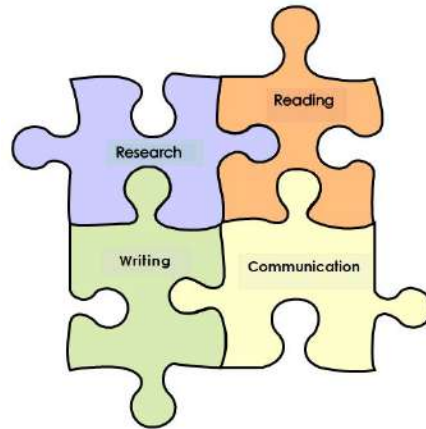


Grade 9 English Curriculum & Pacing Guide



Amherst County Public Schools
Every Child Every Day

Teacher Notes

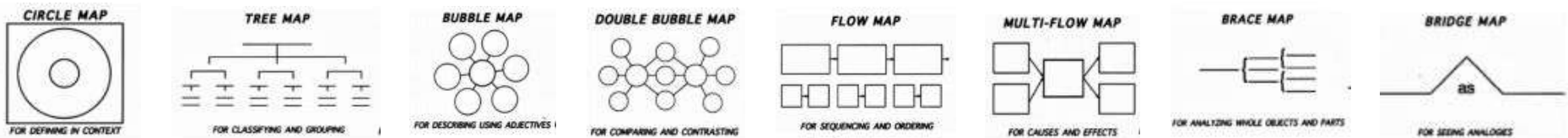
ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **Paired texts** (Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media)
- **Use of text-dependent questions** (QAR)
- **Use of inference questions** (QAR)
- **Use of text-based vocabulary**
- **Writing components in every lesson**
- **Frequent research components**


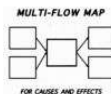
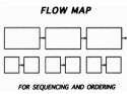
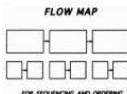
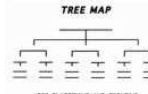
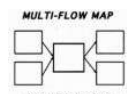

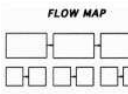

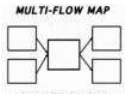
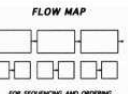


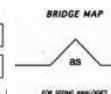

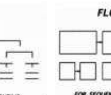
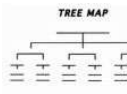
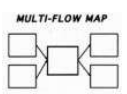

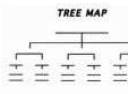


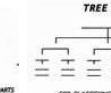
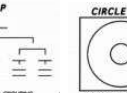


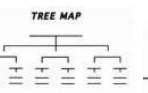
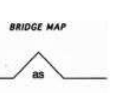

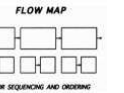
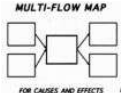
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process. "Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository. The use of strategies implies awareness, reflection, and interaction between the reader and the author. Strategies do not operate individually or sequentially, but are interrelated and recursive. The goal is the active construction of meaning and the ability to adapt strategies to varying reading demands." (Vogt & Verga, 1998) Explicit teaching and modeling of the strategies is necessary to assist students in learning to use them independently to make sense of the text they encounter.

- Monitoring Comprehension/Metacognition
- Predicting/Activating Background Knowledge/Schema
- Questioning
- Visualizing
- Determining Importance
- Summarizing & Synthesizing
- Inferring

ACPS utilizes **Thinking Maps** in order for students to create mental visual patterns for thinking based on the fundamental thinking processes.



The following are examples of reading skills associated with each of the maps. These can be expanded upon based on teacher discretion.

Predictions	Summarizing (Story Elements, BME, Problem/Solution, Main Idea/Details, etc.)	Making Connections	Ask/Answer Questions
  	  	  	  
Character Analysis	Fact & Opinion	Context Clues	Author's Purpose
   		 	 
Vocabulary (Affixes, Compound Words, Phonics, Homophones, Synonyms/Antonyms)	Multi-Meaning Words	Locate Information	Cause & Effect
   	  	 	

*All resources and products listed within this document are for guidance purposes.

Content Knowledge for Implementation of the Standards

(taken from 2010 VDOE English Curriculum Framework; additional terms of importance are also included)

Academic Essay - a short form of literary composition based on a single subject matter, and often gives the personal opinion of the author. There are four types of academic essays: Analytical, Expository, Narrative, Persuasive/Argument, Reflective.

Active Voice - one of the two “voices” of verbs. When the verb of a sentence is in the active voice, the subject is doing the acting, as in the sentence “Julie drove the car.” Julie is completing the action of driving.

Ad hominem – means “to the man” and is a type of argument that does not argue the issue, but instead attacks the character of an opponent rather than deals with the issue itself.

Affix -an additional element placed at the beginning or end of a root, stem, or word, or in the body of a word, to modify its meaning

Allegory - a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.

Alliteration- the repetition of consonant sounds in words that are close to one another

Allusion - an indirect reference to a person, place, event or thing-- real or fictional. I.e. J.D. Salinger's *The Catcher in the Rye* is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story “By the Waters of Babylon” alludes to Psalm 137 in the Bible.

Analogy - a literary device that creates a relationship or comparison between two things to show how they are alike.

Antagonist -a character or a group of characters who stands in opposition to the main character in a literary work.

Apostrophe - a poetic term used when a speaker directly addresses someone or something that isn't present in the poem. The speaker could be addressing an abstract concept like love, a person (dead or alive), a place, or even a thing, like the moon or a dog.

Appositive - a noun or noun phrase that renames another noun right beside it. The appositive can be a short or long combination of words. Example: The insect, a cockroach, is crawling across the kitchen table.

Aside - words that are spoken by a character in a play to the audience or to another character; they are not supposed to be overheard by the others onstage.

Assonance - the repetition of similar vowel sounds followed by different consonant sounds in words that are close together.

Audience - the person or persons meant to receive the writer's message.

Auditory media - can be heard (e.g., music, radio shows, podcasts).

Authorship - the person or persons who constructed the message. Sometimes authorship is known and at other times unknown (anonymous).

Begging the question – assumes the conclusion is true without proving it; a circular argument.

Bias - a tendency to lean in a certain direction, often to the detriment of an open mind. Those who are biased tend to believe what they want to believe, refusing to take into consideration the opinions of others. Bias is an inclination toward one way of thinking, often based on how a person was raised.

Characters - a person in a novel, play, or movie. There are four types of characters:

Dynamic - a character that changes in some important ways as a result of the story's action.

Static - a character that does not change much in the story.

Flat - a character that only has one or two personality traits and that can be summed up in a single phrase.

Round - a character that has many different traits and that cannot be easily defined.

Characterization - a literary device that is used in literature to highlight and explain the details about a character in a story. The author tells us directly what the character is like (direct characterization) or the author gives us clues to the character's personality through various methods (indirect characterization).

Cliche - is an overused, worn-out word or phrase and can also be an idiom, a phrase that is figurative, not literal. Generally, clichés should be avoided in academic writing.

Conjunctive Adverb - a word that joins one part of a sentence to another part of a sentence or that may begin or end a sentence; it often provides a seamless transition from one idea to another and shows a relationship between the two parts of the sentence.

Connotation - refers to a meaning that is implied by a word apart from the thing which it describes explicitly. Words carry cultural and emotional associations or meanings, in addition to their literal meanings or denotations. Ex. A stubborn person may be described as being either strong-willed or pig-headed. They have the same literal meaning (i.e., stubborn), strong-willed connotes admiration for the level of someone's will, while pigheaded connotes frustration in dealing with someone.

Content - not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.

Consonance - recurrence or repetition of consonants especially at the end of stressed syllables without the similar correspondence of vowels (as in the final sounds of "broke" and "luck")

Correlative Conjunctions -a pair of joining words that connects two words, phrases, or clauses that are balanced together. The most commonly used correlative conjunction pairs are: both...and. either...or. neither...nor.

Counterclaim/Counterargument -a claim made to rebut a previous claim in persuasive writing. Prior to making this claim, transition words should proceed. These words might include "however," "admittedly," "some believe," "others might suggest," etc.

Denotation- a dictionary definition of a word.

Dialect - a way of speaking that is characteristic of a particular region or group of people.

Dialogue - a conversation between two or more characters.

Diction - a writer's or speakers' word choice

Dissonance - the deliberate use of harsh-sounding and unusual words in poetry. It is the opposite of assonance, and similar to cacophony, which is also a use of inharmonious sounds.

Emotional appeal – appeals strictly to emotions often used with strong visuals

Epic Poetry - a long, narrative poem that is usually about heroic deeds and events that are significant to the culture of the poet.

Ethical appeal – establishes the writer as knowledgeable.

Euphemism - a mild indirect word or expression substituted for one considered to be too blunt when referring to something unpleasant or embarrassing.

Figurative Language - a word or phrase that describes one thing in terms of another and that is not meant to be understood on a literal level.

Flashback - a scene in a movie, play, short story, novel, or narrative poem that interrupts the present action of the plot to show events that happened at an earlier time.

Format - this is not just the medium being used but also how the creators used specific elements for effect. i.e., color, sound, emphasis on certain words, amateur video, kids' voices.

Foreshadow - the use of clues to hint at events that will occur later in the plot.

Hyperbole (Overstatement) - an act of stating something more profoundly than it actually is, in order to make the point more serious or important or beautiful. In literature, writers use overstatement as a literary technique for the sake of humor, and for laying emphasis on a certain point.

Idiom - an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder).

Indirect characterization - a method an author uses to make characters life like and believable. There are five methods: 1. Describing how the character looks and dresses. 2. Letting the reader hear the character speak. 3. Letting the reader listen to the character's inner thoughts and feelings. 4. Revealing what other people think of the character and 5. Showing the character's actions.

Imagery - language that appeals to the sense. (Sight, Sound, Taste, Touch, Smell)

Irony - contrast or discrepancy between expectation and reality.

Dramatic irony occurs when the reader or the audience knows something important that the character does not know.

Situational-when what actually happens is the opposite of what is expected or appropriate.

Verbal-when a speaker says one thing but means the opposite.

Logical appeal – is the strategic use of logic, claims, and evidence.

Main Clause - an independent clause that expresses a complete thought and can stand alone as a sentence.

Metaphor - a figure of speech that makes a comparison between two unlike things without using a connective word such as like, as, than, or resembles.

Monologue - any speech of some duration addressed by a character to a second person.

Mood - a story's atmosphere or the feeling it evokes.

Narration - a type of writing that tells about a series of related events.

Narrative -a story, either true or fictitious, in prose or verse, designed to interest, amuse, or instruct the hearer or reader; a tale

Narrator -the voice telling a story.

Onomatopoeia - use of a word whose sound imitates or suggests its meaning

Oxymoron - a figure of speech in which two seemingly opposing and contradictory elements are juxtaposed.

Paradox - a statement or a situation that seems to be a contradiction but that reveals a truth.

Parallelism/Parallel Structure - repetition of words, phrases or sentences that have the same grammatical structure or that state a similar idea.

Paraphrase - a restatement of speech or writing that retains the basic meaning while changing the words. A paraphrase often clarifies the original statement by putting it into words that are more easily understood.

Passive Voice - one of the two “voices” of verbs when the subject of the sentence is acted on by the verb. For example, in “The gift was given by the teacher;” the gift (the subject) receives the action of the verb, and *was given* is in the passive voice.

Personification - type of metaphor in which a nonhuman thing or quality is talked about as if it were human.

Plagiarism - the act of using, closely imitating, or representing the language and thoughts of another writer as if it were one's own; not crediting the original author.

Plot - a series of related events that make up a story or drama; what happens in a story or play. Elements that make up the plot: Exposition/Initiating Event, Rising Action, Complication/Conflict, Climax, Falling Action, Resolution/Denouement/Conclusion.

Point of View - vantage point from which a writer tells a story; the three types are: omniscient, first person, and third person limited.

Protagonist - the main character in a literary work.

Pun - a play on the multiple meanings of a word or on two words that sound alike but have different meanings.

Purpose-the reason an author decides to write about a specific topic. Is it meant to persuade, inform, entertain, sell, or a combination of these?

Red herring – is a deliberate attempt to divert attention.

Repetition - repetition is a literary device that repeats the same words or phrases a few times to make an idea clearer and more memorable. ... As a rhetorical device, it could be a word, a phrase, or a full sentence, or a poetical line repeated to emphasize its significance in the entire text.

Rhetorical Question - a question that you ask without expecting an answer. The question might be one that does not have an answer. It might also be one that has an obvious answer but you have asked the question to make a point, to persuade or for literary effect.

Rhyme - repetition of accented vowel sounds and all sounds following them in words that are close together in a poem. There are several common types: Approximate, End, Slant, Internal, Imperfect.

Rhythm - a musical quality in language produced by repetition.

Setting - the time and place of a story or a play.

Simile - a comparison between two unlike things using like or as

Soliloquy - a long speech (a type of monologue) in which a character who is onstage alone expresses his or her thoughts aloud.

Speaker - voice that is talking to the reader in a poem; sometimes it is the poet while often the poet and speaker are not the same.

Stage Directions - Part of the script of a play that tells the actors how they are to move or to speak their lines. Enter, exit, and exeunt are stage directions.

Straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man").

Stereotype - a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Subordinate Clause - a clause, typically introduced by a conjunction, that forms part of and is dependent on a main clause (e.g., "when it rang" in "she answered the phone when it rang").

Summary - an overview of content that provides a reader with the overarching theme, but does not expand on specific details.

Symbol/Symbolism - person, place, thing or event that stands for itself and for something beyond itself as well.

Syntax - in literature, syntax refers to the actual way in which words and sentences are placed together in writing. Usually in the English language the syntax should follow a pattern of subject-verb-object agreement but sometimes authors play around with this to achieve a lyrical, rhythmic, rhetoric or questioning effect. Ex. The girl went to the store versus To the store the girl went.

Testimonial – uses famous people to endorse the product or idea.

Theme - the central idea of a work of literature. The theme is not the same thing as the subject. It is the idea that the writer wishes to reveal about that subject. It can be expressed in at least one complete sentence. Ex. Love is more powerful than hatred.

Thesis Statement - a short statement, usually one sentence, that summarizes the main point or claim of an essay that is developed, supported, and explained in the text by means of examples and evidence.

Tone - the attitude the writer takes toward a subject, character, or audience. Tone is conveyed through word choice and details.

Understatement - a figure of speech employed by writers or speakers to intentionally make a situation seem less important than it really is. For example, you win 10 million dollars in a lottery. When you tell a news reporter “I am delighted,” you are making an understatement.

Visual media - can be viewed (e.g., television, video, Web-based materials, print ads).

Written media - includes text (e.g., newspapers, magazines, books, blogs).

The VDOE Curriculum Framework should be utilized when preparing units found in this curriculum map.

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

NINE WEEKS 1

Division Required Assessments: ACPS Writing Prompt: Expository Essay, NW1 Division Reading & Writing Assessment, Expository and Analytical Essay

Ongoing Assessments: Common Assessments

<p>THEME: Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies</p> <p>SKILLS TARGETED: Annotation Reading Comprehension</p> <p>STRATEGY FOCUS: Making Connections Determining Importance Questioning Visualizing Inferring Summarizing Synthesizing Self-Monitoring</p> <p>APPROXIMATE TIME: 1 week</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.</p>	<p>9.4i Analyze how the author's specific word choices and syntax impact the author's purpose.</p> <p>9.4j Make inferences and draw conclusions</p>	<p>9.6a Engage in writing as a recursive process.</p>		<p>Media: AACPS Secondary Education Strategy Lessons: https://drive.google.com/drive/folders/1gs0Vvhn</p>	<p>Anticipatory Set and/or Guided Practice -Thinking Maps (High School requires review of each Thinking Map during the first week of school; they give a script to teachers of which</p>

<p>9.1d Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.</p> <p>9.1e Assume responsibility for specific group tasks.</p> <p>9.1f Share responsibility for collaborative work.</p> <p>9.1g Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p>9.1h Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.</p> <p>9.1i Respond thoughtfully and tactfully to diverse perspectives, summarizing points of</p>	<p>using references from the text(s) for support.</p> <p>9.4I Use reading strategies to monitor comprehension throughout the reading process.</p> <p>9.5a Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.</p> <p>9.5b Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>9.5d Recognize an author's intended purpose for writing and identify the main idea</p> <p>9.5I Use the reading strategies to monitor comprehension throughout the reading process.</p>			<p>-x8tAc2KWhPeYuBGPQVIU8zm</p> <p>ACHS Annotation Rubric Grades 9-12</p> <p>Applied Literacy: https://appliedliteracy.worldpress.com/</p> <p>Newsela</p> <p>Project Gutenberg</p> <p>Non-Fiction: Newspaper/blog articles</p> <p><i>The Week</i> magazine excerpts</p> <p>Novels: <i>Mossflower</i>, Brian Jaques (page 1 of chapter 1)</p> <p>Poetry: "I Wandered Lonely as a Cloud", Wordsworth</p> <p>Short Fiction: Teacher selected excerpts laden with Figurative Language</p>	<p>ones to do, which days, and what to say.)</p> <p>Guided Practice: -Annotation</p> <p>Independent Practice -Annotation (can be done as individuals or in small groups/partners)</p> <p>Closure -Reflective Writing</p> <p>Formative Assessment: -Check student annotations</p>
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agreement and disagreement.					
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<p>THEME: Power Struggles</p> <p>SKILLS TARGETED:</p> <p>Elements of Fiction: Plot (parts of plot)</p> <p>Setting</p> <p>Characters/Characterization</p> <p>Theme/Main Idea</p> <p>Point of View</p> <p>Imagery</p> <p>Personification</p> <p>Foreshadow/Flashback</p> <p>Hyperbole/Understatement</p> <p>Syntax</p> <p>Expository Essay</p> <p>MLA Format</p> <p>Conflict</p> <p>Main Idea</p> <p>Compare/Contrast Literary Details</p> <p>Explain Elements of Literature Relationships</p> <p>Analyze a Variety of Texts & Text Features</p> <p>Identify & Evaluate Author's Purpose and Main Idea</p> <p>Create Expository Essay & Use Writing Process (MLA Format)</p> <p>Cite quoted and paraphrased sources using MLA format</p> <p>STRATEGY FOCUS:</p> <p>Making Connections</p> <p>Determining Importance</p> <p>Questioning</p> <p>Inferring/Predicting/Drawing Conclusions</p> <p>Summarizing/Synthesizing</p> <p>Monitoring Comprehension</p> <p>APPROXIMATE TIME: 3 weeks</p>					
COMMUNICATION / MULTIMODAL	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES	POSSIBLE PRODUCTS

LITERACIES				(Including Paired Passages)	
<p>9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.</p> <p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p> <p>9.1d Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.</p> <p>9.1e Assume responsibility for specific group tasks.</p> <p>9.1f Share responsibility for collaborative work.</p> <p>9.1g Use a variety of strategies to listen actively and speak using appropriate discussion rules with</p>	<p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>9.3 a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.</p> <p>9.3e Explain the meaning of literary and classical allusions and figurative language in text.</p> <p>9.3f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry...</p> <p>9.4a Identify the characteristics that distinguish literary</p>	<p>9.6 The student will write in a variety of forms to include expository, and analytic with an emphasis on analysis.</p> <p>9.6a Engage in writing as a recursive process.</p> <p>9.6b Plan, organize, and write for a variety of audiences and purposes.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.</p> <p>9.6 e Communicate clearly the purpose of the writing using a thesis statement.</p> <p>9.6j Use textual evidence to compare and contrast multiple texts.</p> <p>9.6k Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.</p>	<p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p> <p>9.2i Demonstrate ethical use of internet when evaluating or producing creative or informational media messages.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence, and maintain organized structure and formal style.</p> <p>9.8c Credit sources</p> <p>9.8d Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA)</p>	<p>Media: <i>Of Mice and Men</i> movie, (Paired text with book)</p> <p>"Of Mice and Men in Context" (historical background of novel) https://www.youtube.com/watch?v=5063FCAH8mM</p> <p>Youtube video clips on Steinbeck and Historical Context of novel</p> <p>"American Sniper" where he thinks he will have to shoot a child/or from his memoir (Paired Text for "The Sniper") https://www.youtube.com/watch?v=99k3u9ay1gs</p> <p>Wingclips.org (pre-screened video clips based by theme)</p> <p>Commonlit.org: "Milgram Experiment", Saul McLeod (non-fiction) https://www.commonlit.org/texts/the-milgram-experiment</p>	<p>Anticipatory Set/Opener: -Prior Knowledge quick write about previous stories, tv shows, books read with power struggles-Annotation</p> <p>-Essay, Quickwrite, Thinking Map: Analyze what motivated characters to use/abuse/etc. Power</p> <p>-Real life application/Prior Knowledge paragraph about how power struggles show up in students' lives (i.e. parent/child, teacher/student, peer/peer, sibling rivalry)</p> <p>Guided Practice: -Thinking Maps: Double Bubble - compare/contrast two political leaders and/or two countries differing power struggles, or the powerful villain vs. the powerful hero, use as a pre-write strategy for an essay</p> <p>-Character comparisons reflecting power struggles</p>

<p>awareness of verbal and nonverbal cues.</p> <p>9.1h Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.</p> <p>9.1i Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p> <p>9.1j Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.</p> <p>9.2 The student will produce media messages.</p> <p>9.2h Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>9.2i Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>forms.</p> <p>9.4b Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.</p> <p>9.4c Interpret how themes are connected across texts.</p> <p>9.4h Compare and contrast authors' use of literary elements within a variety of genres.</p> <p>9.4i Analyze how the author's specific word choices and syntax impact the author's purpose.</p> <p>9.4j Make inferences and draw conclusions using references from the text(s) for support.</p> <p>9.4k Compare/contrast details in literary and informational nonfiction texts.</p> <p>9.4l Use reading strategies to monitor comprehension throughout the reading</p>	<p>9.6l Revise writing for clarity of content, accuracy, and depth of information.</p> <p>9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>9.7e Use a variety of sentence structures to infuse sentence variety in writing.</p>		<p>"Scientists Reveal 3 Keys to Happiness" ABC News (non-fiction)</p> <p>"Total Control in North Korea", Jessica McBirney</p> <p>Political Cartoons of different country power struggles</p> <p>Political Speeches (read or watch on youtube.com)</p> <p>Applied Literacy: https://appliedliteracy.wordpress.com/</p> <p>Newsela</p> <p>Project Gutenberg</p> <p>Non-Fiction: "The Follower", Jack Gantos (non-fiction)</p> <p>"Us and Them", David Sedaris</p> <p>Adolf Hitler speeches analyze use of power</p> <p>Political Speeches</p>	<p>-Interdisciplinary Study History, different country/country leaders power struggles throughout time and present</p> <p>-Expository/analytic writing about the effects of powerlessness in texts read or real-life examples</p> <p>-Summarize texts for Reading Comprehension</p> <p>Independent Practice: -Reflective Writing</p> <p>-If <i>Woodsong</i> chapter 1 is used: Writing assignment Research hunting and/or power struggles in nature</p> <p>-Power Point/Prezi Presentation on character power struggles</p> <p>-Create comic strip of power struggles in texts</p> <p>-Graffiti Journal for novel</p> <p>-Research History of time period of text read use MLA format and cite sources</p> <p>-Creative Writing prompt reverse ending</p>
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	<p>process.</p> <p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>9.5a Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.</p> <p>9.5b Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>9.5c Analyze the author's qualifications, viewpoint, and impact.</p> <p>9.5d Recognize an author's intended purpose for writing and identify the main idea.</p> <p>9.5f Identify characteristics of expository texts.</p> <p>9.5h Evaluate clarity and accuracy of information.</p> <p>9.5k Analyze ideas within and between selections providing</p>			<p>Novels: Selections from <i>The Hunger Games</i>, Suzanne Collins</p> <p><i>Fahrenheit 451</i>, Ray Bradbury</p> <p><i>Woodson</i>, Gary Paulsen, Chapter 1 (about wolves killing the deer)</p> <p>Poetry: "Dream Deferred", Langston Hughes</p> <p>"To a Mouse", Robert Burns</p> <p>Short Fiction: "The Most Dangerous Game"</p> <p>"The Sniper"</p> <p>"There Will Come Soft Rains"</p> <p>Wingclips.org (pre-screened video clips based by theme)</p> <p>Functional Texts: "Your Teens Search for Identity" has 3 ideas on how to help teens</p>	<p>of a text's power outcome (i.e. make a different character "win" or "lose")</p> <p>-Create video or photography presentation summary of a text</p> <p>-Facebook page, character analysis, called Fakebook Templates on google: https://www.google.com/search?q=fakebook+template&safe=strict&rlz=1C1GGRV_enUS801US801&tbm=isch&source=iu&ictx=1&fir=00gRfcnTJ_4tGM%253A%252CWsCrSw8Q528Y9M%252C&usq=F6akyWsaqWyUtsrjAZCgKMdEY3o%3D&sa=X&ved=0ahUKEwioh_WYodPbAhWF0VMKHQaQIAnMQ9QEIKjAB#imgrc=00gRfcnTJ_4tGM</p> <p>-Power Chart of Hierarchy within texts</p> <p>Closure: - exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's</p>
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	<p>textual evidence.</p> <p>9.5I Use the reading strategies to monitor comprehension throughout the reading process.</p>			<p>discover some identity issues and ways to how power struggles affect identity https://psychcentral.com/lib/your-teens-search-for-identity/</p> <p>“7 Steps in Dealing with Cliques” has active steps that can be taken to change or avoid cliques (coming from power struggles) in all teen events. https://youthministry.com/7-steps-in-dealing-with-cliques/</p> <p>“How to Balance Power in Conflict” has steps and actions to do to deal with power struggles. https://www.wikihow.com/Balance-Power-in-Conflict</p>	<p>topics</p> <p>Formative Assessment: - see writing /other assignments above</p> <p>Summative Assessment: - see writing /other assignments above</p> <p>-SOL Writing Prompt https://docs.google.com/document/d/15jkkI0sfVxJZjJGHmR1ZFdTETiP41EOHUZJr2mZ_YEmg/edit?usp=sharing</p>
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THEME: Technology

SKILLS TARGETED: no new skills 2nd theme, continue to build/reinforce Spiraled Skills

SPIRALED SKILLS:

Elements of Fiction: Plot (parts of plot)

Setting

Characters/Characterization

Theme/Main Idea

Point of View

Imagery

Personification

Foreshadow/Flashback

Hyperbole/Understatement

Expository Essay

MLA Format

Conflict

Syntax

Compare/Contrast Literary Details

Explain Elements of Literature Relationships

Analyze a Variety of Texts & Text Features

Identify & Evaluate Author's Purpose and Main Idea

Create Expository Essay & Use Writing Process (MLA Format)

Cite quoted and paraphrased sources using MLA format

STRATEGY FOCUS:

Making Connections

Determining Importance

Questioning

Inferring/Predicting/Drawing Conclusions

Summarizing/Synthesizing

Monitoring Comprehension

APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
9.1 The student will	9.3 The student will apply knowledge of	9.6 The student will write in a variety of forms to	9.1a Make strategic use of multimodal tools.	Media:	Anticipatory Set/Opener:

<p>participate in, collaborate in, and make multimodal presentations both independently and in small groups.</p> <p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p> <p>9.1d Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.</p> <p>9.1e Assume responsibility for specific group tasks.</p> <p>9.1f Share responsibility for collaborative work.</p> <p>9.1g Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p>9.1h Include all group</p>	<p>word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>9.3a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.</p> <p>9.3e Explain the meaning of literary and classical allusions and figurative language in text.</p> <p>9.3f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</p> <p>9.4a Identify the characteristics that distinguish literary forms.</p> <p>9.4b Explain the</p>	<p>include expository, and analytic with an emphasis on analysis.</p> <p>9.6a Engage in writing as a recursive process.</p> <p>9.6b Plan, organize, and write for a variety of audiences and purposes.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.</p> <p>9.6d Blend multiple forms of writing including embedding a narrative to produce effective essays.</p> <p>9.6e Communicate clearly the purpose of the writing using a thesis statement. reasons and evidence from credible sources as support.</p> <p>9.6j Use textual evidence to compare and contrast multiple texts.</p>	<p>9.1b Credit information sources.</p> <p>9.2i Demonstrate ethical use of internet when evaluating or producing creative or informational media messages.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence, and maintain organized structure and formal style.</p> <p>9.8c Credit sources</p> <p>9.8d Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA)</p>	<p>"Rage Room Allows You to Smash Things to De-stress" news interview and video (paired text for Fahrenheit 451) https://www.nbc12.com/2019/05/29/rage-room-allows-you-smash-things-de-stress/</p> <p><i>Fahrenheit 451</i> HBO 2018 adaptation (Paired text for novel) Ayn Rand Foundation Website</p> <p>Wingclips.org (pre-screened video clips based by theme)</p> <p>Various modern articles on Benefits/Dangers of Technology</p> <p>Commonlit.org: Robotics/Artificial Intelligence "Experts Debate Will Computers Edge People out of Entire Careers", David Kestenbaum (non-fiction) https://www.commonlit.org/texts/experts-debate-will-computers-edge-people-out-of-entire-careers</p>	<p>- Quick Write, etc. Man vs. Technology conflict analysis</p> <p>-Thinking, Map, etc. Evaluate <i>Fahrenheit 451</i> for how technology replaces relationships and/or independent thinking</p> <p>-Prior Knowledge Quick Write about how technology affects their relationships/knowledge</p> <p>-Quick Write/Real Life Application students evaluate school's technology policy</p> <p>-Reflective Pre-Writing Prompt: In preparation for upcoming texts...have students sit in silence somewhere for 30 minutes with no technology at all, in silence, and write a reflection of that time</p> <p>Guided Practice: -Annotation</p> <p>-Summarize texts for Reading Comprehension</p> <p>- Expository Essay Man vs. Technology conflict analysis</p> <p>Independent Practice:</p>
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<p>members, acknowledge new information expressed by others, and value individual contributions made by each group member.</p> <p>9.1i Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p> <p>9.1k Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.</p> <p>9.2 The student will produce media messages.</p> <p>9.2h Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>9.2i Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.</p> <p>9.4c Interpret how themes are connected across texts.</p> <p>9.4h Compare and contrast authors' use of literary elements within a variety of genres.</p> <p>9.4i Analyze how the author's specific word choices and syntax impact the author's purpose.</p> <p>9.4j Make inferences and draw conclusions using references from the text(s) for support.</p> <p>9.4k Compare/contrast details in literary and informational nonfiction texts.</p> <p>9.4l Use reading strategies to monitor comprehension throughout the reading process.</p> <p>9.5 The student will read</p>	<p>9.6k Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.</p> <p>9.6l Revise writing for clarity of content, accuracy, and depth of information.</p> <p>9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>9.7e Use a variety of sentence structures to infuse sentence variety in writing.</p>	<p>"Human or Machine? A.I. Experts Reportedly Pass the 'Touring' Test", Scott Neuman https://www.commonlit.org/texts/human-or-machine-a-i-experts-reportedly-pass-the-turing-test † "Drones Put Spying Eyes in the Sky", Stephen Ornes https://www.commonlit.org/texts/drones-put-spying-eyes-in-the-sky Ted Talks about technology</p> <p>"The World the Children Made", movie and song (Paired text with "The Veldt") https://www.youtube.com/watch?v=CHb5bwBtloo</p> <p>"The Butterfly Effect" movie clips (Paired text with "A Sound of Thunder")</p> <p>Discovermagazine.com (various technology articles)</p> <p>Movie: clips from "Wall-E"</p> <p>Applied Literacy:</p>	<p>-Reflective Writing</p> <p>-Power Point/Prezi Presentation on technology</p> <p>-Expository/Analytic Essay Evaluate <i>Fahrenheit 451</i> for how technology replaces relationships and/or independent thinking</p> <p>-Research and Evaluate Ayn Rand beliefs (MLA Format)</p> <p>-Interdisciplinary Study STEM program</p> <p>-Create comic strip of power struggles in texts</p> <p>-Graffiti Journal for novel</p> <p>-Interdisciplinary Study, Research how a technological advancement from The Industrial Time Period of American has changed to today</p> <p>-Figurative Language study/Dialectical Journal of Ray Bradbury's use of Imagery</p> <p>-Research cutting edge technology that is beneficial and/or</p>
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	<p>and analyze a variety of nonfiction texts.</p> <p>9.5a Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.</p> <p>9.5b Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>9.5c Analyze the author's qualifications, viewpoint, and impact.</p> <p>9.5d Recognize an author's intended purpose for writing and identify the main idea.</p> <p>9.5f Identify characteristics of expository texts.</p> <p>9.5h Evaluate clarity and accuracy of information.</p> <p>9.5k Analyze ideas</p>			<p>https://appliedliteracy.wordpress.com/</p> <p>Wingclips.org (pre-screened video clips based by theme)</p> <p>Non-Fiction: <i>Amusing Ourselves to Death</i> Neil Postman (Paired text for <i>Fahrenheit 451</i>) <i>Woodsong</i>, chapter 1, Gary Paulsen</p> <p>"Is Your Cell Phone Killing You" article (non-fiction) https://www.ragan.com/infographic-is-your-cell-phone-killing-you/</p> <p>"This is How Technology is Affecting Your Relationships", Huffington Post, https://www.huffingtonpost.com/2014/10/17/technology-changing-relationships_n_5884042.html</p> <p>Newsela</p> <p>Project Gutenberg</p> <p>Novels: <i>Fahrenheit 451</i>, Ray Bradbury</p>	<p>dangerous and share</p> <p>-Brochure on Modern Countries that are still Communist/Socialist with <i>Anthem</i> or <i>Fahrenheit 451</i></p> <p>-Creative Writing prompt What Will Society Look Like in 50 Years?</p> <p>-Create video or photography presentation summary of a text</p> <p>-Facebook page, character analysis, called Fakebook Templates on google: https://www.google.com/search?q=fakebook+template&safe=strict&rlz=1C1GGRV_enUS801US8018&tbm=isch&source=iu&ictx=1&fir=00gRfcnTJ_4tGM%253A%252CWsCrSw8Q528Y9M%252C&usq=_F6akyWsaqWvUtsrjAZCgKMdEY3o%3D&sa=X&ved=0ahUKEwioh_WYodPbAhWF0VMKHQOIAnMQ9QEIKjAB#imgrc=00gRfcnTJ_4tGM:</p> <p>-Real Life Application Students keep track of how much time they spend using various technology (iPod, TV,</p>
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	<p>within and between selections providing textual evidence.</p> <p>9.5I Use the reading strategies to monitor comprehension throughout the reading process.</p>			<p><i>Anthem</i>, Ayn Rand</p> <p>Poetry: "Digital Insanity" (video and Spoken Word Poetry) (Paired Text with anything Ray Bradbury) https://www.youtube.com/watch?v=9s0ukQGLXQ4 Paired Texts: "I Like to See It Lap the Miles", Emily Dickinson & "When I Heard the Learn'd Astronomer", Walt Whitman</p> <p>Short Fiction: "By the Waters of Babylon" excerpts (Paired text for <i>Anthem</i>) https://notamanuscript.files.wordpress.com/2015/07/benet-babylon.pdf</p> <p>Paired Text with "A Sound of Thunder" "Jurassic Park" video clips</p> <p>"There Will Come Soft Rains", Ray Bradbury</p> <p>"A Sound of Thunder", Ray Bradbury</p> <p>"Dog Star", Arthur C. Clark</p>	<p>Cell Phone, iPad, Social Media, etc.) using a time tracker app or paper track, then evaluate what life would be like if they used it less</p> <p>-Thinking Map: Double Bubble - compare <i>Fahrenheit 451</i> technology uses to any other text read, possible use for pre-writing strategies for a paragraph or an essay</p> <p>Closure: - exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's topics</p> <p>Formative Assessment: - see above writing/other assignments</p> <p>Summative Assessment: - see above writing/other assignments</p> <p>-SOL Writing Prompt https://docs.google.com</p>
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				<p>"The Veldt", Ray Bradbury</p> <p>Functional Texts: "Choosing Silence" has steps to take to practice silence and can be assigned in class or as homework: https://choosesilence.org/</p> <p>"7 Important Reasons to Unplug and Find Space" has suggestions on how to unplug from technology that can be applied. https://www.becomingminimalist.com/unplug-please/</p>	/document/d/15jkkI0sfVxJZjJGHmR1ZFdTEiP41EOHUZJr2mZ_YEmg/edit?usp=sharing
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NINE WEEKS 2

Division Required Assessments: ACPS Writing Prompt: Narrative/Descriptive Essay, NW2 Division Reading & Writing Assessment, Expository and Analytical Essays, and Reflective Essay

Ongoing Assessments: Common Assessments

<p>THEME: Character/Integrity</p> <p>SKILLS TARGETED: Characterization/Character Development Symbolism Connotation Denotation Unreliable Narrator/Narration Style Diction Active vs. Passive Voice</p> <p>SKILLS SPIRALED: (continued review and application of 1st 9 weeks terms)</p> <p>STRATEGY FOCUS: Making Connections Determining Importance Questioning Inferring/Predicting/Drawing Conclusions Summarizing/Synthesizing Monitoring Comprehension Visualizing</p> <p>APPROXIMATE TIME: 5 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
9.1 The student will participate in,	9.3 The student will apply knowledge of	9.6 The student will write in a variety of forms to	9.1a Make strategic use of multimodal tools.	Media: Commonlit.org:	Anticipatory Set/Opener:

<p>collaborate in, and make multimodal presentations both independently and in small groups.</p> <p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p> <p>9.1d Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.</p> <p>9.1e Assume responsibility for specific group tasks.</p> <p>9.1f Share responsibility for collaborative work.</p> <p>9.1g Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p>9.1h Include all group members, acknowledge</p>	<p>word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>9.3a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.</p> <p>9.3b Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>9.3c Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>9.3e Explain the meaning of literary and classical allusions and figurative language in text.</p> <p>9.3f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p>	<p>include expository and analytic with an emphasis on analysis.</p> <p>9.6a Engage in writing as a recursive process.</p> <p>9.6b Plan, organize, and write for a variety of audiences and purposes.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.</p> <p>9.6d Blend multiple forms of writing including embedding a narrative to produce effective essays.</p> <p>9.6e Communicate clearly the purpose of the writing using a thesis statement.</p> <p>9.6j Use textual evidence to compare and contrast multiple texts.</p> <p>9.6k Arrange paragraphs in a logical progression, using</p>	<p>9.1b Credit information sources.</p> <p>9.2i Demonstrate ethical use of internet when evaluating or producing creative or informational media messages.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence, and maintain organized structure and formal style.</p> <p>9.8c Credit sources</p> <p>9.8d Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA)</p>	<p>"Men and Women Use Different Scales to Weigh Moral Dilemmas", Poncie Routsch "How Small Fibs Lead to Big Lies", Rebecca Hersher https://www.commonlit.org/texts/how-small-fibs-s-lead-to-big-lies</p> <p>"What Makes Bad People Do Good Things", Melissa Dittmann</p> <p>"Liar Liar" movie clips (youtube.com) about lying (Paired text for "Like the Sun" story)</p> <p>Suite 360 videos</p> <p>Goodcharacter.com (website that has discussion topics, activities, and resources)</p> <p>Wingclips.org (pre-screened video clips based by theme)</p> <p>Applied Literacy: https://appliedliteracy.wordpress.com/</p> <p>Newsela Project Gutenberg</p>	<p>-Annotation</p> <p>-Prior Knowledge quick write about why integrity is necessary</p> <p>Guided Practice: -Power Point/Prezi Presentation on character/integrity</p> <p>-Interdisciplinary Study Psychology study on different human character traits, flaws, growth, etc.</p> <p>- annotation</p> <p>-Summarize texts for Reading Comprehension</p> <p>Thinking Map: Tree Map - Classify Sherlock Holmes's traits that make him a good detective, use as pre-writing strategy for an essay</p> <p>Independent Practice: -Reflective Writing</p> <p>-Personal Narrative Essay, etc. about a time your integrity choice or someone's integrity or lack thereof affected you</p> <p>-Research a famous detective (TV, literary,</p>
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<p>new information expressed by others, and value individual contributions made by each group member.</p> <p>9.1i Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p> <p>9.1k Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.</p> <p>9.2 The student will produce media messages.</p> <p>9.2h Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>9.2i Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</p> <p>9.4a Identify the characteristics that distinguish literary forms.</p> <p>9.4c Interpret how themes are connected across texts.</p> <p>9.4h Compare and contrast authors' use of literary elements within a variety of genres.</p> <p>9.4i Analyze how the author's specific word choices and syntax impact the author's purpose.</p> <p>9.4j Make inferences and draw conclusions using references from the text(s) for support.</p> <p>9.4k Compare/contrast details in literary and informational nonfiction texts.</p>	<p>transitions between paragraphs and ideas.</p> <p>9.6i Revise writing for clarity of content, accuracy, and depth of information.</p> <p>9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>9.7d Distinguish between active and passive voice.</p> <p>9.7e Use a variety of sentence structures to infuse sentence variety in writing.</p>	<p>Non-Fiction: <i>Blind Spot</i> chapter about Hidden Biases, Banaji, Greenwald, & Martin</p> <p>"Heartbeat", David Yoo (non-fiction)</p> <p>Novels: "The Hound of the Baskervilles", Sir Arthur Conan Doyle</p> <p>Poetry: "My Father is a Simple Man", Luis Omar Salinas</p> <p>"Tell the Truth But Tell It Slant", Emily Dickinson</p> <p>"A Poison Tree", William Blake https://www.commonlit.org/texts/a-poison-tree</p> <p>Short Fiction: "The Scarlet Ibis", James Hurst</p> <p>"A Letter from the Fringe", Joan Bauer</p> <p>Allegory: "The Boy Who Cried Wolf"</p>	<p>movie, etc.) focusing on characterization, using multimodal and MLA format</p> <p>-Writing Character Analysis of Sherlock Holmes (to pair with "The Hound of the Baskervilles")</p> <p>-Create comic strip of character development in texts</p> <p>-Graffiti Journal for novel</p> <p>-Facebook page, character analysis, called Fakebook Templates on google: https://www.google.com/search?q=fakebook+template&safe=strict&rlz=1C1GGRV_enUS801US801&tbm=isch&source=iu&ictx=1&fir=00gRfcnTJ_4tGM%253A%252CWsCrSw8Q528Y9M%252C&usq=F6akyWsaqWyUtsrjAZCgKMdEY3o%3D&sa=X&ved=0ahUKEwioh_WYodPbAhWF0VMKHQOIAnMQ9QEIKjAB#imgrc=00gRfcnTJ_4tGM</p> <p>-Brochure on Modern Countries that are still Communist/Socialist with <i>Anthem</i> or <i>Fahrenheit 451</i></p>
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	<p>9.4I Use reading strategies to monitor comprehension throughout the reading process.</p> <p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>9.5a Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.</p> <p>9.5b Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>9.5c Analyze the author's qualifications, viewpoint, and impact.</p> <p>9.5d Recognize an author's intended purpose for writing and identify the main idea.</p> <p>9.5f Identify characteristics of technical texts.</p> <p>9.5h Evaluate clarity</p>			<p>"Thank You Ma'am", Langston Hughes</p> <p>Aesop's Fables "The Ant and the Grasshopper"</p> <p>"Like the Sun", R.K. Narayan http://www.flippedoutteaching.com/lessons/eng2/unit5/Like%20the%20Sun.pdf</p> <p>Functional Texts: "9 Tips to Help Strengthen Your Integrity" has steps students can take to improve their integrity. https://www.success.com/9-tips-to-help-you-strengthen-your-integrity/</p> <p>"A Step by Step Guide on How to Confront Your Lying Partner" has steps to deal with the integrity/character flaw of lying in a mature and healthy way. http://www.newlovetimes.com/a-step-by-step-guide-on-how-to-confront-a-liar/</p> <p>"How to Build a Reliable Work Ethic" has active steps and unique</p>	<p>-Creative Writing prompt Write a story with strong characterization techniques Doyle uses, or an added scene to any text read</p> <p>-Create video or photography presentation summary of a text</p> <p>Closure: - exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's topics</p> <p>Formative Assessment: - see above writing/other assignments</p> <p>Summative Assessment: - see above writing/other assignments</p> <p>-SOL Writing Prompt https://docs.google.com/document/d/15jkkI0sfVxJZjJGHmR1ZFdTfEiP41</p>
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	<p>and accuracy of information.</p> <p>9.5k Analyze ideas within and between selections providing textual evidence.</p> <p>9.5l Use the reading strategies to monitor comprehension throughout the reading process.</p>			<p>plans/ideas on how to improve work ethic integrity.</p> <p>https://www.lifehack.org/articles/featured/how-to-build-a-reliable-work-ethic.html</p>	<p>EOHUZJr2mZ_YEmg/e dit?usp=sharing</p>
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THEME: Betrayal & Revenge

SKILLS TARGETED: no new skills targeted, continue to build/reinforce Spiraled Skills from 2nd 9 weeks, theme 2, etc.

SKILLS SPIRALED:

Characterization/Character Development

Symbolism

Connotation

Denotation

Tone

Mood

Figurative Language

Unreliable Narrator/Narration

Style

Diction
Active vs. Passive Voice
(continued review and application of 1st 9 weeks terms)

STRATEGY FOCUS:

Making Connections
Determining Importance
Questioning
Inferring/Predicting/Drawing Conclusions
Summarizing/Synthesizing
Monitoring Comprehension
Visualizing

APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.</p> <p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p> <p>9.1d Assist with setting rules for group work including informal consensus, taking votes on key issues,</p>	<p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>9.3a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.</p> <p>9.3b Use context, structure, and connotations to determine meanings of</p>	<p>9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.</p> <p>9.6a Engage in writing as a recursive process.</p> <p>9.6b Plan, organize, and write for a variety of audiences and purposes.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence and</p>	<p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p> <p>9.2i Demonstrate ethical use of internet when evaluating or producing creative or informational media messages.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence, and maintain organized structure and formal style.</p> <p>9.8c Credit sources</p>	<p>Media: Wingclips.org (pre-screened video clips based by theme)</p> <p>Commonlit.org: Revenge and Betrayal stories (multiple genres) "Benedict Arnold: Two Sides of a Bitter Coin", David White https://www.commonlit.org/en/texts/benedict-arnold-two-sides-of-a-bitter-coin</p> <p>"What Made Aldrich Ames Tick", Mike Kubic (Paired text for "Benedict Arnold" piece)</p>	<p>Anticipatory Set/Opener: -Prior Knowledge quick write about stories previously read with betrayal and/or revenge</p> <p>Guided Practice: -Annotation -Power Point/Prezi Presentation on revenge/betrayal</p> <p>-Research famous historical betrayals, use MLA citation</p> <p>-Research Edgar Allan Poe's history if using his texts</p>

<p>presentation of alternate views and goal setting.</p> <p>9.1e Assume responsibility for specific group tasks.</p> <p>9.1f Share responsibility for collaborative work.</p> <p>9.1g Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p>9.1h Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.</p> <p>9.1i Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p> <p>9.1k Use self-reflection to evaluate one's own role in preparation and</p>	<p>words and phrases.</p> <p>9.3c Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>9.3e Explain the meaning of literary and classical allusions and figurative language in text.</p> <p>9.3f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</p> <p>9.4a Identify the characteristics that distinguish literary forms.</p> <p>9.4c Interpret how themes are connected across texts.</p> <p>9.4h Compare and contrast authors' use of</p>	<p>maintaining an organized structure and a formal style.</p> <p>9.6d Blend multiple forms of writing including embedding a narrative to produce effective essays.</p> <p>9.6e Communicate clearly the purpose of the writing using a thesis statement.</p> <p>9.6j Use textual evidence to compare and contrast multiple texts.</p> <p>9.6k Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.</p> <p>9.6l Revise writing for clarity of content, accuracy, and depth of information.</p> <p>9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p>	<p>9.8d Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA)</p>	<p>https://www.commonlit.org/texts/what-made-a-drich-ames-tick</p> <p>"Ruthless" https://www.commonlit.org/en/texts/ruthless</p> <p>Applied Literacy: https://appliedliteracy.wordpress.com/</p> <p>Newsela</p> <p>Project Gutenberg</p> <p>Poetry: "Porphyria's Lover", Robert Browning https://www.poetryfoundation.org/poems/46313/porphyrias-lover "A Poison Tree", William Blake</p> <p>Non-Fiction: (see commonlit.org)</p> <p>Novel: <i>The Outsiders</i>, S.E. Hinton</p> <p><i>A Separate Peace</i>, John Knowles</p> <p>Short Fiction:</p>	<p>-Interdisciplinary Study History, Research different ethnic groups or cultures which have betrayed and/or taken revenge on one another, use MLA format</p> <p>-Summarize texts for Reading Comprehension</p> <p>Independent Practice: -Reflective Writing</p> <p>-Narrative/Descriptive Essay prompt Write about a time you took revenge or someone took revenge on you. Write about a time when you were betrayed or you betrayed someone.</p> <p>-Facebook page, character analysis, called Fakebook Templates on google: https://www.google.com/search?q=fakebook+template&safe=strict&rlz=1C1GGRV_enUS801US8018tbm=isch&source=iu&ictx=1&fir=00gRfcnTJ_4tGM%253A%252CWsCrSw8Q528Y9M%252C_8usq=F6akyWsaqWyUtsrjAZCgKmdEY3o%3D&sa=X&ved=0ahUKEwioh_WYodPbAhWF0VMKHQaQIAnMQ9QEIKjAB#imgrc=00gRfcnTJ_4tGM :</p>
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<p>participation in small-group activities.</p> <p>9.2 The student will produce media messages.</p> <p>9.2h Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>9.2i Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>literary elements within a variety of genres.</p> <p>9.4i Analyze how the author's specific word choices and syntax impact the author's purpose.</p> <p>9.4j Make inferences and draw conclusions using references from the text(s) for support.</p> <p>9.4k Compare/contrast details in literary and informational nonfiction texts.</p> <p>9.4l Use reading strategies to monitor comprehension throughout the reading process.</p> <p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>9.5a Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.</p> <p>9.5b Make inferences and draw conclusions</p>	<p>9.7d Distinguish between active and passive voice.</p> <p>9.7e Use a variety of sentence structures to infuse sentence variety in writing.</p>		<p>"The Cask of Amontillado", Edgar Allan Poe</p> <p>Paired Text for "The Cask of Amontillado" "Ruthless", William DeMille (commonlit.org)</p> <p>"The Veldt", Ray Bradbury https://www.juhsd.net/cms/lib/CA01902464/Centrality/Domain/256/2016_The%20Veldt.pdf</p> <p>"A Sound of Thunder", Ray Bradbury</p> <p>"The Lottery", Shirley Jackson https://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf</p> <p>"Wine on the Desert", Max Bran https://english-9-honors.wikispaces.com/Wine+on+the+Desert+by+Max+Brand</p> <p>"The Good Neighbor", Karen Treanor http://www.newmystery</p>	<p>-Research Trickster stories and do character analysis essay/Quick Write</p> <p>-Create comic strip of betrayal and/or revenge in texts</p> <p>-Graffiti Journal for novel</p> <p>-Creative Writing prompt Write why Montresor was so angry or create a Narrative explaining Montresor's reasons for seeking revenge on Fortunato</p> <p>-Create video or photography presentation summary of a text Closure: - exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's topics</p> <p>Formative Assessment: - see above writing/other assignments</p>
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	<p>based on explicit and implied information using evidence from text as support.</p> <p>9.5c Analyze the author's qualifications, viewpoint, and impact.</p> <p>9.5d Recognize an author's intended purpose for writing and identify the main idea.</p> <p>9.5f Identify characteristics of technical texts.</p> <p>9.5h Evaluate clarity and accuracy of information.</p> <p>9.5i Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.</p> <p>9.5k Analyze ideas within and between selections providing textual evidence.</p> <p>9.5l Use the reading strategies to monitor comprehension</p>			<p>reader.com/april_short_story.htm</p> <p>Trickster Archetype Stories Folk Tales/Fables</p> <p>Functional Texts: "How to Deal with Betrayal" has active, mature steps on how to deal with being hurt by a betrayal. https://www.wikihow.com/Deal-With-Betrayal</p> <p>"5 Steps to Learn to Trust Again" has steps to take to learn how to trust again after a betrayal. https://www.guidedmind.com/blog/5-steps-to-learn-to-trust-again</p>	<p>Summative Assessment: - see above writing/other assignments</p> <p>-SOL Writing Prompt https://docs.google.com/document/d/15jkkI0sfVxJZjJGHmR1ZFdTEiP41EOHUZJr2mZ_YEmg/edit?usp=sharing</p>
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	throughout the reading process.				
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NINE WEEKS 3

Division Required Assessments: ACPS Writing Prompt: Research Paper (MLA format), NW3 Division Reading & Writing Assessment, Expository and Analytical Essay, and Research Paper

Ongoing Assessments: Common Assessments

<p>THEME: Tolerance</p> <p>SKILLS TARGETED:</p> <p>Research</p> <p>MLA Format</p> <p>Fact vs. Opinion</p> <p>Evaluating Reliable Sources & Evidence</p> <p>Synthesizing</p> <p>Logical Sequencing of Ideas</p> <p>Summarizing vs. Paraphrasing</p> <p>Outline & Note Taking Skills</p> <p>Audience Awareness</p> <p>Conflict</p> <p>Diction in Writing</p> <p>Author's Purpose</p> <p>Understanding Clauses in Writing</p>
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Comma & Semicolon Use

SKILLS SPIRALED:

(Continue to apply 1st and 2nd 9 weeks terms, from all themes)

STRATEGY FOCUS:

Making Connections
 Determining Importance
 Questioning
 Inferring/Predicting/Drawing Conclusions
 Summarizing/Synthesizing
 Monitoring Comprehension
 Visualizing/Sequencing

APPROXIMATE TIME: 5 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.</p> <p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p> <p>9.1d Assist with setting rules for group work including informal consensus, taking votes</p>	<p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>9.3a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.</p> <p>9.3b Use context, structure, and connotations to</p>	<p>9.6 The student will write in a variety of forms to include, reflective and analytic with an emphasis on analysis.</p> <p>9.6a Engage in writing as a recursive process.</p> <p>9.6b Plan, organize, and write for a variety of audiences and purposes.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence and</p>	<p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p> <p>9.2i Demonstrate ethical use of internet when evaluating or producing creative or informational media messages.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence, and maintain organized structure and formal style.</p>	<p>Media: Suite 360</p> <p>"Triumph of the Spirit" movie (Paired text for <i>Night</i>)</p> <p>"A Walk Through Auschwitz" (Virtual Tour of Auschwitz online) https://www.youtube.com/watch?v=America'sThegonvxBXAgNI</p> <p>"The Moth Programs" NPR personal stories dealing with tolerance</p>	<p>Anticipatory Set/Opener: -Quick Write/Real Life Application students write about their own experiences with tolerance or lack thereof</p> <p>-Prior Knowledge Quick Pre-Write Thinking Map and/or Brainstorm Holocaust Prior Knowledge and/or personal tolerance, use as Anticipatory Set to generate interest</p> <p>Guided Practice: -Annotation</p>

<p>on key issues, presentation of alternate views and goal setting.</p> <p>9.1e Assume responsibility for specific group tasks.</p> <p>9.1f Share responsibility for collaborative work.</p> <p>9.1g Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p>9.1h Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.</p> <p>9.1i Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p> <p>9.1k Use self-reflection</p>	<p>determine meanings of words and phrases.</p> <p>9.3c Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>9.3f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction...</p> <p>9.4a Identify the characteristics that distinguish literary forms.</p> <p>9.4c Interpret how themes are connected across texts.</p> <p>9.4j Make inferences and draw conclusions using references from the text(s) for support.</p> <p>9.4k Compare/contrast details in literary and informational nonfiction</p>	<p>maintaining an organized structure and a formal style.</p> <p>9.6e Communicate clearly the purpose of the writing using a thesis statement.</p> <p>9.6i Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.</p> <p>9.6j Use textual evidence to compare and contrast multiple texts.</p> <p>9.6k Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.</p> <p>9.6l Revise writing for clarity of content, accuracy, and depth of information.</p> <p>9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and</p>	<p>9.6g Clearly state and defend a position, using reasons and evidence from credible sources as support.</p> <p>9.6i Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.</p> <p>9.8a Verify the validity and accuracy of information</p> <p>9.8c Credit sources</p> <p>9.8d Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA)</p>	<p>Youtube videos of Holocaust survivor stories</p> <p>Wingclips.org (pre-screened video clips based by theme)</p> <p>Teachingtolerance.org</p> <p>Readwritethink.org</p> <p>Unitedstatesholocaustmemorialmuseum.org</p> <p>Thejewishvirtuallibrary.org</p> <p>"Hidden Figures" (Paired Text with the novel)</p> <p>Commonlit.org: "Japanese Relocation During World War II", National Archives (paired text with poem "Internment") https://www.commonlit.org/en/texts/japanese-relocation-during-world-war-ii</p> <p>"Andrew Jackson Speech to Congress on 'Indian Removal'" https://www.commonlit.org/en/texts/andrew-jackson-s-speech-to-congress-on-indian-removal</p>	<p>-Summarize texts for Reading Comprehension</p> <p>-Power Point/Prezi Presentation on tolerance</p> <p>-Interdisciplinary Study History paired readings of topics of cultural tolerance, Holocaust stories, etc.</p> <p>Independent Practice: -Reflective Writing</p> <p>-Research Holocaust Themes/Stories to possibly create an informative research paper or presentation</p> <p>-Research survivors narrative to possibly create an informative research paper or presentation</p> <p>-Facebook page, character analysis, called Fakebook Templates on google: https://www.google.com/search?q=fakebook+template&safe=strict&rlz=1C1GGRV_enUS801US8018tbm=isch&source=iu&ictx=1&fir=00gRfcTJ4tGM%253A%252CWsCrSw8Q528Y9M%252C&usq=_F6akyWsaqWyUtsrjAZCgKmdEY3o%3</p>
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<p>to evaluate one's own role in preparation and participation in small-group activities.</p> <p>9.2 The student will produce, analyze, and evaluate media messages.</p> <p>9.2h Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>9.2i Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>texts.</p> <p>9.4i Use reading strategies to monitor comprehension throughout the reading process.</p> <p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>9.5a Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.</p> <p>9.5b Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>9.5c Analyze the author's qualifications, viewpoint, and impact.</p> <p>9.5d Recognize an author's intended purpose for writing and identify the main idea.</p> <p>9.5e Summarize, paraphrase, and synthesize ideas, while</p>	<p>Standard English.</p> <p>9.7b Use appositives, main clauses, and subordinate clauses.</p> <p>9.7c Use commas and semicolons to distinguish and divide main and subordinate clauses.</p> <p>9.7e Use a variety of sentence structures to infuse sentence variety in writing.</p>		<p>"America's Most Infamous Hate Group: KKK", Jessica McBirney https://www.commonlit.org/en/texts/america-s-most-infamous-hate-group-the-kkk</p> <p>Newsela</p> <p>Project Gutenberg</p> <p>Applied Literacy: https://appliedliteracy.wordpress.com/</p> <p>Non-fiction: <i>Night</i>, Eli Weisel</p> <p><i>Hidden Figures</i>, Margo Lee Shetterly</p> <p>"Fragile Self Worth" essay excerpt from book (chapter 5), Tim Kasser</p> <p>Holocaust readings primary texts http://www.jewishvirtuallibrary.org/holocaust-survivors</p> <p>Teaching Tolerance High School Texts https://www.tolerance.org/classroom-resources</p>	<p>D8sa=X&ved=0ahUKEwi oh_WYodPbAhWF0VMKH aQIAnMQ9QEIKjAB#imgrc=00gRfcnTJ_4tGM :</p> <p>-Create comic strip of tolerance in texts</p> <p>-Graffiti Journal for novel</p> <p>-Figurative Language study/Dialectical Journal with specific text features to literary references, symbols, etc.</p> <p>-Research anti-semitism</p> <p>-Brochure for a society that is tolerant, this can research or creative writing based...students can research tolerant societies or create their own tolerant utopia</p> <p>-Study and response to dehumanization, to use in an expository and/or informative essay aligned with <i>Night</i>, or other texts read</p> <p>-Creative Writing prompt Imagine you are in a Holocaust Concentration Camp and write about your experience. Write about how you are against</p>
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	<p>maintaining meaning and a logical sequence of events, within and between texts.</p> <p>9.5f Identify characteristics of technical texts.</p> <p>9.5h Evaluate clarity and accuracy of information.</p> <p>9.5j Differentiate between fact and opinion and evaluate their impact.</p> <p>9.5k Analyze ideas within and between selections providing textual evidence.</p> <p>9.5l Use the reading strategies to monitor comprehension throughout the reading process.</p>			<p>/texts?f%5B0%5D=facet_text_grade_level%3A38</p> <p>Novel: <i>Joy Luck Club</i>, Amy Tan</p> <p>Poetry: "Exile", Julia Alvarez "Internment", Juliet S. Kono "Legal Alien", Pat Morrow</p> <p>Short Fiction: "A Letter from the Fringe", Joan Bauer</p> <p>Functional Texts: "5 Ways to Improve Your School's Culture" has actions/program steps schools and/or students can take to initiate tolerance programs in school. https://teacher-blog.education.com/5-ways-to-improve-your-schools-culture-ffff29db8166 "8 Steps to Build Tolerance in Your Life" has steps to learn how to be tolerant. https://chopra.com/arti</p>	<p>Hitler's regime and are housing Jewish people. Write about a survival/escape story. Write about an experience dealing with tolerance in High School, with strong characterization.</p> <p>-Create video or photography presentation summary of a text</p> <p>-Reflective Writing Prompt: Write about a time you were intolerant or the victim of intolerance.</p> <p>Thinking Maps: Multi-Flow Map - examine the theme of dehumanization in <i>Night</i>, use as pre-writing for essay</p> <p>Closure: - exit ticket - sticky note questions - summarize day's lesson - review vocab -Thinking Map for summarizing day's topics</p> <p>Formative Assessment:</p>
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				cles/8-tips-to-build-tolerance-in-your-life "9 Ways to Manage People Who Bother You" acknowledges we cannot control other people's levels of tolerance, so how to manage your response in a healthy way. https://www.lifehack.org/articles/communication/9-ways-to-manage-people-who-bother-you.html	- see above writing/other assignments Summative Assessment: - see above writing/other assignments -SOL Writing Prompt https://docs.google.com/document/d/15jkkI0sfVxJZjJGHmR1ZFdTfEiP41EOHUZJr2mZ_YEmg/edit?usp=sharing
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THEME: Love

SKILLS TARGETED:

Drama
 Shakespeare History
 The Globe Theatre
 Stage Directions
 Soliloquy
 Aside
 Apostrophe
 Rhyme

Rhythm
Puns
Irony
Symbolism
Character Archetypes
FOIL Character
Tragic Hero/Tragic Flaw

SKILLS SPIRALED:

Research
MLA Format
Synthesizing
Logical Sequencing of Ideas
Summarizing vs. Paraphrasing
Audience Awareness
Conflict
Style
Syntax
Diction
Author's Purpose
(Continue to apply 1st and 2nd 9 weeks terms, all themes)

STRATEGY FOCUS:

Making Connections
Determining Importance
Questioning
Inferring/Predicting/Drawing Conclusions
Summarizing/Synthesizing
Monitoring Comprehension
Visualizing/Sequencing

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
9.1 The student will participate in, collaborate in, and make multimodal	9.3 The student will apply knowledge of word origins, derivations, and	9.6 The student will write in a variety of forms to include expository and analytic	9.1a Make strategic use of multimodal tools. 9.1b Credit information	Drama: Romeo & Juliet, William Shakespeare	Anticipatory Set/Opener: -Prior Knowledge Quick Write about teenage

<p>presentations both independently and in small groups.</p> <p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p> <p>9.1d Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.</p> <p>9.1e Assume responsibility for specific group tasks.</p> <p>9.1f Share responsibility for collaborative work.</p> <p>9.1g Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p>9.1h Include all group members, acknowledge new information expressed by others,</p>	<p>figurative language to extend vocabulary development in authentic texts.</p> <p>9.3a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.</p> <p>9.3b Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>9.3c Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>9.3d Identify the meaning of common idioms.</p> <p>9.3e Explain the meaning of literary and classical allusions and figurative language in text.</p> <p>9.3f Extend general and cross-curricular vocabulary through speaking, listening,</p>	<p>with an emphasis on analysis.</p> <p>9.6a Engage in writing as a recursive process.</p> <p>9.6b Plan, organize, and write for a variety of audiences and purposes.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.</p> <p>9.6d Blend multiple forms of writing including embedding a narrative to produce effective essays.</p> <p>9.6e Communicate clearly the purpose of the writing using a thesis statement.</p> <p>9.6j Use textual evidence to compare and contrast multiple texts.</p> <p>9.6k Arrange paragraphs in a logical progression, using transitions between</p>	<p>sources.</p> <p>9.2i Demonstrate ethical use of internet when evaluating or producing creative or informational media messages.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence, and maintain organized structure and formal style.</p> <p>9.8c Credit sources</p> <p>9.8d Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA)</p>	<p>Media: West Side Story movie excerpts (paired with Romeo & Juliet)</p> <p>"Gnomeo & Juliet" movie clips (paired text with Romeo & Juliet)</p> <p>Wingclips.org (pre-screened video clips based by theme) Romeo & Juliet video clips on youtube.com</p> <p>Romeo & Juliet Late Show with James Corden Romeo & Juliet Live https://www.youtube.com/watch?v=H10biJnKolQ</p> <p>Commonlit.org: "Adolescence and the Teenage Crush", Dr. Carl Pickhardt (paired text with Romeo & Juliet) https://www.commonlit.org/en/texts/adolescence-and-the-teenage-crush</p> <p>"A Pardon of Becky Day", John Fox, Jr. (short-fiction) (paired text with Romeo & Juliet) https://www.commonlit.org/en/texts/a-pardon-of-becky-day</p>	<p>love, hurting someone that they love, forgiveness, what love is, what love does not look like, personal experiences with love, love at first sight, etc.</p> <p>Guided Practice: -Summarize texts for Reading Comprehension</p> <p>- Annotation</p> <p>-Tree Map Classifying different types of love and the characteristics thereof, used as pre-writing strategy for analytical essay or used as an Anticipatory Set Quick Write to get students thinking of how love is not always romantic in prep for some texts to be read</p> <p>-Annotation</p> <p>-Interdisciplinary Study Psychology take <i>The Five Love Languages</i> online quiz and a write reflection on what was learned</p> <p>-Interdisciplinary Study Historical suicides, arranged marriages</p> <p>-Figurative Language study/Dialectical</p>
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<p>and value individual contributions made by each group member.</p> <p>9.1i Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p> <p>9.1k Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.</p> <p>9.2 The student will produce, analyze, and evaluate media messages.</p> <p>9.2h Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>9.2i Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>reading, and writing.</p> <p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</p> <p>9.4a Identify the characteristics that distinguish literary forms.</p> <p>9.4c Interpret how themes are connected across texts.</p> <p>9.4d Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.</p> <p>9.4f Interpret how themes are connected across texts.</p> <p>9.4g Explain the influence of historical context on the form, style, and point of view of a written work.</p> <p>9.4h Compare and</p>	<p>paragraphs and ideas.</p> <p>9.6l Revise writing for clarity of content, accuracy, and depth of information.</p> <p>9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>9.7b Use appositives, main clauses, and subordinate clauses.</p> <p>9.7c Use commas and semicolons to distinguish and divide main and subordinate clauses.</p> <p>9.7e Use a variety of sentence structures to infuse sentence variety in writing.</p>	<p>http://www.klimt.com/en/gallery/women.html</p> <p>"The Kiss"</p> <p>Applied Literacy: https://appliedliteracy.wordpress.com/</p> <p>Newsela Project Gutenberg</p> <p>Non-Fiction: Articles on Arranged Marriages (paired texts with Romeo & Juliet)</p> <p>Historical Primary sources of archaeological suicides</p> <p>"Brothers", John Scieszka from <i>Guys Write for Guys Read</i></p> <p><i>The Five Love Languages</i>, excerpts, Gary Chapman http://www.5lovelanguages.com/</p> <p>Novel: <i>The Fault in our Stars</i>, John Greene</p>	<p>org/en/texts/the-pardo-n-of-becky-day</p> <p>Journal study of symbolism in Romeo & Juliet</p> <p>Independent Practice: -Reflective Writing</p> <p>-Research (continue research topics from above, if necessary)</p> <p>-Create Valentine's Day Cards with Shakespeare Sonnet or Play quotes</p> <p>-Write love poems</p> <p>-Write love rap song</p> <p>-Power Point/Prezi Presentation on love with textual evidence, using MLA format</p> <p>-Visual collage of beloved person/pet</p> <p>-Facebook page, character analysis, called Fakebook Templates on google: https://www.google.com/search?q=fakebook+template&safe=strict&rlz=1C1GGRV_enUS801US8018tbm=isch&source=iu&ictx=1&fir=00gRfcnTJ4tGM%253A%252CWsCrSw8Q528Y9M%252C&usq=_F6akyWsaqWyUtsrjAZCgKMdEY3o%3D&sa=X&ved=0ahUKEwi</p>
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	<p>contrast authors' use of literary elements within a variety of genres.</p> <p>9.4i Analyze how the author's specific word choices and syntax impact the author's purpose.</p> <p>9.4j Make inferences and draw conclusions using references from the text(s) for support.</p> <p>9.4k Compare/contrast details in literary and informational nonfiction texts.</p> <p>9.4l Use reading strategies to monitor comprehension throughout the reading process.</p> <p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>9.5a Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.</p> <p>9.5b Make inferences</p>			<p>Poetry: "A Blessing", Richard Wright</p> <p>"Los Ancianos", Pat Mora</p> <p>"Those Winter Sundays", Robert Hayden (paired text with short fiction "Papa Who Wakes Up Tired in the Dark", Sandra Cisneros)</p> <p>"When You are Old", William Butler Yeats https://www.commonlit.org/en/texts/when-you-are-old</p> <p>"Nothing Gold Can Stay", Robert Frost (paired text with Romeo & Juliet)</p> <p>Short Fiction: "The Scarlet Ibis", James Hurst</p> <p>"The Gift of the Magi", O'Henry</p> <p>"The First Kiss" https://www.buzzfeed.com/spenceralthouse/30-adorably-awkward-first-kiss-stories?utm_term=</p>	<p>oh_WYodPbAhWF0VMKHqQlAnMQ9QEIKjAB#imgrc=00gRfcnTJ_4tGM :</p> <p>-Create comic strip of love in texts</p> <p>-Graffiti Journal for novel</p> <p>-Brochure on Verona or joining the Capulet or Montague families</p> <p>-Compare/Contrast Writing or Thinking Map of Romeo & Juliet vs. West Side Story</p> <p>-Creative Writing prompt Write a love story. Write a different ending of Romeo & Juliet</p> <p>-Create video or photography presentation summary of a text</p> <p>-Real Life Application Students: What does it take to have successful love relationships (research can be a pre-writing component of this)</p> <p>Closure: - exit ticket</p> <p>- sticky note questions</p>
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	<p>and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>9.5c Analyze the author's qualifications, viewpoint, and impact.</p> <p>9.5d Recognize an author's intended purpose for writing and identify the main idea.</p> <p>9.5e Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p>9.5h Evaluate clarity and accuracy of information.</p> <p>9.5k Analyze ideas within and between selections providing textual evidence.</p> <p>9.5l Use the reading strategies to monitor comprehension throughout the reading</p>			<p>.agDPWaX0X#.mfBrvey by</p> <p>"Helen on Eighty-Sixth Street", Wendi Kaufman (textbook) "Papa Who Wakes Up Tired in the Dark", Sandra Cisneros (paired text with poem "Those Winter Sundays", Robert Hayden)</p> <p>"Orpheus & Eurydice", Ovid (myth) https://www.commonlit.org/en/texts/orpheus-and-eurydice</p> <p>Functional Texts: "Activities for Teaching the 5 Love Languages" Things students or classes can do to show/express the 5 Love Languages in a healthy way. https://classroom.synonym.com/activities-teaching-five-love-languages-7872047.html</p> <p>"Romeo and Juliet Bringing the Text To Life" has many ideas to do hands-on activities for the play. https://education.library</p>	<p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's topics</p> <p>Formative Assessment: - see above writing/other assignments</p> <p>Summative Assessment: - see above writing/other assignments</p> <p>-SOL Writing Prompt https://docs.google.com/document/d/15jkkI0sfVxJZjJGHmR1ZFdTETiP41EOHUZJr2mZ_YEmg/edit?usp=sharing</p>
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	process.			ubc.ca/files/2011/06/10/Adam-Miller-Romeo-and-Juliet-Bringing-the-Text-to-Life.pdf	
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NINE WEEKS 4

Division Required Assessments: ACPS Writing Prompt: Persuasive/Argument Essay, NW4 Division Reading & Writing Assessment, Expository and Analytical Essays, Reflective Essay, Persuasive/Argument Essay (emphasis 4th 9 weeks)

Ongoing Assessments: Common Assessments

THEME: Overcoming Adversity

SKILLS TARGETED:

Figurative Language

Poetry

Rhyme

Rhythm

Alliteration

Consonance

Dissonance

Assonance

Rhyme Scheme

Concrete vs. Abstract

Hyperbole

Understatement

Foreshadow

Flashback

Simile

Metaphor

Onomatopoeia

Rhetorical Devices

Argument
 Claim
 Fallacies
 Emotional, Logical, and Credibility Appeals (Pathos, Logos, Ethos)
 Persuasive/Argument Writing Techniques
 Parallel Structure
 Logic & Reasoning

SKILLS SPIRALED:

(Continue to apply 1st, 2nd, and 3rd 9 weeks terms)

STRATEGY FOCUS:

Making Connections
 Determining Importance
 Questioning
 Inferring/Predicting/Drawing Conclusions
 Summarizing/Synthesizing
 Monitoring Comprehension
 Visualizing/Sequencing

APPROXIMATE TIME: 5 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.</p> <p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p>	<p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>9.3a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex</p>	<p>9.6 The student will write in a variety of forms to include persuasive and analytic with an emphasis on persuasion...</p> <p>9.6a Engage in writing as a recursive process.</p> <p>9.6b Plan, organize, and write for a variety of audiences and purposes.</p>	<p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p> <p>9.2g Evaluate sources, including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.</p>	<p>Media: "Soul Surfer" movie clips</p> <p>Commonlit.org: "What Makes a Hero" (the hero's journey) http://www.klimt.com/en/gallery/women.html</p> <p>"Life After Sports", Emma Vickers https://www.commonlit.org/</p>	<p>Anticipatory Set/Opener: -Quick Write, etc. prompt: Whether or not adversity makes people stronger or not? Use evidence from any two texts used.</p> <p>-Prior Knowledge quick write about how they have overcome adversity</p> <p>-Quick Write/Real Life</p>

<p>9.1c Use vocabulary appropriate to the topic, audience, and purpose.</p> <p>9.1d Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.</p> <p>9.1e Assume responsibility for specific group tasks.</p> <p>9.1f Share responsibility for collaborative work.</p> <p>9.1g Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p>9.1h Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.</p> <p>9.1i Respond</p>	<p>words.</p> <p>9.3b Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>9.3c Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>9.3d Identify the meaning of common idioms.</p> <p>9.3e Explain the meaning of literary and classical allusions and figurative language in text.</p> <p>9.3f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</p>	<p>9.6c Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.</p> <p>9.6d Blend multiple forms of writing including embedding a narrative to produce effective essays.</p> <p>9.6e Communicate clearly the purpose of the writing using a thesis statement.</p> <p>9.6f Compose a thesis for persuasive writing that advocates a position.</p> <p>9.6g Clearly state and defend a position using reasons and evidence from credible sources as support.</p> <p>9.6h Identify counterclaims and provide counter - arguments.</p> <p>9.6j Use textual evidence to compare</p>	<p>9.2i Demonstrate ethical use of internet when evaluating or producing creative or informational media messages.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence, and maintain organized structure and formal style.</p> <p>9.6g Clearly state and defend a position, using reasons and evidence from credible sources as support.</p> <p>9.6i Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.</p> <p>9.8c Credit sources</p> <p>9.8d Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA)</p>	<p>org/en/texts/life-after-sport</p> <p>"Can a Devastating Shark Attack Really Lead to a Better Life?", Melanie Greenberg https://www.commonlit.org/en/texts/can-a-devastating-shark-attack-really-lead-to-a-better-life (Paired text with movie clips from <i>Soul Surfer</i>)</p> <p>"Yul Kwon, From Bullying Target to Reality TV Star", NPR Staff https://www.commonlit.org/en/texts/yul-kwon-from-bullying-target-to-reality-tv-star</p> <p>Suite 360</p> <p>Wingclips.org (pre-screened video clips based by theme)</p> <p>Applied Literacy: https://appliedliteracy.wordpress.com/</p> <p>Newsela</p> <p>Project Gutenberg</p>	<p>Application students evaluate personal experiences in dealing with adversity in high school, personal adversities, socio-economic/cultural /racial/familial adversities</p> <p>Guided Practice: -Figurative Language study/Dialectical Journal: Annotate for author style, syntax, and Figurative Language used in texts read</p> <p>-Summarize texts for Reading Comprehension</p> <p>- Annotation</p> <p>Independent Practice: -Persuasive/Argument Essay prompt: Whether or not adversity makes people stronger or not? Use evidence from any two texts used.</p> <p>-Reflective Writing</p> <p>-Power Point/Prezi Presentation on adversity</p> <p>-Research and Evaluate different primary source stories of people who have overcome adversity, use MLA</p>
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<p>thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p> <p>9.1j Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).</p> <p>9.1k Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.</p> <p>9.2 The student will produce, analyze, and evaluate media messages.</p> <p>9.2a Analyze and interpret special effects used in media messages.</p> <p>9.2b Determine the purpose of the media message and its effect on the audience.</p> <p>9.2c Analyze the purpose of information and persuasive techniques used in</p>	<p>9.4a Identify the characteristics that distinguish literary forms.</p> <p>9.4c Interpret how themes are connected across texts.</p> <p>9.4d Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.</p> <p>9.4e Explain the influence of historical context on the form, style, and point of view of a written work.</p> <p>9.4h Compare and contrast authors' use of literary elements within a variety of genres.</p> <p>9.4i Analyze how the author's specific word choices and syntax impact the author's purpose.</p> <p>9.4j Make inferences and draw conclusions using references from</p>	<p>and contrast multiple texts.</p> <p>9.6k Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.</p> <p>9.6l Revise writing for clarity of content, accuracy, and depth of information.</p> <p>9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>9.7a Use parallel structure across sentences and paragraphs.</p> <p>9.7e Use a variety of sentence structures to infuse sentence variety in writing.</p>		<p>Non-Fiction: <i>Guts</i>, selected chapter essays, Gary Paulsen</p> <p>Various Survivor Stories</p> <p>Novels: Overcoming Adversity Novel List: http://www.yalsa.ala.org/thehub/2016/12/04/ya-fiction-overcoming-adversity/</p> <p>Poetry: "Odyssey", Homer</p> <p>"Mother to Son", Langston Hughes</p> <p>"Women Work", Maya Angelou</p> <p>"Ballad of Birmingham", Dudley Randall</p> <p>"The Courage My Mother Had" Edna St. Vincent Malay</p> <p>Short Fiction: "Beware the Dog", Roald Dahl</p> <p>Functional Texts: "6 Steps to Overcoming Adversity" has ways to identify the type of</p>	<p>format</p> <p>-Interdisciplinary Study History: Research cultures, countries, or historical figures that have overcome adversity, to be possibly used for an analytical/informative essay, or presentation</p> <p>-Create comic strip of how characters overcome adversity in texts</p> <p>-Facebook page, character analysis, called Fakebook Templates on google: https://www.google.com/search?q=fakebook+template&safe=strict&rlz=1C1GGRV_enUS801US8018t&bm=isch&source=iu&ictx=1&fir=00gRfcnTJ_4tGM%253A%252CWsCrSw8Q528Y9M%252C&usq=_F6akyWsaqWyUtsrjAZCgKMdEY3o%3D&sa=X&ved=0ahUKEwioh_WYodPbAhWF0VMKHaQIAnMQ9QEIKjAB#imgrc=00gRfcnTJ_4tGM:</p> <p>-Graffiti Journal for novel</p> <p>-Creative Writing prompt: Rewrite the ending of the <i>Odyssey</i></p>
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<p>diverse media formats.</p> <p>9.2d Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).</p> <p>9.2e Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p>9.2f Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p> <p>9.2g Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.</p> <p>9.2h Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>9.2i Demonstrate ethical use of the</p>	<p>the text(s) for support.</p> <p>9.4k Compare/contrast details in literary and informational nonfiction texts.</p> <p>9.4l Use reading strategies to monitor comprehension throughout the reading process.</p> <p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>9.5a Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.</p> <p>9.5b Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>9.5c Analyze the author's qualifications, viewpoint, and impact.</p> <p>9.5d Recognize an author's intended purpose for writing and</p>			<p>diversity and steps to overcoming/handling it. https://creativemoney.biz/six-steps-to-overcoming-adversity/</p> <p>"Why Facing Adversity in Life Can be Good for You and How to Get Through Hardships" has steps to recognizing when adversity is good and how to grow from it. https://www.learning-mind.com/facing-adversity-in-life/</p>	<p>or create a new adventure for Odysseus to have to overcome, mimic Homer's style</p> <p>-Create video or photography presentation summary of a text</p> <p>-Thinking Maps: Flow Map - to apply hero's journey technique to Odysseus's story, use as a pre-writing strategy for an essay</p> <p>Closure:</p> <ul style="list-style-type: none"> - exit ticket - sticky note questions - summarize day's lesson - review vocab -Thinking Map for summarizing day's topics <p>Formative Assessment:</p> <ul style="list-style-type: none"> - see above writing/other assignments <p>Summative Assessment:</p> <ul style="list-style-type: none"> - see above writing/other assignments -SOL Writing Prompt
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Internet when evaluating or producing creative or informational media messages.	<p>identify the main idea.</p> <p>9.5f Identify characteristics of persuasive texts.</p> <p>9.5g Identify a position/argument to be confirmed, disproved, or modified.</p> <p>9.5h Evaluate clarity and accuracy of information.</p> <p>9.5k Analyze ideas within and between selections providing textual evidence.</p> <p>9.5l Use the reading strategies to monitor comprehension throughout the reading process.</p>				https://docs.google.com/document/d/15jkkI0sfVxJZjJGHmR1ZFdTfEiP41EOHUZJr2mZ_YEmg/edit?usp=sharing
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THEME: Choices

SKILLS TARGETED: no new skills targeted, continue to build/reinforce 4th 9 weeks, 1st theme

SKILLS SPIRALED:

Rhetorical Devices
 Argument
 Claim
 Fallacies
 Emotional, Logical, and Credibility Appeals (Pathos, Logos, Ethos)
 Persuasive/Argument Writing Techniques
 Parallel Structure
 Logic & Reasoning
 (Continue to apply 1st, 2nd, and 3rd 9 weeks terms, from all themes, etc.)

STRATEGY FOCUS:

Making Connections
 Determining Importance
 Questioning
 Inferring/Predicting/Drawing Conclusions
 Summarizing/Synthesizing
 Monitoring Comprehension
 Visualizing/Sequencing

APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.</p> <p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p>	<p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>9.3a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.</p>	<p>9.6 The student will write in a variety of forms to include persuasive and analytic, with an emphasis on persuasion...</p> <p>9.6a Engage in writing as a recursive process.</p> <p>9.6b Plan, organize, and write for a variety of audiences and purposes.</p>	<p>9.1a Make strategic use of multimodal tools.</p> <p>9.1b Credit information sources.</p> <p>9.2g Evaluate sources, including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.</p> <p>9.2i Demonstrate</p>	<p>Media: Applied Literacy: https://appliedliteracy.wordpress.com/</p> <p>"Do You Really Know Why You Do What You Do?", Peter Johanson https://www.ted.com/talks/petter_johansson_do_you_really_know_why_you_do_what_you_do</p>	<p>Anticipatory Set/Opener: - Quick Write, etc. on choices made in texts or real life</p> <p>-Prior Knowledge quick write about choices made that should have been made differently</p> <p>-Thinking Maps: Bubble Map - What does it take to make a good choice Double Bubble Map - compare and contrast</p>

<p>9.1c Use vocabulary appropriate to the topic, audience, and purpose.</p> <p>9.1d Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.</p> <p>9.1e Assume responsibility for specific group tasks.</p> <p>9.1f Share responsibility for collaborative work.</p> <p>9.1g Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p>9.1h Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.</p> <p>9.1i Respond</p>	<p>9.3b Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>9.3c Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>9.3f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p>9.4c Interpret how themes are connected across texts.</p> <p>9.4i Analyze how the author's specific word choices and syntax impact the author's purpose.</p> <p>9.4j Make inferences and draw conclusions using references from the text(s) for support.</p> <p>9.4k Compare/ contrast details in literary and informational nonfiction texts.</p>	<p>9.6c Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.</p> <p>9.6d Blend multiple forms of writing including embedding a narrative to produce effective essays.</p> <p>9.6e Communicate clearly the purpose of the writing using a thesis statement.</p> <p>9.6f Compose a thesis for persuasive writing that advocates a position.</p> <p>9.6g Clearly state and defend a position using reasons and evidence from credible sources as support.</p> <p>9.6h Identify counterclaims and provide counter - arguments.</p> <p>9.6j Use textual evidence to compare and contrast multiple</p>	<p>ethical use of internet when evaluating or producing creative or informational media messages.</p> <p>9.6c Objectively introduce and develop topics, incorporating evidence, and maintain organized structure and formal style.</p> <p>9.6g Clearly state and defend a position, using reasons and evidence from credible sources as support.</p> <p>9.6i Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.</p> <p>9.8c Credit sources</p> <p>9.8d Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA)</p>	<p>"The Paradox of Choice", Barry Schwartz https://www.ted.com/talks/petter_johansson_d_o_you_really_know_why_you_do_what_you_do</p> <p>"The Psychology of Packaging: Why We Choose Certain Products Over Others", the localbrand.com https://thelocalbrand.com/psychology-packaging-choose-certain-products-others/</p> <p>"I Buy Therefore I Am: The Psychology Behind Why We Choose Our Favorite Brands", Dr. Paul Warner https://www.huffingtonpost.com/entry/i-buy-the-refore-i-am-the-psychology-behind-why-we_us_5a5cc378e4b003efadb6afcb</p> <p>Wingclips.org (pre-screened video clips based by theme)</p> <p>Newsela</p> <p>Project Gutenberg</p> <p>Suite 360</p>	<p>advertising techniques used for different products, use as presentation pre-writing strategy</p> <p>Guided Practice: -Annotation</p> <p>-Power Point/Prezi Presentation on how to make good choices</p> <p>-Interdisciplinary Study, Research how a civilization's and/or historical figure's choices shape the future</p> <p>-Figurative Language study/Dialectical Journal of how poet used poetic devices in text</p> <p>-Summarize texts for Reading Comprehension</p> <p>Independent Practice: -Expository Essay. on choices made in texts or real life</p> <p>-Research and Evaluate choices made by historical characters and write into an essay</p> <p>-Persuasive/Argument essay on teacher or student chosen topic</p>
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<p>thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p> <p>9.1j Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).</p> <p>9.1k Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.</p> <p>9.2 The student will produce, analyze, and evaluate media messages.</p> <p>9.2a Analyze and interpret special effects used in media messages.</p> <p>9.2b Determine the purpose of the media message and its effect on the audience.</p> <p>9.2c Analyze the purpose of information and persuasive techniques used in</p>	<p>9.4l Use reading strategies to monitor comprehension throughout the reading process.</p> <p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>9.5a Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.</p> <p>9.5b Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>9.5c Analyze the author's qualifications, viewpoint, and impact.</p> <p>9.5d Recognize an author's intended purpose for writing and identify the main idea.</p> <p>9.5f Identify characteristics of persuasive texts.</p>	<p>texts.</p> <p>9.6k Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.</p> <p>9.6l Revise writing for clarity of content, accuracy, and depth of information.</p> <p>9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>9.7a Use parallel structure across sentences and paragraphs.</p> <p>9.7e Use a variety of sentence structures to infuse sentence variety in writing.</p>		<p>Non-Fiction: Selections from <i>Brandwashed</i>, Martin Lindstrom (advertising)</p> <p>"The Follower", Jack Gantos from <i>Guys Write for Guys Read</i></p> <p>"Heartbeat", David Yoo from <i>Guys Write for Guys Read</i></p> <p>"I'll Have the Cake" The Music Made Me Do It", Roni Caryn Ruben https://www.nytimes.com/2018/05/31/well/eat/i-l-have-the-cake-the-music-made-me-do-it.html?rref=collection%2Ftime%2FAdvertising%20and%20Marketing&action=click&contentCollection=stream&module=stream_unit&version=latest&contentPlacement=5&pgtype=collection</p> <p>Commonlit.org</p> <p>Novels: <i>Sophie's Choice</i>, William Styron</p>	<p>-Interdisciplinary Study STEM program</p> <p>-Create comic strip of choices made in texts</p> <p>-Graffiti Journal for novel</p> <p>-Research famous historical poets/poems and write an essay or create a presentation with researched information, use MLA format</p> <p>-Facebook page, character analysis, called Fakebook Templates on google: https://www.google.com/search?q=fakebook+template&safe=strict&rlz=1C1GGRV_enUS801US8018tbn=isch&source=iu&ictx=1&fir=00gRfcnTJ_4tGM%253A%252CWsCrSw8Q528Y9M%252C&usq=_F6akyWsaqWyUtsrjAZCgKMdEY3o%3D&sa=X&ved=0ahUKEwioh_WYodPbAhWF0VMKHQaQIANMQ9QEIKjAB#imgsrc=00gRfcnTJ_4tGM :</p> <p>-Interdisciplinary Study, Research how a civilization's and/or historical figure's choices shape the</p>
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<p>diverse media formats.</p> <p>9.2d Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).</p> <p>e) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p>9.2f Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p> <p>9.2g Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.</p> <p>9.2h Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>9.2i Demonstrate ethical use of the Internet when evaluating or producing</p>	<p>9.5g Identify a position/argument to be confirmed, disproved, or modified.</p> <p>9.5h Evaluate clarity and accuracy of information.</p> <p>9.5k Analyze ideas within and between selections providing textual evidence.</p> <p>9.5l Use the reading strategies to monitor comprehension throughout the reading process.</p>			<p>Poetry: "Shake the Dust", Anis Mojgani (spoken word poem) https://vimeo.com/73358073</p> <p>"The Road Not Taken", Robert Frost</p> <p>Various Poems about choices: http://www.greatexpectations.org/literature-and-poems-about-choice</p> <p>"The Armful", Robert Frost</p> <p>Short Fiction: "Button, Button", Richard Matteson http://christian_fuller.myteachersite.org/teacher/files/documents/button%20button.pdf</p> <p>"The Necklace", Guy DeMaupassant</p> <p>"The Gift of the Magi", O'Henry</p>	<p>future and write into an essay or presentation</p> <p>-Write a variety of poems</p> <p>-Creative Writing prompt rewrite the ending of any text read, based upon the main character making different choices</p> <p>-Creative Writing prompt write a choose your own ending story</p> <p>-Create video or photography presentation summary of a text</p> <p>-Real Life write about a time you did or did not make the best choice and how it has affected you since</p> <p>Closure: - exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's topics</p> <p>Formative Assessment:</p>
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creative or informational media messages.				<p>"The Princess and the Tin Box", James Thurber (fable)</p> <p>"The Lady or the Tiger?", Frank R. Stockton</p> <p>Various Short-Fiction pieces about choices: http://www.greatexpectations.org/literature-and-poems-about-choice</p> <p>Functional Texts: "How to Make the right Choice" article has steps on how to decide if a choice you are making is wise. https://www.lifehack.org/articles/featured/how-to-make-the-right-choice.html</p> <p>"7 Ways to Make Good Choices" is a flyer styled text with steps on how to make good choices. https://www.franksonnebergeronline.com/blog/7-ways-to-make-good-choices/</p> <p>"27 Printable Pros and Cons Lists" website has many templates and steps for how to make and use a pro/con list</p>	<p>- see above writing/other assignments</p> <p>Summative Assessment: - see above writing/other assignments</p> <p>-SOL Writing Prompt https://docs.google.com/document/d/15jkkI0sfVxJZjJGHmR1ZFdTfEiP41EOHUZJr2mZ_YEmg/edit?usp=sharing</p>
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				for choices. http://templatelab.com/pros-and-cons-list/	
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VDOE SKILL PROGRESSION CHARTS

Key for Progression Charts

Standard Introduction Level	Symbo
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level reading standards.	I
The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Strand: Communication and Multimodal Literacies

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Listen actively and speak using agreed-upon rules for discussion.	I	I	I	I	I	P	P	P	P	P	P	P	P
Follow implicit rules for conversation, including taking turns and staying on topic.	I	I	P	P	P	P	P	P	P	P	P	P	P
Listen and speak in informal conversations with peers and adults.	I	I	P	P	P	P	P	P	P	P	P	P	P
Discuss various texts and topics collaboratively and with partners.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use voice level, phrasing, and intonation appropriate for various language situations.	I	I	I	P	P	P	P	P	P	P	P	P	P
Ask how and why questions to seek help, get information, or clarify information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Work respectfully with others.	I	I	I	I	P	P	P	P	P	P	P	P	P
Listen and respond to a variety of text and media.	I	I	P	P	P	P	P	P	P	P	P	P	P
Initiate conversation with peers and adults	-	I	P	P	P	P	P	P	P	P	P	P	P
Adapt or change oral language to fit the situation.	-	I	I	I	I	I	I	I	P	P	P	P	P
Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	-	-	I	I	I	I	I	I	P	P	P	P	P
Share information orally with appropriate facts and relevant details.	-	-	I	I	P	P	P	P	P	P	P	P	P
Participate as a contributor and leader in collaborative and partner discussions.	-	-	I	I	I	I	P	P	P	P	P	P	P
Create a simple presentation using multimodal tools.	-	-	I	I	I	P	P	P	P	P	P	P	P

Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	-	-	-	I	I	I	P	P	P	P	P	P	P
Orally summarize information expressing ideas clearly.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use language appropriate for context and audience.	-	-	-	I	I	I	P	P	P	P	P	P	P
Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Contribute to group discussions across content areas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Connect comments to the remarks of others.	-	-	-	-	I	I	I	I	P	P	P	P	P
Use specific vocabulary to communicate ideas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	-	-	-	-	I	I	I	P	P	P	P	P	P
Locate, organize, and analyze information from a variety of multimodal texts.	-	-	-	-	I	I	I	I	I	P	P	P	P
Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	P	P	P	P	P	P
Evaluate group activities.	-	-	-	-	-	-	I	P	P	P	P	P	P
Analyze the effectiveness of participant interactions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Evaluate one's own contributions to discussions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Give collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	I	I	P	P	P	P
Make statements to communicate agreement or tactful disagreement with others' ideas.	-	-	-	-	-	-	-	I	I	I	P	P	P
Exhibit willingness to make necessary compromises to accomplish a goal.	-	-	-	-	-	-	-	I	I	I	I	P	P
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	-	-	-	-	-	-	-	-	I	I	I	P	P
Select, organize, and create multimodal content that encompasses opposing points of view.	-	-	-	-	-	-	-	-	I	I	I	I	P
Respond to audience questions and comments.	-	-	-	-	-	-	-	-	I	I	P	P	P
Differentiate between Standard English and informal language.	-	-	-	-	-	-	-	-	I	P	P	P	P
Evaluate presentations.	-	-	-	-	-	-	-	-	I	I	I	P	P
Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting.	-	-	-	-	-	-	-	-	-	I	I	I	I
Access, critically evaluate, and use information accurately to solve problems.	-	-	-	-	-	-	-	-	-	-	I	I	I
Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning.	-	-	-	-	-	-	-	-	-	-	I	I	I
Anticipate and address alternative or opposing perspectives and counterclaims.	-	-	-	-	-	-	-	-	-	-	-	I	I

Evaluate various techniques used to construct arguments in multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Critique effectiveness of multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	-	I
Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Differentiate between auditory, visual, and written media messages and their purposes.	-	-	-	-	I	I	P	P	P	P	P	P	P	P
Compare and contrast how ideas and topics are depicted in a variety of media and formats.	-	-	-	-	I	I	I	I	P	P	P	P	P	P
Identify the purpose and audience of auditory, visual, and written media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P	P
Identify the characteristics and effectiveness of a variety of media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P	P
Interpret information presented in diverse media formats and explain how it contributes to the topic.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Craft and publish audience-specific media messages.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify persuasive/informative techniques used in media.	-	-	-	-	-	-	-	I	I	I	P	P	P	P
Distinguish between fact and opinion, and between evidence and inference.	-	-	-	-	-	-	-	I	I	P	P	P	P	P
Describe how word choice, visual images, and sound convey a viewpoint.	-	-	-	-	-	-	-	I	I	P	P	P	P	P
Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	-	-	-	-	-	-	-	-	I	I	P	P	P	P
Evaluate sources for relationships between intent and factual content.	-	-	-	-	-	-	-	-	I	I	P	P	P	P
Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	-	-	-	-	-	-	-	-	I	I	P	P	P	P
Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	-	-	-	-	-	-	-	-	I	I	P	P	P	P
Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Monitor, analyze, and use multiple streams of simultaneous information.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Analyze the impact of selected media formats on meaning.	-	-	-	-	-	-	-	-	-	-	I	P	P	P

Strand: Reading

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
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Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P
Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P
Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P
Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P
Differentiate between fiction and nonfiction.	-	-	-	I	I	P	P	P	P	P	P	P	P
Identify the author's purpose.	-	-	-	I	I	I	P	P	P	P	P	P	P
Summarize information found in nonfiction texts.	-	-	-	I	I	I	P	P	P	P	P	P	P
Identify supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Describe how the choice of language, setting, and characters contributes to the development of plot.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify genres.	-	-	-	-	I	I	P	P	P	P	P	P	P
Draw conclusions/make inferences about text using the text as support.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare/contrast details in literary and informational nonfiction texts.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify cause-and-effect relationships.	-	-	-	-	I	I	P	P	P	P	P	P	P
Distinguish between fact and opinion.	-	-	-	-	I	I	P	P	P	P	P	P	P
Discuss the impact of setting on plot development.	-	-	-	-	-	I	I	P	P	P	P	P	P
Describe character development.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between first and third person point of view.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between free verse and rhymed poetry.	-	-	-	-	-	I	I	P	P	P	P	P	P
Explain how an author's choice of vocabulary contributes to the author's style.	-	-	-	-	-	I	I	I	P	P	P	P	P
Skim materials to develop a general overview of content and to locate specific information.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify organizational pattern(s).	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify transitional words and phrases that signal an author's organizational pattern.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	-	-	-	-	-	-	I	I	I	P	P	P	P
Describe how word choice and imagery contribute to the meaning of a text.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify and analyze the author's use of figurative language.	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze ideas within and between selections providing textual evidence.	-	-	-	-	-	-	I	I	I	I	P	P	P

Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	-	-	-	-	-	-	-	I	I	I	P	P	P
Identify the source, viewpoint, and purpose of texts.	-	-	-	-	-	-	-	I	I	I	P	P	P
Explain the use of symbols and figurative language.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast authors' styles.	-	-	-	-	-	-	-	-	I	I	P	P	P
Analyze details for relevance and accuracy.	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify the characteristics that distinguish literary forms.	-	-	-	-	-	-	-	-	-	I	P	P	P
Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	I	I	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify characteristics of expository, technical, and persuasive texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	I	I	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	I	I	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	I	I	P
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	I	I	P
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	I	I	P
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	-	I	I
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	-	-	-	-	-	-	-	-	-	-	-	I	I
Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	-	I	I
Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Differentiate pictures from writing.	I	P	P	P	P	P	P	P	P	P	P	P	P
Generate ideas.	I	I	I	P	P	P	P	P	P	P	P	P	P
Compose simple sentences.	I	I	I	P	P	P	P	P	P	P	P	P	P
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify audience and purpose.	-	I	I	I	I	P	P	P	P	P	P	P	P
Use prewriting activities.	-	I	I	I	I	I	I	P	P	P	P	P	P
Focus on one topic.	-	I	I	I	P	P	P	P	P	P	P	P	P
Organize writing to suit purpose.	-	I	I	I	P	P	P	P	P	P	P	P	P
Revise writing by adding description.	-	I	I	I	P	P	P	P	P	P	P	P	P
Write an opinion and give a reason.	-	I	I	I	I	P	P	P	P	P	P	P	P
Engage in the writing process.	-	-	I	I	I	I	P	P	P	P	P	P	P
Use strategies for organization according to writing type.	-	-	I	I	I	I	P	P	P	P	P	P	P
Organize writing to include a beginning, middle and end.	-	-	I	I	P	P	P	P	P	P	P	P	P
Write facts to support the main idea.	-	-	I	I	I	P	P	P	P	P	P	P	P
Revise writing for clarity.	-	-	I	I	I	I	P	P	P	P	P	P	P
Write a clear topic sentence focusing on main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Elaborate by adding supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use transition words for sentence variety.	-	-	-	I	I	I	P	P	P	P	P	P	P
Give fact based support for opinions.	-	-	-	I	I	I	P	P	P	P	P	P	P
Write a paragraph focusing on a main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Select audience and purpose.	-	-	-	-	I	I	P	P	P	P	P	P	P
Narrow the topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Recognize different forms of writing have different patterns of organization.	-	-	-	-	I	I	P	P	P	P	P	P	P
Write related paragraphs on the same topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Utilize elements of style, including word choice and sentence variation.	-	-	-	-	I	I	I	P	P	P	P	P	P
Clearly state a position including reasons and evidence to persuade the intended audience.	-	-	-	-	-	I	I	I	P	P	P	P	P
Write multiparagraph compositions.	-	-	-	-	I	I	P	P	P	P	P	P	P
Use precise and descriptive vocabulary to create voice and tone.	-	-	-	-	-	I	I	P	P	P	P	P	P
Compose thesis statements for expository and persuasive writing.	-	-	-	-	-	-	I	I	I	P	P	P	P
Select vocabulary and information to enhance central idea, tone, and voice.	-	-	-	-	-	-	I	I	I	P	P	P	P
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	-	-	-	-	-	-	I	I	I	P	P	P	P
Use transition words and phrases within and between paragraphs	-	-	-	-	-	-	-	I	I	I	I	P	P
Distinguish between fact and opinion to support a position.	-	-	-	-	-	-	-	I	I	P	P	P	P

Develop and modify the central idea, tone and voice to fit the audience and purpose.	-	-	-	-	-	-	-	I	I	I	P	P	P
Use clauses and phrases for sentence variety.	-	-	-	-	-	-	-	I	I	P	P	P	P
Clearly state and defend a position with reasons and evidence from credible sources.	-	-	-	-	-	-	-	I	I	I	I	P	P
Identify a counter-claim and provide a counter-argument.	-	-	-	-	-	-	-	-	I	I	I	P	P
Blend multiple forms of writing including embedding a narrative.	-	-	-	-	-	-	-	-	-	I	I	P	P
Use textual evidence to compare and contrast multiple texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Arrange paragraphs in a logical progression using transitions between paragraphs and ideas.	-	-	-	-	-	-	-	-	-	I	I	P	P
Adjust writing content, technique, and voice for a variety of audiences and purposes.	-	-	-	-	-	-	-	-	-	-	I	P	P
Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	I	P	P
Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	I	I	I
Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	-	-	-	-	-	-	-	-	-	-	-	I	I
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Use a variety of rhetorical strategies to accomplish a specific purpose.	-	-	-	-	-	-	-	-	-	-	-	-	I
Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	-	-	-	-	-	-	-	-	-	-	-	-	I
Write to clearly describe personal qualifications for potential occupational or educational opportunities.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing (Grammar)

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use complete sentences.	-	I	I	I	P	P	P	P	P	P	P	P	P
Capitalize all proper nouns and the word I.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use singular and plural nouns and pronouns.	-	I	I	I	P	P	P	P	P	P	P	P	P
Use apostrophes in contractions and possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use contractions and singular possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use past and present verb tense.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use commas in a series.	-	-	I	I	P	P	P	P	P	P	P	P	P

Use subject-verb agreement.	-	-	-	I	I	P	P	P	P	P	P	P	P
Use noun-pronoun agreement.	-	-	-	I	P	P	P	P	P	P	P	P	P
Eliminate double negatives.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use quotation marks with dialogue.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use plural possessives.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use adjective and adverb comparisons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use interjections.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use prepositional phrases.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use commas to indicate interrupters, items in a series, and to indicate direct address.	-	-	-	-	-	I	P	P	P	P	P	P	P
Edit for fragments and run-ons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use coordinating conjunctions.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	-	-	-	I	I	P	P	P	P	P
Use pronoun-antecedent agreement to include indefinite pronouns.	-	-	-	-	-	-	I	I	P	P	P	P	P
Maintain consistent verb tense across paragraphs.	-	-	-	-	-	-	I	I	I	P	P	P	P
Edit for verb tense consistency and point of view.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use quotation marks with dialogue and direct quotations.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	-	-	-	-	-	-	-	-	I	P	P	P	P
Correctly use pronouns in prepositional phrases with compound objects.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use comparative and superlative degrees in adverbs and adjectives.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use parallel structures across sentences and paragraphs.	-	-	-	-	-	-	-	-	-	I	P	P	P
Use appositives, main clauses, and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use commas and semicolons to distinguish and divide main and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Distinguish between active and passive voice.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use colons correctly.	-	-	-	-	-	-	-	-	-	-	-	I	P
Use verbals and verbal phrases to achieve sentence conciseness and variety.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Research

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Generate topics of interest.	I	I	I	P	P	P	P	P	P	P	P	P	P
Generate questions to gather information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify pictures, texts, or people as sources of information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Find information from provided sources.	I	I	I	P	P	P	P	P	P	P	P	P	P
Gather and record information.	-	I	I	P	P	P	P	P	P	P	P	P	P

Organize information in writing or a visual display.	-	-	I	I	P	P	P	P	P	P	P	P	P
Create a research product.	-	-	I	I	P	P	P	P	P	P	P	P	P
Describe the difference between plagiarism and using one's own words.	-	-	I	I	P	P	P	P	P	P	P	P	P
Access appropriate resources.	-	-	-	I	I	I	P	P	P	P	P	P	P
Collect and organize information about the topic.	-	-	-	I	I	P	P	P	P	P	P	P	P
Evaluate the relevance of information.	-	-	-	I	I	I	P	P	P	P	P	P	P
Demonstrate ethical use of the Internet.	-	-	-	I	I	I	I	I	P	P	P	P	P
Collect and organize information from multiple resources.	-	-	-	-	I	I	I	P	P	P	P	P	P
Give credit to sources used in research.	-	-	-	-	I	I	I	P	P	P	P	P	P
Formulate and revise questions about a research topic.	-	-	-	-	-	-	I	I	P	P	P	P	P
Evaluate and analyze the validity and credibility of sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Cite primary and secondary sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Avoid plagiarism by using one's own words and follow ethical and legal guidelines for gathering and using information.	-	-	-	-	-	-	I	I	I	P	P	P	P
Synthesize information from multiple sources.	-	-	-	-	-	-	-	I	I	I	P	P	P
Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	-	-	-	-	-	-	-	-	I	I	I	P	P
Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	-	-	-	-	-	-	-	-	I	I	I	P	P
Quote, summarize, and paraphrased research findings.	-	-	-	-	-	-	-	-	I	I	I	P	P
Publish findings and respond to feedback.	-	-	-	-	-	-	-	-	I	I	I	P	P
Verify the validity and accuracy of all information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	-	-	-	-	-	-	-	-	-	I	I	I	P
Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	-	-	-	-	-	-	-	-	-	-	-	I	P
Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	-	-	-	-	-	-	-	-	-	-	-	-	P

