



Newburyport Literacy Curriculum Framework Guide

Focus Areas

In Grade 9-10, the focus on student learning is on the following areas:

1. Reading
2. Writing
3. Speaking
4. Listening
5. Language

Guiding Principles for English Language Arts and Literacy Programs

The following principles are philosophical statements that underlie the standards and resources in this curriculum framework. They should guide the design and evaluation of English language arts and literacy programs in schools and the broader community. Programs guided by these principles will prepare students for colleges, careers, and their lives as productive citizens.

1. Students should receive explicit instruction in skills, including phonics and decoding. Explicit skill instruction is especially important in narrowing opportunity gaps.
2. To become successful readers, students need to develop a rich academic vocabulary and broad background knowledge.
3. Educators should help students develop a love of reading by:
 - a. Selecting high-quality works of literature and nonfiction.
 - b. Reading aloud in class.
 - c. Providing students with ample opportunity and encouragement for sustained independent reading, both for school and on their own.
4. Students should be exposed to complex and challenging texts at their grade level and above, with extra support and scaffolding as needed, reflecting high expectations for all students.
5. Students should read a diverse set of authentic texts balanced across genres, cultures, and time periods.
6. Students should have frequent opportunities for discussing and writing about their readings in order to develop critical thinking skills and to demonstrate understanding.
7. Reading well-crafted texts is an essential foundation for developing effective writing skills.
8. Developing the ability to write well demands regular practice across multiple forms and genres of writing and opportunities to write for a variety of audiences, including expository, analytical, persuasive, narrative, and creative writing, as well as explicit instruction in vocabulary and standard English conventions.
9. Educators and families should view each other as resources who are both invested in supporting students' skills in reading, writing, speaking and listening.
10. Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Students should practice recognizing aspects of themselves in texts (self-awareness), struggling productively with challenging texts (self-management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision making), and collaborating respectfully with diverse peers (relationship skills).
11. Educators should select works of fiction and nonfiction that instill in students a deep appreciation for art, beauty, and truth, while broadening their understanding of the human condition from differing points of view. Reading, discussing, and writing about high-quality prose and poetry should also help students develop empathy for one another and a sense of their shared values and literary heritage, while learning about who they are as individuals and developing the capacity for independent, rigorous thinking.

Reading - Literature [RL]

Key Ideas and Details

- Cite strong and thorough textual evidence to support analysis of explicit and inferential meanings
- Determine a theme
- Analyze how complex characters develop

Craft and Structure

- Determine the figurative and connotative meaning of words and phrases as they are used in a text
- Analyze how an author's choices create effects
- Analyze a case in which a character signaled acceptance or rejection of cultural norms or intellectual ideas

Integration of Knowledge and Ideas

- Analyze a critical response to a work or literature
- Analyze how an author transforms source material

Range of Reading and Level of Text Complexity

- Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course

Reading - Informational Texts [RI]

Key Ideas and Details

- Cite strong and thorough textual evidence to support analysis of explicit and inferential meanings
- Determine a text's central idea and analyze its development
- Analyze how an author unfolds an analysis or series of events

Craft and Structure

- Determine the meanings of words and phrases
- Analyze in detail how an author's ideas or claims are developed by sentences, paragraphs, or sections of a work
- Determine how an author's point of view or purpose is shaped by rhetoric

Integration of Knowledge and Ideas

- Analyze various accounts of a subject told in different mediums
- Delineate and evaluate an argument and claims
- Analyze seminal documents of historical and literary significance

Range of Reading and Level of Text Complexity

- Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course

Writing Standards [W]

Text Types and Purposes

- Write arguments
 - Introduce claims and distinguish from opposing claims
 - Develop claims and supply evidence
 - Use transitions to link sections of the text
 - Establish and maintain a style appropriate to the audience and purpose
 - Provide a concluding statement
- Write informative/explanatory texts
 - Introduce and organize complex ideas
 - Develop the topic with evidence
 - Use transitions
 - Use domain specific vocabulary
 - Establish and maintain a style appropriate to the audience and purpose
 - Provide a concluding statement
- Write narratives
 - Set out a problem
 - Use narrative techniques
 - Use figurative language and precise diction
 - Provide a conclusion

Production and Distribution of Writing

- Produce clear and coherent writing
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach
- Use technology to produce and publish writing and to interact and collaborate

Research to Build and Present Knowledge

- Conduct short as well as sustained research projects
- Gather relevant information from multiple print and digital sources
 - Assess the credibility of the sources
 - Quote or paraphrase sources
 - Avoid plagiarism
 - Follow a standard of citation
- Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research

Range of Writing

- Write routinely over extended time frames and shorter time frames

Speaking and Listening Standards [SL]

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions
 - Come prepared
 - Set and follow rules
 - Pose and respond questions
 - Review key ideas
- Integrate multiple sources of information presented in diverse media and formats and evaluate credibility
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reason or exaggerated or distorted evidence

Presentation of Knowledge and Ideas

- Present information, findings, and evidence so a listener can follow a line of reasoning
- Make strategic use of digital media
- Adapt speech to a variety of contexts and tasks

Language Standards [L]

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking
 - Manipulate and rearrange sentences
 - Use various types of phrases
 - Use parallel structure
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - Use a semicolon
 - Use a colon to introduce a list or quotation
 - Spell correctly

Knowledge of Language

- Use knowledge of language to understand how language functions in different contexts
 - Write and edit a work that conforms to a guideline (MLA)
 - Revise and edit a work to reduce redundancy

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown or multiple meaning words based on grade 9 or 10 reading and content
 - Use context clues
 - Identify and correctly use patterns of word change
 - Consult reference materials
 - Verify the preliminary determination
- Demonstrate understanding of figurative language
 - Interpret figures of speech
 - Analyze nuances in denotative meaning
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
 - Independently research words and gather vocabulary knowledge