

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**DEPARTMENT**

**English**

**COURSE TITLE**

**English II**

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# **Curriculum Writing Committee**

**Written by Barbara Wojtowicz and Jamie DiLetto, 2018**

## **Supervisors**

Amanda Carpena

**BOARD OF EDUCATION INITIAL ADOPTION DATE:**

## **Course Philosophy**

The English II department at Robbinsville High School strives to produce active and independent learners who will succeed in reading, writing, and creating texts that reflect their world and enrich their lives.

## **Course Description**

English II Grade: 10 5 Credits Year Prerequisite(s): English I/English I Honors This course is structured to be a literary complement to the students' history curriculum. Students will examine various genres of American and World Literature. After exploring fiction, nonfiction, poetry, short story and drama, students will be asked to respond orally, in writing or via alternative assessments while examining and analyzing the world in which they live. Intensive study in the Language Arts and the writing process will continue from the previous grade. The honors class will use the same format, but will be at a more accelerated pace, have additional writing assignments and/or mentor texts. Students will be given supplemental exercises designed to strengthen students' reading, writing and speaking skills in preparation for practical and academic use, as well as for various standardized test requirements. Computer technology will continue to be used to augment classroom learning, application and discussion.

## Integration of 21st Century Themes and Skills

### Educational Technology

**Standards:** 8.1.12.F.1, 8.1.12.E.1, 8.1.12.A.1

- **Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**Example:** Students research a time period pertinent to their novel, craft a thesis statement connecting a time period issue to the their text, and compose a digital essay to present in class.

- **Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.

**Example:** Students regularly use the internet for research with a variety of purposes. After summarizing and reflecting upon their reserch, students will participate within Socratic seminars in order to deepen their understanding and have the opportunity to express and share their opinions.

- **Technology Operations and Concepts:** Students can create a document using one or more digital applications to be critiqued by professionals for usability. Example: A word processing program can be used to submit the final writing task for the IFL Unit, The Creative Brain. Creativity and Innovation- synthesize and publish information about a local or global issue or event.

**Example:** Students use online programs (such as No Red Ink, Google Classroom, and Google Drive) for learning and practicing skills, crafting writing, creating digital presentations, and publishing writing.

## Career Ready Practices

### Standards: CRP1, CRP4, CRP6, CRP7, CRP11

**CRP1.** Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**Example:** Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during book club discussions and projects.

**CRP4.** Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**Example:** Students study grammar throughout the year, applying their knowledge of conventional English standards as writers and speakers to communicate effectively with others. As listeners and readers, they use their knowledge of the English language to interpret the meaning of others.

**CRP6.** Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**Example:** Students compose a variety of creative pieces over the course of the year (including personal narrative, thematic essay, research paper, etc.), employing a wide variety of modeled methods and practices to communicate their ideas through figurative language and other stylistic choices. They work with peers as editors to determine the effect of their choices on an audience and revise as necessary to meet their goals.

**CRP11.** Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to

accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**Example:** Students use a variety of online programs throughout the year for instruction, research, crafting writing, publishing writing, and creating digital presentations. Programs may include No Red Ink, Google Classroom, or Google Drive.

## Robbinsville Ready 21st Century Skill Integration

**The following skills will be embedded throughout the curriculum and instruction of this course.**

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

### Interdisciplinary Connections

**CCSS.ELA-LITERACY.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Students will determine the central idea or information of a primary or secondary source within their decade research paper. Mini lessons will be provided for students to determine the differences between sources and their overall importance within research writing. Multiple sources from historical, technical, and/or scientific backgrounds will be provided for students to analyze (i.e., library, videos, etc.)

**CCSS.ELA-LITERACY.RST.9-10.9** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Students will compare and contrast findings within non-fiction resources by highlighting, annotating, and questioning the text. Students will use this information to share out their opinions and analysis on how author’s opinions, statistics, and information could be limited or skewed. This work will be tied to historical and technical subjects.

### General Differentiated Instruction Strategies

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|---|--|
| <ul style="list-style-type: none"> <li>• Leveled texts</li> <li>• Chunking texts</li> <li>• Choice board</li> <li>• Socratic Seminar</li> </ul> | <ul style="list-style-type: none"> <li>• Repeat, reword directions</li> <li>• Brain breaks and movement breaks</li> <li>• Brief and concrete directions</li> <li>• Checklists for tasks</li> </ul> |
|---|--|



<ul style="list-style-type: none"> <li>● Tiered Instruction</li> <li>● Small group instruction</li> <li>● Guided Reading</li> <li>● Sentence starters/frames</li> <li>● Writing scaffolds</li> <li>● Tangible items/pictures</li> <li>● Adjust length of assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic organizers</li> <li>● Assistive technology (spell check, voice to type)</li> <li>● Study guides</li> <li>● Tiered learning stations</li> <li>● Tiered questioning</li> <li>● Data-driven student partnerships</li> <li>● Extra time</li> </ul>
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Possible Additional Strategies for Special Education Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Timeline with due dates for reports and projects</li> <li>● Communication system between home and school</li> <li>● Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Small group instruction</li> <li>● Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-made checklist</li> <li>● Use visual graphic organizers</li> <li>● Reference resources to promote independence</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>

## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

**Robbinsville Public Schools**  
**Scope, Sequence and, Assessment**

**English II**

Unit Title	Unit Understandings and Goals	Recommended Duration	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Unit #1: Autobiography, Biography, Memoir & Personal Narrative	<ul style="list-style-type: none"> <li>Readers build a repertoire of reading habits and strategies to engage with the ideas in autobiography and biography texts.</li> <li>Readers develop understandings of how autobiography and biography works are written, structured, and how ideas are developed within those works.</li> <li>Readers support their theories with appropriate evidence.</li> <li>Readers commit to reading in and out of class daily to complete books in timely manners and to read a range of complex books at high volumes.</li> <li>Writers tell their stories by researching defining moments in their lives.</li> <li>Writers use the writing process, including drafting and revision, to use craft skills that convey the larger meaning of their story.</li> <li>Writers use revision skills, such as stretching the problem, ending in meaningful ways, and editing</li> </ul>	10 weeks	Interest Survey	Conferring	Reader's Notebook
			Graphic Organizer	Concept Map	Reader's Notebook
			Graphic Organizer	Concept Map	Reader's Notebook
			Tracking Sheets	Conferring	Reader's Notebook
			Graphic Organizer	Concept Map	Writer's Notebook
			Checklists	Conferring	Essay
			Checklists	Conferring	Essay

	for structure and meaning, to lift the level of their writing.				
Unit #2: Author Study - Edgar Allan Poe & Gothic Literature	<ul style="list-style-type: none"> <li>Readers use their knowledge of Gothic Literature to deepen their overall understanding of the text.</li> <li>Readers consider how the author's own life experiences can deepen their understanding of author's purpose.</li> <li>Readers analyze what makes a text relevant through time and place.</li> <li>Writers can identify elements of Gothic Literature and apply appropriate structure, style, characterization, and word choice in order to create a lasting impact on their reader.</li> <li>Writers consider how the author's own life experiences can deepen their understanding of author's purpose.</li> </ul>	5 weeks	Gothic Charts	Conferring	Reader's Notebook
			Film Analysis	Conferring	Reader's Notebook
			Reader's Notebook Work	Conferring	Reader's Notebook
			Writer's Notebook Work	Conferring	Gothic Story
			Writer's Notebook Work	Conferring	Gothic Story
Unit # 3: Fiction & Literary Analysis	<ul style="list-style-type: none"> <li>Readers track ideas, structures, literary devices, and effects across a novel to gather key details as they read. They create theories and themes about the novel that are rooted in evidence.</li> <li>Readers pay attention to main events and details (character actions, interactions, responses to challenges, etc.) to help us determine a theme.</li> <li>Readers can push their thinking about texts by discussing their theories in small groups or partnerships, using evidence from their reading to back up their ideas, even when using different texts.</li> </ul>	7 weeks	Reading Journal Work (Tracking)	Conferring	Book Club
			Reading Journal Work (Tracking)	Conferring	Book Club
			Reading Journal	Conferring	Book Club

	<ul style="list-style-type: none"> <li>• Writers create through the entire writing process from generating ideas, drafting, revising, editing, and finally publishing their work to share with others.</li> </ul>		Graphic Organizer	Drafts	Essay
	<ul style="list-style-type: none"> <li>• Writers create and adhere to a clear and cohesive structured essay that supports their overall theme and theories.</li> </ul>		Graphic Organizer	Peer Editing	Essay
	<ul style="list-style-type: none"> <li>• Writers select the strongest pieces of text evidence to that support their overall theme and theories.</li> </ul>		Graphic Organizer	Conferring	Essay

Unit # 4: Historical Fiction & Informational Writing	<ul style="list-style-type: none"> <li>Readers track ideas, patterns, symbols, and settings across a novel to gather key details as they read. They create theories and themes about the novel that are rooted in evidence at a complex and higher level.</li> </ul>	7 weeks	Reader's Notebook Work	Conferring	Reader's Notebook
	<ul style="list-style-type: none"> <li>Readers analyze how a story portrays cultures in unfamiliar settings, and what that tells us about this author's take on other time periods and places.</li> </ul>		Notice & Note	Conferring	Reader's Notebook
	<ul style="list-style-type: none"> <li>Readers analyze characters, and how sometimes the seemingly unlikable and unlike ourselves, can still teach us about the world around us, ourselves, and the "gray areas" of all people.</li> </ul>		Graphic Organizers	Journal/ Log	Written Analysis/ Timed Write
	<ul style="list-style-type: none"> <li>Writers develop a repertoire of strategies for researching ideas and topics of interest, including both primary and secondary sources.</li> </ul>		Writer's Notebook Work	Concept Map	Written Analysis/ Timed Write
	<ul style="list-style-type: none"> <li>Writers develop an informed view through research.</li> <li>Writers create a product that not only informs their audience, but engages them in current digital methods and answers that audience's questions and concerns.</li> </ul>		Writer's Notebook Work	Concept Map	Written Analysis/ Timed Write
			Graphic Organizers	Conferring	Digital Informational Essay
Unit #5: Non Fiction & Argumentative Writing	<ul style="list-style-type: none"> <li>Readers analyze how authors develop an argument with reasons, evidence, and rhetoric.</li> </ul>	7 weeks	Reading Journal Work	Conferring	Socratic Seminar
	<ul style="list-style-type: none"> <li>Readers analyze and critique non-fiction sources for their credibility and motives on a topic.</li> </ul>		Reading Journal Work	Conferring	Socratic Seminar
	<ul style="list-style-type: none"> <li>Readers identify important claims made by reputable sources through highlighting, annotating, or other tracking skills.</li> </ul>		Reading Journal Work	Conferring	Socratic Seminar

	<ul style="list-style-type: none"> <li>Writers can support their argument with reasoning and evidence through written and verbal discussions.</li> </ul>		Writing Journal Work	Book Clubs	Essay
	<ul style="list-style-type: none"> <li>Writers must artfully acknowledge and denounce their counterclaim.</li> </ul>		Writing Journal Work	Book Clubs	Essay
	<ul style="list-style-type: none"> <li>Writers engage their audience by developing an argument with reasons, evidence, and rhetoric.</li> </ul>		Writing Journal	Book Clubs	Essay

## Unit #1: Autobiography, Biography, Memoir &amp; Personal Narrative

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>READING <ul style="list-style-type: none"> <li>Readers build a repertoire of reading habits and strategies to engage with the ideas in autobiography and biography texts.</li> <li>Readers develop understandings of how autobiography and biography works are written, structured, and how ideas are developed within those works.</li> <li>Readers support their theories with appropriate evidence.</li> <li>Readers commit to reading in and out of class daily to complete books in timely manners and to read a range of complex books at high volumes.</li> </ul> </li> <li>WRITING <ul style="list-style-type: none"> <li>Writers tell their stories by researching defining moments in their lives.</li> <li>Writers use the writing process, including drafting and revision, to use craft skills that convey the larger meaning of their story.</li> <li>Writers use revision skills, such as stretching the problem, ending in meaningful ways, and editing for structure and meaning, to lift the level of their writing.</li> </ul> </li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>READING <ul style="list-style-type: none"> <li>What is my repertoire of reading habits and strategies while engaging with autobiography and biography texts?</li> <li>How are autobiography and biography works written, structured, and how are the ideas developed within these works?</li> <li>How can I best support my theories with appropriate evidence?</li> <li>How can I commit to reading in and out of class daily to complete books in timely manners and to read a range of complex books at high volumes?</li> </ul> </li> <li>WRITING <ul style="list-style-type: none"> <li>How can I best tell my stories, including defining moments in my life?</li> <li>During the drafting and revision process, how can I use craft skills that convey the larger meaning of my story?</li> <li>How can I stretch the problem, end in meaningful ways, and edit for structure and meaning, to lift the level of my writing?</li> </ul> </li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.9-10.3 SL.9-10.4	What is my repertoire of reading habits and strategies while engaging with autobiography and biography texts?	SWBAT identify themselves as an individual through PEI Character Strengths Survey and analyze how their strengths apply to their reading habits.	PEI team building activities  Effective Questioning  Reading Conferences  Book Walks	Mentor Text: <i>The Glass Castle</i> , by Jeannette Walls  V.I.A. P.E.I Character Strengths Survey: <a href="http://www.viacharacter.org/www/Character-Strengths-Survey">http://www.viacharacter.org/www/Character-Strengths-Survey</a>  <i>The Reading Strategies Book</i> , by Jennifer Serravallo	Reader's Notebook - reflect on how personal character strengths can help or harm personal reading repertoire  Interest Survey (p. 46)  Students will confer their book club choice through a reading conference after



					completing book walks and book shares
RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.5 SL.9-10.1S L.9-10.4 SL.9-10.6	How are autobiography and biography works written, structured, and how are the ideas developed within these works?  How can I best support my theories with appropriate evidence?	SWBAT identify and analyze leads/hooks in mentor text and book club choice.  SWBAT identify and analyze setting in mentor text and book club choice.  SWBAT identify and analyze characterization in mentor text and book club choice.  SWBAT identify and analyze dialogue in mentor text and book club choice.  SWBAT identify and analyze detail in mentor text and book club choice.	Guided Graphic Organizer  Book Club Discussions  Reading Conferences  Hands-on Learning  Role Playing  Close Reading  KWL Chart  Notice and Note	Mentor Text: <i>The Glass Castle</i> , by Jeannette Walls  <i>The Reading Strategies Book</i> , by Jennifer Serravall  Book Club Choices: <i>On Writing</i> , by Stephen King <i>Unbroken</i> , by Laura Hillenbrand <i>Breaking Night</i> , by Liz Murray <i>I Know Why The Caged Bird Sings</i> , by Maya Angelou	Correctly completed guided graphic organizer of book club selection, identifying and analyzing all reading skills  <i>The Reading Strategies Book</i> , Levels of Setting (p. 161)  Concept Map  Venn Diagram  First of Five (senses)
RL.9-10.3 SL.9-10.4	How can I commit to reading in and out of class daily to complete books in timely manners and to read a range of complex books at high volumes?	SWBAT create personalized reading timelines and adhere to class requirements.  SWBAT discuss and share key elements of their appropriate reading choices.	Reading Conferences  Student Goal Setting  Book Buzz	Mentor Text: <i>The Glass Castle</i> , by Jeannette Walls  <i>The Reading Strategies Book</i> , by Jennifer Serravallo	Reading Timeline (p.46)  Goal Sheet (p. 55)  Reading Self Assessments (p. 65)  Book Buzz Rubric
W.9-10.1 W.9-10.2b W.9-10.2e W.9-10.2f W.9-10.3	How can I best tell my stories, including defining moments in my life?	SWBAT generate multiple ideas of impactful moments of their personal lives.	Modeling  Writing Conferencing  Learning Centers	Mentor Text: <i>The Glass Castle</i> , by Jeannette Walls  <i>Writing with Mentors</i> , by Allison Marchetti and Rebekah O'Dell	Concept Maps  Graphic Organizers  Graffiti Wall  Generating Ideas (p. 109)

W.9-10.3 W.9-10.3a W.9-10.3b W.9-10.3c W.9-10.3d W.9-10.3e	During the drafting and revision process, how can I use craft skills that convey the larger meaning of my story?	SWBAT determine areas of strength and weakness within their own writing.  SWBAT compare their writing to mentor texts and use as a model for inspiration.  SWBAT revise for and edit for a focused plot.	Modeling  Writing Conferencing  Mastery Learning	Mentor Text: <i>The Glass Castle</i> , by Jeannette Walls  <i>Writing with Mentors</i> , by Allison Marchetti and Rebekah O'Dell  No Red Ink <a href="https://www.noredink.com/">https://www.noredink.com/</a>	Writer's Notebook  Student Self-Assessment and Reflections (p.124-145)  Peer Review  Timed Write  Personal Narrative
W.9-10.5 SL.9-10.1	How can I stretch the problem, end in meaningful ways, and edit for structure and meaning, to lift the level of my writing?	SWBAT identify craft moves in mentor texts and create within their own writing during the revision process.	Modeling  Writing Conferencing  Mastery Learning  Accountable Talk	Mentor Text: <i>The Glass Castle</i> , by Jeannette Walls  <i>Writing with Mentors</i> , by Allison Marchetti and Rebekah O'Dell  No Red Ink <a href="https://www.noredink.com/">https://www.noredink.com/</a>  Common Core State Standard Writing Rubric: <a href="http://gncufsd.org/UserFiles/Servers/Server_774455/File/For%20Staff/Rubrics/Common%20Core%20Rubrics%20Gr%209%2010.pdf">http://gncufsd.org/UserFiles/Servers/Server_774455/File/For%20Staff/Rubrics/Common Core Rubrics Gr 9 10.pdf</a>	Writer's Notebook  Student Self-Assessment and Reflections (p.124-145)  Peer Review  Personal Narrative

Unit #2: Author Study - Edgar Allan Poe & Gothic Literature

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>READING:</b> <ul style="list-style-type: none"> <li>○ Readers use their knowledge of Gothic Literature to deepen their overall understanding of the text.</li> <li>○ Readers consider how the author's own life experiences can deepen their understanding of author's purpose.</li> <li>○ Readers analyze what makes a text relevant through time and place.</li> </ul> </li> <li>● <b>WRITING:</b> <ul style="list-style-type: none"> <li>○ Writers can identify elements of Gothic Literature and apply appropriate structure, style, characterization, and word choice in order to create a lasting impact on their reader.</li> <li>○ Writers consider how the author's own life experiences can deepen their understanding of author's purpose.</li> </ul> </li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● <b>READING:</b> <ul style="list-style-type: none"> <li>○ What elements of Gothic Literature were used in this text and why did the author select them to deepen the overall impact on the reader?</li> <li>○ How has the author's own life experiences impacted the author's purpose?</li> <li>○ Why is this text relevant through time and place?</li> </ul> </li> <li>● <b>WRITING:</b> <ul style="list-style-type: none"> <li>○ What elements of Gothic Literature can I appropriately apply for structure, style, characterization, and word choice in order to create a lasting impact on my reader?</li> <li>○ How have my life experiences impacted my author's purpose?</li> </ul> </li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.9-10.1 RL.9-10.3 RL.9-10.4	<p>What elements of Gothic Literature were used in this text and why did the author select them to deepen the overall impact on the reader?</p> <p>How has the author's own life experiences impacted the author's purpose?</p>	<p>SWBAT identify catastrophic events in Poe's life and analyze how they have impacted him as a person, his overall psyche, and his writing.</p> <p>SWBAT identify all elements of Gothic Literature and Poe's interpretation of the elements.</p>	<p>Close Reading</p> <p>Reading Conferencing</p> <p>Effective Questioning</p> <p>Modeling</p> <p>Read-Alouds/ Dramatic Readings</p>	<p>Edgar Allan Poe Biography: <a href="https://www.biography.com/people/edgar-allan-poe-9443160">https://www.biography.com/people/edgar-allan-poe-9443160</a></p> <p>Mentor Text: <i>A Collection of Stories</i>, by Edgar Allan Poe</p> <p>Independent Reading Selections</p>	<p>Drawings</p> <p>Reader's Journal</p> <p>Turn and Talks</p> <p>Whip Arounds</p> <p>Graphic Organizers</p>

RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.10 SL.9-10.1A SL.9-10.4	Why is this text relevant through time and place?	SWBAT close read Gothic Literature for meaning and purpose, looking at setting, mood, tone, characterization, style, and theme.  SWBAT identify and analyze how craft moves influence the the relevance of a text.	Close Reading  Reading Conferencing  Effective Questioning	Pretwick House, <i>The Best of Poe</i>  Film Adaptions of Poe: <i>Annabel Lee</i> : <a href="https://www.youtube.com/watch?v=kByfLi15uY8&amp;disable_polymer=true">https://www.youtube.com/watch?v=kByfLi15uY8&amp;disable_polymer=true</a> <i>Tell Tale Heart</i> : <a href="https://www.youtube.com/watch?v=Pe0WyyiW5Ps">https://www.youtube.com/watch?v=Pe0WyyiW5Ps</a> <i>The Fall of the House of Usher</i> : <a href="https://www.youtube.com/watch?v=Pic4PS8o41M">https://www.youtube.com/watch?v=Pic4PS8o41M</a> <i>The Cask of Ammontialdo</i> : <a href="https://www.youtube.com/watch?v=6TF_sMq5pKI">https://www.youtube.com/watch?v=6TF_sMq5pKI</a> <i>The Raven</i> : <a href="https://www.youtube.com/watch?v=bLiXjaPqSyY&amp;disable_polymer=true">https://www.youtube.com/watch?v=bLiXjaPqSyY&amp;disable_polymer=true</a> <i>The Pit and Pendulum</i> : <a href="https://www.youtube.com/watch?v=0M_AoqOL8xg">https://www.youtube.com/watch?v=0M_AoqOL8xg</a> <i>The Bells</i> : <a href="https://www.youtube.com/watch?v=Al1i600VTH8">https://www.youtube.com/watch?v=Al1i600VTH8</a>	Reading Journal  <i>Annabel Lee</i> Journal Entry (p. 108)  <i>Tell Tale Heart</i> Character Drawing (p. 62)  <i>The Fall of the House of Usher</i> Exit Card (p.8)  <i>The Cask of the Ammontialdo</i> T-Chart (p.90)  <i>The Raven</i> Concept Map (p.102)  <i>The Pit and the Pendulum</i> Choral Response (p. 48)  <i>The Bells</i> T-Chart (p. 111)
W.9-10	What elements of Gothic Literature can I appropriately apply for structure, style, characterization, and word choice in order to create a lasting impact on my reader?	SWBAT create Gothic Literature for meaning and purpose, looking at setting, mood, tone, characterization, style, and theme.  SWBAT compare their writing to mentor texts and use as a model for inspiration.	Modeling  Small Group Learning (p. 127)  Writing Conferencing  Mastery Learning  Accountable Talk	Mentor Text: <i>A Collection of Stories</i> , by Edgar Allan Poe  <i>Writing with Mentors</i> , by Allison Marchetti and Rebekah O'Dell  No Red Ink <a href="https://www.noredink.com/">https://www.noredink.com/</a>	Graphic Organizer  Gothic Story

W.9-10.1D W.9-10.2	How have my life experiences impacted my author's purpose?	<p>SWBAT determine areas of strength and weakness within their own writing according to author's purpose.</p> <p>SWBAT revise for and edit for a focused plot.</p>	<p>Modeling</p> <p>Writing Conferencing</p> <p>Mastery Learning</p> <p>Accountable Talk</p>	<p>Mentor Text: <i>A Collection of Stories</i>, by Edgar Allan Poe</p> <p><i>Writing with Mentors</i>, by Allison Marchetti and Rebekah O'Dell</p> <p>No Red Ink <a href="https://www.noredink.com/">https://www.noredink.com/</a></p>	<p>Writer's Notebook</p> <p>Student Self-Assessment and Reflections (p.124-145)</p> <p>Peer Review</p> <p>Gothic Story</p>
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# Robbinsville Public Schools

## Unit # 3: Fiction & Literary Analysis

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>READING:</b> <ul style="list-style-type: none"> <li>○ Readers track ideas, structures, literary devices, and effects across a novel to gather key details as they read. They create theories and themes about the novel that are rooted in evidence.</li> <li>○ Readers pay attention to main events and details (character actions, interactions, responses to challenges, etc.) to help us determine a theme.</li> <li>○ Readers can push their thinking about texts by discussing their theories in small groups or partnerships, using evidence from their reading to back up their ideas, even when using different texts.</li> </ul> </li> <li>● <b>WRITING:</b> <ul style="list-style-type: none"> <li>○ Writers create through the entire writing process from generating ideas, drafting, revising, editing, and finally publishing their work to share with others.</li> <li>○ Writers create and adhere to a clear and cohesive structured essay that supports their overall theme and theories.</li> <li>○ Writers select the strongest pieces of text evidence to that support their overall theme and theories.</li> </ul> </li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● <b>READING:</b> <ul style="list-style-type: none"> <li>○ How can I track ideas, structures, literary devices, and effects across a novel to gather key details as I read and use it to create theories and themes about the novel that are rooted in evidence?</li> <li>○ How can I pay attention to main events and details (character actions, interactions, responses to challenges, etc.) to help me determine a theme?</li> <li>○ How can I push my thinking about texts by discussing my theories in small groups or partnerships? How will I use evidence from my reading to back up my ideas, even when using different texts?</li> </ul> </li> <li>● <b>WRITING:</b> <ul style="list-style-type: none"> <li>○ How can I create and continue to create through the entire writing process from generating ideas, drafting, revising, editing, and finally publishing my work so that I can share with others?</li> <li>○ How can I create and adhere to a clear and cohesive structured essay that supports their overall theme and theories?</li> <li>○ How can I select the strongest pieces of text evidence to that support my overall theme and theories?</li> </ul> </li> </ul>
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Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.9-10.1 RL.9-10.2 RL.9-10.4 SL.9-10.1 SL.9-10.1c	How can I track ideas, structures, literary devices, and effects across a novel to gather key details as I read and use it to create  SWBAT identify the various styles of tracking themes and theories throughout a fiction novel.  SWBAT select the most appropriate style of tracking for their own learning style.	Direct Instruction  Modeling  Hands On Learning  Reading Conferencing	Mentor Text: <i>Secret Life of Bees</i> , by Sue Monk Kidd  Book Club Choices: <i>The Catcher in the Rye</i> , by J.D. Salinger	Tracking Reading Journal, using one of the following options:  Double Entry Notes  Annotating

	theories and themes about the novel that are rooted in evidence?	SWBAT track appropriate text evidence that allows them to track developing themes and theories.	Targeted Feedback	<i>The Old Man and the Sea</i> , by Ernest Hemingway <i>Invisible Man</i> , by Ralph Ellison <i>Marcelo in the Real World</i> , by Francisco X. Stork  <i>The Secret Life of Bees</i> official website <a href="http://www.foxsearchlight.com/thesecretlifeofbees">http://www.foxsearchlight.com/thesecretlifeofbees</a>	Stop and Jot  Notice and Note  Personal Journal Responses
RL.9-10.3 RL.9-10.4 RL.9-10.10	How can I pay attention to main events and details (character actions, interactions, responses to challenges ,etc.) to help me determine a theme?	SWBAT reflect on their original findings in their text in order to deepen their overall understanding, thus creating a well-developed theme.	Notebook and Journal  Reading Conferencing  Analysis of Student Work  Summarizing and Note Taking  Read Alouds	Mentor Text: <i>Secret Life of Bees</i> , by Sue Monk Kidd  <i>The Reading Strategies Book</i> , by Jennifer Serravallo  <i>The Secret Life of Bees</i> official website <a href="http://www.foxsearchlight.com/thesecretlifeofbees">http://www.foxsearchlight.com/thesecretlifeofbees</a>	Reading Journal  Graphic Organizer  Looking for a Pattern (p. 173)  T. Chart (p. 171)
SL.9-10.1 SL.9-10.1a SL.9-10.1c	How can I push my thinking about texts by discussing my theories in small groups or partnerships? How will I use evidence from my reading to back up my ideas, even when using different texts?	SWBAT state their theories using evidence to support their findings in a discussion based format	Reading Conferences  Socratic Seminars/ Fishbowls  Book Clubs  Small Group Learning  Effective Questioning	Mentor Text: <i>Secret Life of Bees</i> , by Sue Monk Kidd  <i>The Secret Life of Bees</i> official website <a href="http://www.foxsearchlight.com/thesecretlifeofbees">http://www.foxsearchlight.com/thesecretlifeofbees</a>  AVID Socratic Seminar: <a href="http://pms.pasco.k12.f">http://pms.pasco.k12.f</a>	Socratic Seminar Rubrics  Observations  Discussions

				<a href="#">lus/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf</a>	
W.9-10.1 W.9-10.1b W.9-10.1e W.9-10.2d W.9-10.2e W.9-10.10	How can I create and continue to create through the entire writing process from generating ideas, drafting, revising, editing, and finally publishing my work so that I can share with others?	SWBAT determine areas of strength and weakness within their own writing.  SWBAT compare their writing to mentor texts and use as a model for inspiration.  SWBAT revise for and edit for a focus.	Modeling  Writing Conferencing  Mastery Learning	Mentor Text: <i>Secret Life of Bees</i> , by Sue Monk Kidd  <i>Writing with Mentors</i> , by Allison Marchetti and Rebekah O'Dell  No Red Ink <a href="https://www.noredink.com/">https://www.noredink.com/</a>	Writer's Notebook  Student Self-Assessment and Reflections (p.124-145)  Peer Review  Literary Essay
W.9-10.1 W.9-10.1a SL.9-10.1	How can I select the strongest pieces of text evidence to that support my overall theme and theories?	SWBAT rank their strongest pieces of text evidence throughout their tracking of the entire novel to select for body paragraphs.  SWBAT rank their strongest pieces of text evidence within their literary analysis.	Hands on Learning  Accountable Talk  Writing Conferencing  Self Assessment	Mentor Text: <i>Secret Life of Bees</i> , by Sue Monk Kidd  <i>Writing with Mentors</i> , by Allison Marchetti and Rebekah O'Dell	T-Charts  Graphic Organizer  Drawings  Concept Maps
W.9-10.4 W.9-10.10	How can I create and adhere to a clear and cohesive structured essay that supports my overall theme and theories?	SWBAT clear thematic statement to which all subsequent information support and relates to.  SWBAT create clear body paragraphs, which include a deep analysis of the novel craft moves and its overall relation to the theme.  SWBAT create a strong conclusion paragraph that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the text.	Modeling  Writing Conferencing  Mastery Learning	<i>Writing with Mentors</i> , by Allison Marchetti and Rebekah O'Dell  Common Core State Standard Writing Rubric: <a href="http://gncufsd.org/UserFiles/Servers/Server_774455/File/For%20Staff/Rubrics/Common%20Core%20Rubrics%20Gr%209%2010.pdf">http://gncufsd.org/UserFiles/Servers/Server_774455/File/For%20Staff/Rubrics/Common Core Rubrics Gr 9 10.pdf</a>	Writer's Notebook  Student Self-Assessment and Reflections (p.124-145)  Peer Review  Timed Write  Literary Essay



## Unit # 4: Historical Fiction &amp; Informational Writing

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>READING:</b> <ul style="list-style-type: none"> <li>○ Readers track ideas, patterns, symbols, and settings across a novel to gather key details as they read. They create theories and themes about the novel that are rooted in evidence at a complex and higher level.</li> <li>○ Readers analyze how a story portrays cultures in unfamiliar settings, and what that tells us about this author's take on other time periods and places.</li> <li>○ Readers analyze characters, and how sometimes the seemingly unlikable and unlike ourselves, can still teach us about the world around us, ourselves, and the "gray areas" of all people.</li> </ul> </li> <li>● <b>WRITING:</b> <ul style="list-style-type: none"> <li>○ Writers develop a repertoire of strategies for researching ideas and topics of interest, including both primary and secondary sources.</li> <li>○ Writers develop an informed view through research.</li> <li>○ Writers create a product that not only informs their audience, but engages them in current digital methods and answers that audience's questions and concerns.</li> </ul> </li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>READING:</b> <ul style="list-style-type: none"> <li>○ How can I track ideas, patterns, symbols, and settings across a novel to gather key details as they read? How can I create theories and themes about the novel that are rooted in evidence at a complex and higher level?</li> <li>○ How can I analyze how a story portrays cultures in unfamiliar settings, and what that tells us about this author's take on other time periods and places?</li> <li>○ How can I analyze unlikable characters and what they teach us about the world around us, ourselves, and the "gray areas" of all people?</li> </ul> </li> <li>● <b>WRITING:</b> <ul style="list-style-type: none"> <li>○ What is my repertoire of strategies for researching ideas and topics of interest, including both primary and secondary sources?</li> <li>○ How am I developing an informed view through research?</li> <li>○ How can I create a product that not only informs my audience, but engages them in current digital methods and answers that audience's questions and concerns?</li> </ul> </li> </ul>
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Duration of Unit: 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.9-10.1 RL.9-10.2 RL.9-10.4 SL.9-10.1 SL.9-10.1c	<p>How can I track ideas, patterns, symbols, and settings across a novel to gather key details as I read?</p> <p>How can I create theories and themes about the novel that</p>	<p>SWBAT identify the various styles of tracking themes and theories throughout a historical fiction novel.</p> <p>SWBAT select the most appropriate style of tracking for their own learning style and given genre.</p>	<p>Direct Instruction</p> <p>Modeling</p> <p>Hands On Learning</p> <p>Reading Conferencing</p> <p>Targeted Feedback</p>	<p>Mentor Text: <i>The Great Gatsby</i>, by F.Scott Fitzgerald</p> <p>Book Club Choices: <i>Between Shades of Gray</i>, by Ruta Sepetys <i>Fire From the Rock</i>, by Sharon Draper</p>	<p>Tracking Reading Journal, using one of the following options:</p> <p>Double Entry Notes</p> <p>Annotating</p> <p>Stop and Jot</p>

	are rooted in evidence at a complex and higher level?	SWBAT track appropriate text evidence that allows them to track developing themes and theories at a high and complex level.		<i>The Help</i> , by Kathryn Stockett  <i>The Reading Strategies Book</i> , by Jennifer Serravallo	Notice and Note  Personal Journal Responses
RL.9-10.1 RL.9-10.6	How can I analyze how a story portrays cultures in unfamiliar settings, and what that tells us about this author's take on other time periods and places?	SWBAT research the setting of a story by investigating clues about the time period	Modeling  Reading Conferences  Graphic Organizer  Book Clubs  Turn and Talk	Mentor Text: <i>The Great Gatsby</i> , by F.Scott Fitzgerald  <i>The Reading Strategies Book</i> , by Jennifer Serravallo	Reading Journals  Context and Clues Graphic Organizer (p.314)  Inferring Concept Map (p. 310)  Drawings  Exit Cards
RL.9-10.3 RL.9-10.6 RL.9-10.10	How can I analyze unlikable characters and what they teach us about the world around us, ourselves, and the "gray areas" of all people?	SWBAT identify the purpose of including an unlikable character and what they reveal to the reader regarding the theme.  SWBAT analyze stories using a critical lens, being alert to stereotypes and gender lenses.  SWBAT analyze internal and external conflicts that likeable and unlikeable characters face in relation to the time period.	Modeling  Reading Conferences  Graphic Organizer  Book Clubs  Turn and Talk	Mentor Text: <i>The Great Gatsby</i> , by F.Scott Fitzgerald  <i>The Reading Strategies Book</i> , by Jennifer Serravallo	Understanding Character Graphics (p. 177)  Background Knowledge Graphic Organizer (p. 174)  Character Comparison T-Chart (p. 175)
W.9-10.2 W.9-10.2d W.9-10.4	What is my repertoire of strategies for researching ideas and topics of interest, including both primary and secondary sources?	SWBAT generate many possible ideas for their informative essay by using their novel as a catalyst for their informative essay.	K-W-L Chart  Purposeful Read Alouds  Partner Think-Pair-Share  Annotating a Text	OWL Purdue <a href="https://owl.english.purdue.edu/owl/resource/747/01/?_ga=2.19623804.558179429.1522454400-1709346682.1522454400">https://owl.english.purdue.edu/owl/resource/747/01/?_ga=2.19623804.558179429.1522454400-1709346682.1522454400</a>  <i>Writing with Mentors</i> , by Allison Marchetti and Rebekah O'Dell  Google Drive	Reading Guide  Concept Maps  Graphic Organizers  Graffiti Wall  Generating Ideas (p. 109)

				Google Classroom	
W.9-10.2 W.9-10.2d W.9-10.4	How am I developing an informed view through research?	SWBAT examine their findings determine what important, interesting and relevant	Textual Evidence Mapping  Writing Conference  Station Work	<i>The Reading Strategies Book</i> , by Jennifer Serravallo	Reading Up (p.321)  Exit Slips  Concept Maps  Informative Essay
W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 SL.9-10.4 SL.9-10.5	How can I create a product that not only informs my audience, but engages them in current digital methods and answers that audience's questions and concerns?	SWBAT asses their ideas and decide whether to narrow or widen their focus of information before gathering relevant information to their time period.  SWBAT develop a 21st century writing platform that presents their informative findings based on their researched time period.	Modeling  Writing Conference  Digital Presentations  Targeted Feedback	<i>Writing with Mentors</i> , by Allison Marchetti and Rebekah O'Dell  No Red Ink <a href="https://www.noredink.com/">https://www.noredink.com/</a>  Common Core State Standard Writing Rubric: <a href="http://gncufsd.org/UserFiles/Servers/Server_774455/File/For%20Staff/Rubrics/Common%20Core%20Rubrics%20Gr%209%2010.pdf">http://gncufsd.org/UserFiles/Servers/Server_774455/File/For%20Staff/Rubrics/Common Core Rubrics Gr 9 10.pdf</a>	Digital Notebook  Blog  Online Storyboard

Robbinsville Public Schools

Unit #5: Non Fiction & Argumentative Writing

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● READERS: <ul style="list-style-type: none"> <li>○ Readers analyze how authors develop an argument with reasons, evidence, and rhetoric.</li> <li>○ Readers analyze and critique non-fiction sources for their credibility and motives on a topic.</li> <li>○ Readers identify important claims made by reputable sources through highlighting, annotating, or other tracking skills.</li> </ul> </li> <li>○</li> <li>● WRITERS: <ul style="list-style-type: none"> <li>○ Writers can support their argument with reasoning and evidence through written and verbal discussions.</li> <li>○ Writers must artfully acknowledge and denounce their counterclaim.</li> <li>○ Writers engage their audience by developing an augment with reasons, evidence, and rhetoric.</li> </ul> </li> </ul>	<p><b>Essential Questions: :</b></p> <ul style="list-style-type: none"> <li>● READERS: <ul style="list-style-type: none"> <li>○ How does the author develop an augment with reasons, evidence, and rhetoric?</li> <li>○ Have I analyzed and critiqued this non-fiction source for its credibility and motives on the topic?</li> <li>○ Have I identified important claims made by reputable sources through highlighting, annotating, or other tracking skills?</li> </ul> </li> <li>● WRITERS: <ul style="list-style-type: none"> <li>○ Can I support my argument with reasoning and evidence through written and verbal discussions?</li> <li>○ Have I artfully acknowledged and denounced my counterclaim?</li> <li>○ Have I engaged my audience by developing an augment with reasons, evidence, and rhetoric?</li> </ul> </li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RI. 9-10.6 RI.9-10.2	How does the author develop an augment with reasons, evidence, and rhetoric?	<p>SWBAT define ethos, pathos, and logos and identify within writing.</p> <p>SWBAT analyze why an author has selected to use either ethos, pathos, or logos to best support an idea or claim.</p>	<p>Reading Conference</p> <p>Modeling with visuals</p> <p>Close Readings</p> <p>Highlighting and Annotating</p>	<p><a href="https://newsela.com">https://newsela.com</a></p> <p><a href="http://procon.com/">http://procon.com/</a></p> <p>Independent Reading Selections</p>	<p>Reading Journals</p> <p>Graphic Organizers (p. 276)</p> <p>T-Charts</p>

RI.9-10.5 RI.9-10.8	Have I identified important claims made by reputable sources through highlighting, annotating, or other tracking skills?	SWBAT to determine when it is appropriate to highlight a nonfiction text versus when it is most appropriate to annotate a nonfiction text.	Modeling  Reading Conference  Small Group Instruction  Stations	<i>The Reading Strategies Book</i> , by Jennifer Serravallo  <a href="https://newsela.com">https://newsela.com</a>  <a href="http://procon.com/">http://procon.com/</a>  Independent Reading Selections	Reading Journal  Reading Summaries  Timed Write  Cornell Note Taking  Collect and Connect (p. 243)
RI.9-10.3 RI.9-10.8	Have I analyzed and critiqued this non-fiction source for its credibility and motives on the topic?	SWBAT reflect on annotations to judge, analyze, and manipulate a source. Even facts, statistics, and data can be seen from multiple viewpoints.	Reading Conference  Modeling with visuals  Close Readings  Highlighting and Annotating  K-W-L Charts	<i>The Reading Strategies Book</i> , by Jennifer Serravallo  <a href="https://newsela.com">https://newsela.com</a>  <a href="http://procon.com/">http://procon.com/</a>  Independent Reading Selections	Reading Journals  Graphic Organizers (p. 276)  T-Charts  Drawing (p. 251)
W.9-10.1 W.9-10.1a W.9-10.1b W.9-10.7 W.9-10.9 SL.9-10. 1a SL.9-10.4	Can I support my argument with reasoning and evidence through written and verbal discussions?	SWBAT select strong pieces of text evidence through multiple sources and create a cohesive argument and analysis in which they are able to present in both written and verbal fashions.	Reading Conferences  Socratic Seminar/ Fishbowls  Think-Pair-Share  Turn & Talk	AVID Socratic Seminar: <a href="http://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf">http://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf</a>  Common Core State Standard Writing Rubric: <a href="http://gncufsd.org/UserFiles/Servers/Server_774455/File/For%20Staff/Rubrics/Common%20Core%20Rubrics%20Gr%209%2010.pdf">http://gncufsd.org/UserFiles/Servers/Server_774455/File/For%20Staff/Rubrics/Common Core Rubrics Gr 9 10.pdf</a>  <i>The Reading Strategies Book</i> , by Jennifer Serravallo	Socratic Seminar Reflections  Socratic Seminar Notes  Timed Writes  Argumentative Writing  Argumentative Essay  T-Charts

				<a href="https://newsela.com">https://newsela.com</a> <a href="http://procon.com/">http://procon.com/</a> Independent Reading Selections	
W.9-10.1b W.9-10.9 W.9-10.9a	Have I artfully acknowledged and denounced my counterclaim?	SWBAT to thoroughly understand the opposing view point by researching, highlighting, annotating, and tracking its overall argument and its relation to the students claim.  SWBAT to apply rhetorical devices within their overall argument to denounce the counterclaim.	Reading Conferences  Socratic Seminar/ Fishbowls  Think-Pair-Share  Turn & Talk	AVID Socratic Seminar: <a href="http://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf">http://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf</a>  Common Core State Standard Writing Rubric: <a href="http://gncufsd.org/UserFiles/Servers/Server_774455/File/For%20Staff/Rubrics/Common%20Core%20Rubrics%20Gr%209-10.pdf">http://gncufsd.org/UserFiles/Servers/Server_774455/File/For%20Staff/Rubrics/Common Core Rubrics Gr 9-10.pdf</a>  <i>The Reading Strategies Book</i> , by Jennifer Serravallo  <a href="https://newsela.com">https://newsela.com</a> <a href="http://procon.com/">http://procon.com/</a> Independent Reading Selections	Socratic Seminar Reflections  Socratic Seminar Notes  Timed Writes  Argumentative Writing  Argumentative Essay  T-Charts
W.9-10.10	Have I engaged my audience by developing an augment with reasons, evidence, and rhetoric?	SWBAT create a compelling claim that is clearly arguable and takes a purposeful position on an issue.  SWBAT create a text that has structure and organization that is carefully crafted to support the claim.	Modeling  Writing Conferencing  Mastery Learning	Common Core State Standard Writing Rubric: <a href="http://gncufsd.org/UserFiles/Servers/Server_774455/File/For%20Staff/Rubrics/Common">http://gncufsd.org/UserFiles/Servers/Server_774455/File/For%20Staff/Rubrics/Common</a>	Writer's Notebook  Student Self-Assessment and Reflections (p.124-145)  Peer Review

				<p><u>n Core Rubrics Gr 9 10.pdf</u></p> <p><i>Writing with Mentors</i>, by Allison Marchetti and Rebekah O'Dell</p> <p>No Red Ink  <a href="https://www.noredink.com/">https://www.noredink.com/</a></p> <p>OWL Purdue  <a href="https://owl.english.purdue.edu/owl/resource/747/01/?_ga=2.19623804.558179429.1522454400-1709346682.1522454400">https://owl.english.purdue.edu/owl/resource/747/01/?_ga=2.19623804.558179429.1522454400-1709346682.1522454400</a></p>	<p>Timed Writes</p> <p>Argumentative Writing</p> <p>Argumentative Essay</p>
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# Robbinsville Public Schools

## Unit #6: Grammar Scope and Sequence for Grade 10

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Writers who communicate effectively make choices about grammatical and mechanical rules of writing based on the purpose.</li> <li>Using the conventions of language allows the audience to understand the writing.</li> <li>Standards of the English language vary based upon the mode and purpose for writing.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do writers use the structure of language to write more effectively?</li> <li>How can writers apply the standards of English to help readers understand what they have written?</li> <li>When is it crucial for a writer to follow all the rules of grammar?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
CCSS.ELA-LITERACY .L.9-10.1	How do the types of sentences used impact the style of the writing?	Building Compound and Complex Sentences	Mini lesson (on No Red Ink and/or in class)  Practice on No Red Ink  Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)	No Red Ink  <a href="https://owl.english.purdue.edu/owl/section/1/5/">https://owl.english.purdue.edu/owl/section/1/5/</a>  “Vocabulary of Grammar” packet	Quiz on No Red Ink  Application in Writing Assignments
CCSS.ELA-LITERACY .L.9-10.1	How do the building blocks of the English language function?	Adj. vs Adv. with Linking Verbs	Mini lesson (on No Red Ink and/or in class)  Practice on No Red Ink  Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)	No Red Ink  <a href="https://owl.english.purdue.edu/owl/section/1/5/">https://owl.english.purdue.edu/owl/section/1/5/</a>  “Vocabulary of Grammar” packet	Quiz on No Red Ink  Application in Writing Assignments



CCSS.ELA-LITERACY .L.9-10.1	How do the building blocks of the English language function?	Verbals	<p>Mini lesson (on No Red Ink and/or in class)</p> <p>Practice on No Red Ink</p> <p>Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)</p>	<p>No Red Ink</p> <p><a href="https://owl.english.purdue.edu/owl/section/1/5/">https://owl.english.purdue.edu/owl/section/1/5/</a></p> <p>“Vocabulary of Grammar” packet</p>	<p>Quiz on No Red Ink</p> <p>Application in Writing Assignments</p>
CCSS.ELA-LITERACY .L.9-10.1	When are phrases and clauses set off with commas?	Phrases and Dependent Clauses	<p>Mini lesson (on No Red Ink and/or in class)</p> <p>Practice on No Red Ink</p> <p>Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)</p>	<p>No Red Ink</p> <p><a href="https://owl.english.purdue.edu/owl/section/1/6/">https://owl.english.purdue.edu/owl/section/1/6/</a></p> <p>“Vocabulary of Grammar” packet</p>	<p>Quiz on No Red Ink</p> <p>Application in Writing Assignments</p>
CCSS.ELA-LITERACY .L.9-10.2	When is a comma used with a subordinating conjunction?	Punctuation with Conjunctions: Subordinating	<p>Mini lesson (on No Red Ink and/or in class)</p> <p>Practice on No Red Ink</p> <p>Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)</p>	<p>No Red Ink</p> <p><a href="https://owl.english.purdue.edu/owl/section/1/6/">https://owl.english.purdue.edu/owl/section/1/6/</a></p> <p>“Vocabulary of Grammar” packet</p>	<p>Quiz on No Red Ink</p> <p>Application in Writing Assignments</p>
CCSS.ELA-LITERACY .L.9-10.2	When do clauses get separated from the rest of the sentence with a comma?	Restrictive and Nonrestrictive Clauses	<p>Mini lesson (on No Red Ink and/or in class)</p> <p>Practice on No Red Ink</p> <p>Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)</p>	<p>No Red Ink</p> <p><a href="https://owl.english.purdue.edu/owl/section/1/6/">https://owl.english.purdue.edu/owl/section/1/6/</a></p> <p>“Vocabulary of Grammar” packet</p>	<p>Quiz on No Red Ink</p> <p>Application in Writing Assignments</p>

CCSS.ELA-LITERACY .L.9-10.2	How are commas used correctly for formatting and clarity of meaning?	Review All Comma Rules	<p>Mini lesson (on No Red Ink and/or in class)</p> <p>Practice on No Red Ink</p> <p>Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)</p>	<p>No Red Ink</p> <p><a href="https://owl.english.purdue.edu/owl/section/1/6/">https://owl.english.purdue.edu/owl/section/1/6/</a></p> <p>“Vocabulary of Grammar” packet</p>	<p>Quiz on No Red Ink</p> <p>Application in Writing Assignments</p>
CCSS.ELA-LITERACY .L.9-10.2.A	How are colons and semicolons used when connecting clauses?	Connecting Clauses with Colons and Semicolons	<p>Mini lesson (on No Red Ink and/or in class)</p> <p>Practice on No Red Ink</p> <p>Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)</p>	<p>No Red Ink</p> <p><a href="https://owl.english.purdue.edu/owl/section/1/6/">https://owl.english.purdue.edu/owl/section/1/6/</a></p> <p>“Vocabulary of Grammar” packet</p>	<p>Quiz on No Red Ink</p> <p>Application in Writing Assignments</p>
CCSS.ELA-LITERACY .L.9-10.2.B	When are colons used to introduce a list or quote?	Colons with Lists or Quotes	<p>Mini lesson (on No Red Ink and/or in class)</p> <p>Practice on No Red Ink</p> <p>Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)</p>	<p>No Red Ink (found under “lists”)</p> <p><a href="https://owl.english.purdue.edu/owl/section/1/6/">https://owl.english.purdue.edu/owl/section/1/6/</a></p> <p>“Vocabulary of Grammar” packet</p>	<p>Quiz on No Red Ink</p> <p>Application in Writing Assignments</p>
CCSS.ELA-LITERACY .L.9-10.1	Which words are often time misused because they are confused with another word?	Commonly Confused Words (There are five different units in No Red Ink. Some may be below level for ninth grade students. Focus on those that students frequently misuse.)	<p>Mini lesson (on No Red Ink and/or in class)</p> <p>Practice on No Red Ink</p> <p>Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)</p>	<p>No Red Ink</p> <p><i>Grammar Girl's 101 Troublesome Words You'll Master in No Time</i> by Mignon Fogarty</p> <p><i>Bryson's Dictionary of</i></p>	<p>Quiz on No Red Ink</p> <p>Application in Writing Assignments</p>

				<i>Troublesome Words</i> by Bill Bryson	
CCSS.ELA-LITERACY .L.9-10.2.A	How does parallel structure improve clarity and flow?	Parallel Structure	<p>Mini lesson (on No Red Ink and/or in class)</p> <p>Practice on No Red Ink</p> <p>Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)</p>	<p>No Red Ink</p> <p><a href="https://owl.english.purdue.edu/owl/section/1/6/">https://owl.english.purdue.edu/owl/section/1/6/</a></p> <p>“Vocabulary of Grammar” packet</p>	<p>Quiz on No Red Ink</p> <p>Application in Writing Assignments</p>
CCSS.ELA-LITERACY .L.9-10.1	How do misplaced modifiers cause confusion?	Misplaced Modifiers	<p>Mini lesson (on No Red Ink and/or in class)</p> <p>Practice on No Red Ink</p> <p>Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)</p>	<p>No Red Ink (found under “thesis statements”)</p> <p><a href="https://owl.english.purdue.edu/owl/section/1/5/">https://owl.english.purdue.edu/owl/section/1/5/</a></p> <p>“Vocabulary of Grammar” packet</p>	<p>Quiz on No Red Ink</p> <p>Application in Writing Assignments</p>
CCSS.ELA-LITERACY .L.9-10.1	Why do dangling modifiers create confusion?	Dangling Modifiers	<p>Mini lesson (on No Red Ink and/or in class)</p> <p>Practice on No Red Ink</p> <p>Application in Informal (writer's notebook) and Formal Writing (drafting and revising stories, essays, papers, etc)</p>	<p>No Red Ink (found under thesis statements)</p> <p><a href="https://owl.english.purdue.edu/owl/section/1/5/">https://owl.english.purdue.edu/owl/section/1/5/</a></p> <p>“Vocabulary of Grammar” packet</p>	<p>Quiz on No Red Ink</p> <p>Application in Writing Assignments</p>

CCSS.ELA-LITERACY .L.9-10.3.A	How can research be cited properly both in text and at the end of a document?	Using MLA Style Guide	<p>Mini lesson (on No Red Ink and/or in class)</p> <p>Practice on No Red Ink</p> <p>Application in formal writing (drafting and revising pieces for history and/or English class).</p>	<a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a> <a href="https://style.mla.org/">https://style.mla.org/</a>	<p>Quiz on No Red Ink</p> <p>Application in Writing Assignments</p>
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