings. As well, students should be able to explore words that have similar literal meanings.		
	Students at this level should be comfortable incorporating appropriate vocabulary into their modes of communication. They should take the initiative to accumulate vocabulary that is necessary to understand while reading, writing, speaking, and listening.		
	General academic words are more likely to appear in written text rather than in speech they often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable.		
	Domain-specific words are specific to a domain or field of study. Because of their specificity and close ties to content knowledge, they are more common in informational texts.		
ACT/Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;			
Board Objective: I can acquire and use academic and domain specific vocab to prepare for college.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Daily Bellwork  Essays  Grammar Practice  Students can incorporate acquired grade appropriate vocabulary into an essay or informal writing prompt.  (weekly ACT vocabulary for example)	Content Elaborations Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They demonstrate independence in using an array of strategies including syntax, textual clues, word relationships and differences between literal and figurative language to build vocabulary and enhance comprehension and communication. Understanding the nuances of words and phrases allows students to use vocabulary purposefully and precisely.  Enduring Understanding Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-	Daily Spark Grammar and Spelling Daily Spark Vocabulary Word Power  readwritethink.org  edwardtuft.com  <a href="http://www.webenglishteacher.com/grammar.html">www.webenglishteacher.com/grammar.html</a>  <a href="http://www.englishclub.com/grammar/index.html">www.englishclub.com/grammar/index.html</a> <a href="http://owl.english.purdue.edu/o">http://owl.english.purdue.edu/o</a>	

	<p>secondary setting, as well as the workplace, requires effective communication.</p> <p>Instructional Strategies and Resources</p> <p>Figurative Language and Cartoons Collect cartoons and comic strips that illustrate figurative language. Distribute these to students and have them work in pairs or small groups to determine and interpret the reason for use of the figurative language example illustrated in each cartoon. Then have them draw their own examples.</p> <p>Skits and New Vocabulary Students work with a partner or in groups to create skits that illustrate new vocabulary words or figures of speech. Putting the words in action makes them concrete; students are more likely to remember both the words and their meaning.</p> <p>Enduring Understanding Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.</p> <p>Instructional Strategies and Resources</p> <p>Figurative Language and Cartoons Collect cartoons and comic strips that illustrate figurative language. Distribute these to students and have them work in pairs or small groups to determine and interpret the reason for use of the figurative language example illustrated in each cartoon. Then have them draw their own examples.</p> <p>Skits and New Vocabulary Students work with a partner or in groups to create skits that illustrate new vocabulary words or figures of speech. Putting the words in action makes them concrete; students are more likely to remember both the words and their meaning.</p>	<p>wl/section/1/5/ Word Power (latin/Greek linguistic root study)</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	

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