ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

South Kingstown School Department

ENGLISH LANGUAGE ARTS
CURRICULUM  GRADES 9-10

South Kingstown High School
Curriculum Writers:  Michael Alper (Department Head), Christine Mohan, and Karen Sorlien
The South Kingstown School Department English Language Arts Curriculum for grades K-12 was completed in January 2014 by a K-12 team of teachers. The team, identified as the English Language Arts Task Force and English Language Arts Curriculum Writers, referenced a variety of resources to design the document that included:

- Common Core State Standards for English Language Arts
- Common Core State Standards for English Language Arts, Appendices A, B, C
- Understanding Common Core State Standards, Kendall
- Classroom Instruction That Works
- Best Practice, New Standards for Teaching and Learning in America's Schools
- Common Core Curriculum Maps
- Differentiated Instructional Strategies
- Goals for the district
- PARCC Model Content Frameworks
- Numerous state curriculum Common Core frameworks, e.g. California, Ohio, New York

The South Kingstown School Department English Language Arts Curriculum identifies what students should know and be able to do in English Language Arts. Each grade or course includes Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS), grade level tasks, teacher notes, best practice instructional strategies, resources, map (or suggested timeline), rubrics, checklists, and common formative and summative assessments.

The Common Core State Standards (CCSS) anchor standards include:

- **College and Career Readiness Anchor Standards for Reading**
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge
  - Range of Reading

- **College and Career Readiness Anchor Standards for Writing**
  - Text Types and Purposes
  - Production and Distribution of Writing
  - Research to Build and Present Knowledge
  - Range of Writing

- **College and Career Readiness Anchor Standards for Speaking and Listening**
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas

- **College and Career Readiness Anchor Standards for Language**
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use

The South Kingstown School Department Common Core English Language Arts Curriculum provides all students with a sequential comprehensive education in English Language Arts through the study of:

- Reading (literary and Informational)
- Writing
- Speaking and Listening
- Language

8b
The South Kingstown School Department Common Core English Language Arts Curriculum provides a list of research-based best practice instructional strategies that the teacher may model and/or facilitate. It is suggested the teacher:

- Use **formative assessment** to guide instruction
- Use **constructive and extended responses**
- Use **Classroom Instruction That Works Strategies**:
  - setting objectives and providing feedback
  - reinforcing effort and providing recognition
  - cooperative learning
  - cues, questions, and advance organizers
  - nonlinguistic representations
  - summarizing and note taking
  - assigning homework and providing practice
  - identifying similarities and differences
  - generating and testing hypotheses
  - provide opportunities for **independent, partner and collaborative group work**
- Differentiate **instruction** by varying the **content, process, and product** and providing opportunities for:
  - 5-3-1 strategy
  - anchoring
  - cubing
  - jigsaw
  - pre/post assessments
  - tiered assignments
- Address **multiple intelligences** instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
- Provide opportunities for **higher level thinking**: Webb's Depth of Knowledge, 2,3,4, skill/conceptual understanding, strategic reasoning, extended reasoning
- Facilitate integration of the **Applied Learning Standards (SCANS)**:
  - communication
  - critical thinking
  - problem solving
  - reflection/evaluation
  - research
- Model the use of **graphic organizers**:
  - sequence organizers (chains, cycle),
  - concept development (mind map),
  - compare/contrast organizers (Venn diagrams, comparison charts),
  - organizers (word web, concept map),
  - evaluation organizers (charts, scales),
  - categorize/classify organizers (categories, tree)
  - relational organizers (fish bone, pie chart)
- **Employ best practice reading strategies**
  - read aloud
  - think aloud
  - shared reading
  - guided reading
  - self-selected reading
• Model the following reading strategies
  o using prior knowledge
  o sampling a page for readability
  o summarizing
  o predicting and making text based inferences
  o determining importance
  o generating literal, clarifying, and inferential questions
  o constructing sensory images (making pictures in one’s mind)
  o making connections (text to self, text to text, and text to world)
  o taking notes
  o locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
  o using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
  o using metacognition strategies for understanding text

• Facilitate comprehension strategies
  o making connections
  o questioning
  o visualizing
  o inferring
  o determining importance
  o synthesizing information
  o self-monitoring or fix-up
  o predicting
  o summarizing

• Facilitate
  o Annotated works cited
  o Guided writing
  o Article of the week
  o Fishbowl
  o Literature circles
  o Readers’ theater
  o Socratic seminar
  o Writer’s Notebook

• Employ strategies of “best practice” (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)

• Provide rubrics and models

COMMON ASSESSMENTS
The South Kingstown Common Core English Language Arts Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common tasks/performance- based tasks, standardized mid-term exam, standardized final exam.

• REQUIRED COMMON ASSESSMENTS
  o STAR Assessment
  o Mid-term exam
  o Final exam
  o Comprehensive course assessment
  o Performance-based common task
  o Performance-based unit

• Common Instructional Assessments (I) - used by teachers and students during the instruction of CCSS.

• Common Formative Assessments (F) - used to measure how well students are mastering the content standards before taking state assessments
  o teacher and student use to make decisions about what actions to take to promote further learning
  o on-going, dynamic process that involves far more frequent testing
  o serves as a practice for students
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- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
  - make some sort of judgment, e.g. what grade
  - program effectiveness
  - e.g. state assessments (AYP), mid-year and final exams

Additional assessments include:

- Anecdotal records
- Conferencing
- Constructed responses
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes – verbal
- Oral presentations

- Research
- Rubrics/checklists
  - Departmental/ District
  - PARCC
  - Teacher designed
- Summarizing and note taking
- Tests and quizzes
- Technology
- Think-alouds
- Writing genres
  - Argument
  - Informative
  - Narrative
- Vocabulary
# English Language Arts Curriculum Grades 9-10

**Curriculum Writers:** Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

## Literature

### Grade 11
- Animal Farm
- Beowulf
- Macbeth
- Nineteen Eighty-Four
- Oedipus the King
- The Odyssey
- Informational
- Utopia and The Prince
- Walden

### Grade 12

### Supplementary books/material
- 7 Keys to Comprehension, Zimmermann, Hutchins
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano
- Grade Level and Grade Span Expectations for English Language Arts
- Literature Circles, Daniels
- Mosaic of Thought, Keene, Zimmerman
- Reading Essentials, Routman
- Rhode Island Pre-K-12 Literacy Policy
- Strategies that Work, Non Fiction Matters, Harvey

### Supplementary Teacher Links
- Common Core Maps [www.commoncore.org/maps](http://www.commoncore.org/maps)
- Comprehensive Assessment System: Rhode Island Criteria & Guidance [http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf](http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf)
- Grammar girl [http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf](http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf)
- Library Database (Ebsco, World Book, etc.)
- PARCC [http://www.parcconline.org/parcc-content-frameworks](http://www.parcconline.org/parcc-content-frameworks)

## Reading Standards Links
- 7 Keys to Comprehension [http://www.unit5.org/hoose/brochures/Parents%20Seven%20Keys.pdf](http://www.unit5.org/hoose/brochures/Parents%20Seven%20Keys.pdf)
- Reader’s Workshop [http://www.readersworkshop.org/](http://www.readersworkshop.org/)

## Writing Standards Links
- Criterion Writing Evaluation [https://criterion.ets.org/](https://criterion.ets.org/)
- Research, grammar [http://owl.english.purdue.edu](http://owl.english.purdue.edu)
- Teaching Argument Writing, George Hillocks, Jr.
- Write Like This, Kelly Gallagher
- Research, grammar [http://owl.english.purdue.edu](http://owl.english.purdue.edu)

## Speaking and Listening Standards Links
- Reader’s Workshop [http://www.readersworkshop.org/](http://www.readersworkshop.org/)

## Technology
- Computers
- LCD projectors
- Smartboards™

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**Resources Grades 11-12**

- **Lexile rates**: 1080-1305
- **LITERARY**
  - **Grade 11**
    - Literary
      - Animal Farm
      - Beowulf
      - Macbeth
      - Nineteen Eighty-Four
      - Oedipus the King
      - The Odyssey
      - Informational
      - Utopia and The Prince
      - Walden
  - **Grade 12**
  - **Supplementary books/material**
    - 7 Keys to Comprehension: How to Help Your Kids Read It and Get It, Zimmermann, Hutchins
    - Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
    - Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano
    - Grade Level and Grade Span Expectations for English Language Arts
    - Literature Circles, Daniels
    - Mosaic of Thought, Keene, Zimmerman
    - Reading Essentials, Routman
    - Rhode Island Pre-K-12 Literacy Policy
    - Strategies that Work, Non Fiction Matters, Harvey

  - **Supplementary Teacher Links**
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    - Comprehensive Assessment System: Rhode Island Criteria & Guidance [http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf](http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf)
    - Grammar girl [http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf](http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf)
    - Library Database (Ebsco, World Book, etc.)
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2014.1.28a

South Kingstown School Department

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Standards organized into suggested quarter modules (PARCC)

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<th>Close Reading of Texts</th>
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<td><strong>RL.RL.7.10</strong></td>
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<td><strong>3-5 Short Texts</strong></td>
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<td>Literature: 2–3</td>
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<td>Informational texts: 1–2</td>
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<td><strong>1 Extended Test</strong></td>
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<th>Writing About Texts</th>
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<td><strong>Routine Writing</strong></td>
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<tr>
<td>Develop and convey understanding</td>
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<td>Focus on arguments</td>
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<tr>
<td><strong>4–6 Analyses</strong></td>
</tr>
<tr>
<td>Develop and convey understanding</td>
</tr>
<tr>
<td>Focus on inform &amp; explain</td>
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<tr>
<th>Research Project</th>
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<tr>
<td><strong>W.7.3–9, RL.RL.7.1–10</strong></td>
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<tr>
<td><strong>1 Research Project</strong></td>
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<td>Additional texts and writing for research</td>
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<td>Convey experiences</td>
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<tr>
<th>Narrative Writing</th>
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<tr>
<td><strong>W.7.3–6</strong></td>
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<tr>
<td><strong>1–2 Narratives</strong></td>
</tr>
<tr>
<td>Convey experiences</td>
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</table>

*For Reading and Writing in Each Module*

- Cite evidence: RL.RL.7.1
- Analyze content: RL.RL.7.2–9, SL.7.2–3
- Study & apply grammar: L.7.1–3
- Study & apply vocabulary: L.7.4–6
- Conduct discussions: SL.7.3
- Report findings: SL.7.4–6
<table>
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<tbody>
<tr>
<td><strong>READING – LITERATURE</strong></td>
<td>Key Ideas and Details</td>
<td>South Kingstown School Department</td>
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</tr>
<tr>
<td><strong>RL 9-10.1</strong></td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td></td>
<td>TEACHER NOTES: See instructional strategies in the introduction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| *Guiding Questions* | • What textual evidence did you identify to support your analysis of the text? Cite multiple examples  
                   • What inferences can you draw from your analysis of the text? How do you know?  
                   • Which evidence most strongly supports your analysis of the text? | **Academic Vocabulary** | • Analysis  
                   • Cite  
                   • Conclude  
                   • Explicit  
                   • Inference  
                   • Textual evidence  
                   • Thorough | **PARCC Evidence** | Provide opportunities for independent, work  
                   • Journal response  
                   • Tic-Tac-Toe | **Resources** | See resources in the introduction |
|                 |                                                                     |                                                                         | Use formative assessment to guide instruction | ** текстbook** | **Textbook** |
| **RL 9-10.2**   | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |                                                                         | Provide opportunities for partner work  
                   • Think-pair-share  
                   • Turn-and-talk  
                   • Peer editing |                    |                   |
|                 |                                                                     |                                                                         | Provide opportunities for collaborative work  
                   • Jig-sawing  
                   • Socratic Seminar  
                   • Reader’s Theater  
                   • Literature Circles | |                   |
|                 |                                                                     |                                                                         | Differentiate instruction by varying the content, process, and product and providing opportunities for:  
                   • Anchoring  
                   • Cubing  
                   • Pre/post assessments  
                   • Tiered assignments | **Resource Notes** | **Resource Notes** | See assessments in the introduction |
|                 |                                                                     |                                                                         | Address multiple intelligences instructional strategies, e.g. visual, bodily kinesthetic, interpersonal |                    |                   |
|                 |                                                                     |                                                                         | Model the use of graphic organizers:  
                   • Categorize/classify organizers (categories, tree)  
                   • Compare/contrast organizers (venn diagrams, comparison charts)  
                   • Concept development (mind map)  
                   • Evaluation organizers (charts, scales)  
                   • Organizers (word web, concept map)  
                   • Relational organizers (fish bone, pie chart)  
                   • Sequence organizers (chains, cycle) | |                   |

**STANDARDS/BENCHMARKS**
- **Grade 9**
  - Romeo and Juliet
  - Fahrenheit 451 OR A Separate Peace
- **Grade 10**
  - Of Mice and Men
  - Julius Caesar OR Othello
  - To Kill a Mockingbird OR The Adventures of Huckleberry Finn

**Resource List**
- Core Books (Lexile rates 1080-1305)
  - Grade 9:  
    - Romeo and Juliet
    - Fahrenheit 451 OR A Separate Peace
  - Grade 10:  
    - Of Mice and Men
    - Julius Caesar OR Othello
    - To Kill a Mockingbird OR The Adventures of Huckleberry Finn

**ASSESSMENTS**
- **Required Common Assessments**
  - Mid-term exam
  - Final exam
  - Comprehensive course assessment
  - Performance-based common task
  - Performance-based unit

**Suggested Format/Summative Assessments**
- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.  
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes – verbal
  - Oral presentations
- Research
- Rubrics/checklists  
  - Departmental/District
  - PARCC

**Web Resources**
- www.corestandards.org
- www.ride.ri.gov
- PARCC: http://www.parcconline.org/
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<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td>theme?</td>
<td>+</td>
<td>STANDARDS/BENCHMARKS</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Identify additional details that shaped the theme or central passage.</td>
<td>+</td>
<td>Essential Knowledge and Skills</td>
<td>• Emerge</td>
<td>• PARCC</td>
<td>o Teacher designed</td>
</tr>
<tr>
<td>• Determine theme or central idea</td>
<td>+</td>
<td>• Objective</td>
<td>• Romance</td>
<td>Tests and quizzes</td>
<td></td>
</tr>
<tr>
<td>• Analyze theme or central idea development</td>
<td>+</td>
<td>• Refine</td>
<td>• Fahrenheit 451 OR Romeo and Juliet</td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>• Make inferences</td>
<td>+</td>
<td>• Summarize</td>
<td>• A Separate Peace</td>
<td>Think-alouds</td>
<td></td>
</tr>
<tr>
<td>• Formulate an objective summary of the text</td>
<td>+</td>
<td>• Theme/Central Idea</td>
<td></td>
<td>Writing genres</td>
<td></td>
</tr>
<tr>
<td>• Determine how the theme/central idea is refined</td>
<td>+</td>
<td>Literature</td>
<td>• Argumentative</td>
<td>o Informative</td>
<td></td>
</tr>
<tr>
<td>PARCC Evidence</td>
<td>+</td>
<td>Grade 9</td>
<td>• Plot</td>
<td>o Narrative</td>
<td></td>
</tr>
<tr>
<td>• Provides a statement of a theme or central idea of a text. (1) PARCC Evidence</td>
<td>+</td>
<td>o Romeo and Juliet</td>
<td>• Vocabulary</td>
<td></td>
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</tr>
<tr>
<td>• Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. (2) PARCC Evidence</td>
<td>+</td>
<td>o Fahrenheit 451 OR A Separate Peace</td>
<td></td>
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<tr>
<td>• Provides an objective summary of a text. (3) PARCC Evidence</td>
<td>+</td>
<td>Grade 10</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PARCC Evidence</td>
<td>+</td>
<td>o Of Mice and Men</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Identify multiple/conflicting motivations</td>
<td>+</td>
<td>o Julius Caesar OR Othello</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Analyze character interactions</td>
<td>+</td>
<td>o To Kill a Mockingbird OR The Adventures of Huckleberry Finn</td>
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</tr>
</tbody>
</table>

### Literature

#### Grade 9

- Romeo and Juliet
- Fahrenheit 451 OR A Separate Peace

#### Grade 10

- Of Mice and Men
- Julius Caesar OR Othello
- To Kill a Mockingbird OR The Adventures of Huckleberry Finn

### Guiding Questions

- Which characters can be described as complex and what makes them complex?
- How did the author reveal those characters’ complexity e.g. through actions, dialogue, interactions?
- How do the characters’ developments advance the reader’s understanding of the theme or central idea?

### Essential Knowledge and Skills

- Identify character traits or aspects
- Identify multiple/conflicting character motivations
- Analyze character interactions
- Analyze relationship of characterization to plot

### Academic Vocabulary

- Aspect
- Characterization
- Complex character
- Conflicting
- Development
- Dialogue
- Interact
- Motivation
- Plot
- Theme

### Literature

- Students work in Literature Circles/ flexible groups, examining poetry, short stories, dramas and/or novels centered on themes. Groups may be homogeneous allowing teachers to select texts at, above or below grade level or students may be heterogeneously grouped with differing tasks (literature circle roles) assigned within groups.

For more information about this topic, teachers can find resources at [http://www.parcconline.org/parcc-content-frameworks](http://www.parcconline.org/parcc-content-frameworks) and further references, visit [http://www.worldlingo.com/ma/enwiki/Circles/index.html](http://www.worldlingo.com/ma/enwiki/Circles/index.html).
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<tr>
<td><strong>READING – LITERATURE</strong></td>
<td><strong>Craft and Structure</strong></td>
<td><strong>Students</strong></td>
<td><strong>PARCC Evidence</strong></td>
<td><strong>Grade 9</strong></td>
<td><strong>TEACHER NOTES</strong></td>
</tr>
<tr>
<td>PV</td>
<td>RL.9-10.4</td>
<td>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</td>
<td><strong>How does the author’s use of figurative language affect the tone of the text?</strong></td>
<td><strong>Affect/Efect</strong></td>
<td><strong>Textbook</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>How does the author use connotation to affect the text?</strong></td>
<td><strong>Allusions</strong></td>
<td><strong>Core Books</strong></td>
<td><strong>REQUIRED COMMON ASSESSMENTS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>How can analogies and allusion affect the tone of the text and/or enhance the meaning?</strong></td>
<td><strong>Analyze</strong></td>
<td>(Lexile rates 1080-1305)</td>
<td>• Mid-term exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>What is the cumulative effect of the author’s use of language, e.g., shapes tone, establishes audience, characterizes the narrator?</strong></td>
<td><strong>Connotation</strong></td>
<td>Grade 9</td>
<td>• Final exam</td>
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<td><strong>Essential Knowledge and Skills</strong></td>
<td><strong>Cumulative</strong></td>
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<td>• Comprehensive course assessment</td>
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<td></td>
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<td><strong>Determine figurative meaning</strong></td>
<td><strong>Denotation</strong></td>
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<td>• Performance-based common task</td>
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<td><strong>Determine connotative meaning</strong></td>
<td><strong>Determine</strong></td>
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<td>• Performance-based unit</td>
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<td><strong>Understand connotations</strong></td>
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2014.1.28a
South Kingstown School Department
### ENGLISH LANGUAGE ARTS CURRICULUM GRADERS 9-10

Curriculum Writers: Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

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<th>STANDARDS</th>
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<td><strong>STANDARDS/BENCHMARKS</strong></td>
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- **Identify tone**
- **Understand how word choice affects tone**
- **Understand how word choice affects meaning**
- **Identify cumulative effects of word choice**

**PARCC Evidence**
- **Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on meaning and/or tone.**

*PARCC Evidence*

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<th>Grade 9</th>
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<td>Romeo and Juliet</td>
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<tr>
<td>Fahrenheit 451 OR A Separate Peace</td>
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- **Tone**
- **Metaphor**
- **Omnomotiveipa**
- **Personification**
- **Simile**

**INSTRUCTIONAL STRATEGIES**

- **content, process, and product**
- **Anchoring**
- **Cubing**
- **Pre/post assessments**
- **Tiered assignments**

Address multiple intelligences 
- Instructional strategies, e.g., visual, bodily kinesthetic, interpersonal

**Model the use of graphic organizers:**
- **Categorize/classify organizers** (categories, tree)
- **Compare/contrast organizers** (venn diagrams, comparison charts)
- **Concept development** (mind map)
- **Evaluation organizers** (charts, scales)
- **Organizers (word web, concept map)**
- **Relational organizers** (fish bone, pie chart)
- **Sequence organizers** (chains, cycle)

**Post-It Plot**

Students choose five key sentences that show plot development and write them on Post-It notes. Then, students rearrange the Post-It notes and express (orally or in writing) how rearranging the plot development changes the theme and/or meaning in the work. Students pay particular attention to the development of mystery, tension and surprise. ODE

**TP-CASTT Method of Analysis**

Students use the Title, Paraphrase, Connotation, Attitude, Shift, Theme and Title (TP-CASTT) Method of poetry analysis. The Connotation section is particularly applicable to the Common Core Standards because students must look critically at how a writer uses device (metaphor, simile, alliteration, etc.) to convey meaning (College Board/AP).

The purpose is to compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. The students

**Academic Vocabulary**

- **Analyze**
- **Contribute**
- **Effect**
- **Emotional response**
  - tension
  - mystery
  - surprise
- **Text Structure**
  - parallel plot
  - flashback
  - foreshadowing
  - pacing
  - manipulate
  - shifting
- **perspective/narrative shifts**

**Literature**

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<th>Grade 9</th>
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<tr>
<td>Romeo and Juliet</td>
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**ASSESSMENTS**

- **Interviews**
- **Graphic organizers**
- **Journals**
- **Multiple Intelligences assessments, e.g.**
  - **Graphic organizing - visual**
  - **Collaboration - interpersonal**
  - **Role playing - bodily kinesthetic**
  - **Oral quizzes – verbal**
- **Research**
- **Rubrics/checklists**
  - Departmental/District
  - PARCC
  - Teacher designed
- **Tests and quizzes**
- **Technology**
- **Think-alouds**
- **Writing genres**
  - Arguments
  - Informative
  - Narrative
- **Vocabulary**

---

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

**Guiding Questions**

- How does the author order the events? What is the effect?
- Identify the devices used to manipulate time.
- How does the structure of the text contribute to its meaning?
- How does the text structure affect the reader’s emotional response?

**Essential Knowledge and Skills**

- Understand text structures and their forms
- Understand parallel plots
- Identify pattern manipulation techniques
- Understand and analyze how text structure contributes to the meaning of a text
- Analyze how an author’s choices regarding structure shape the reader’s emotional response

**PARCC Evidence**

- Provides an analysis of how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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**RESOURCES**

- **Tests and quizzes**
  - Departmental/District
  - PARCC
  - Teacher designed
- **Technology**
- **Think-alouds**
- **Writing genres**
  - Arguments
  - Informative
  - Narrative
- **Vocabulary**
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<td>will use poems and read aloud analyzing how the structure of the poem influences the meaning. Students will work in small groups and look at poetry anthologies to find poems that are structurally different and similar, and analyze using graphic organizers. The following online resources listed can assist teachers further with this strategy: ODE</td>
<td><a href="http://www.poets.org">www.poets.org</a></td>
<td><a href="http://www.poetryfoundation.org">www.poetryfoundation.org</a></td>
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**RL 9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Guiding Questions**
- What is the origin of the piece of literature? How would you describe the culture?
- What values and beliefs motivate the main character?
- How are the customs and expectations in the work different from those of the reader?
- What point of view is presented?
- How does cultural experience influence or shape the point of view?

**Essential Knowledge and Skills**
- Understand and identify point of view
- Identify the cultural context of the text.
- Identify how the cultural context or point of view of the text shapes the reader’s response.
- Analyze how the cultural experiences or point of view shape the text and its meaning.

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

**Academic Vocabulary**
- Cultural Context
- Develop
- Effect
- Irony
- Narrator
- Objective
- Omniscient/limited
- Omnipotent
- Point Of View/Perspective
- Subjective

**Literature**
- **Grade 9**
  - Romeo and Juliet
  - Fahrenheit 451 OR A Separate Peace
- **Grade 10**
  - Of Mice and Men
  - Julius Caesar OR Othello
  - To Kill a Mockingbird OR The Adventures of Huckleberry Finn

**READING – LITERATURE**

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<tr>
<th>TEACHER NOTES</th>
<th>RESOURCE NOTES</th>
<th>ASSESSMENT NOTES</th>
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2014.1.28a South Kingstown School Department
## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

**Curriculum Writers:** Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

### STANDARDS

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

**RL 9-10.9** Analyze how an author draws on and transforms source material specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

### GUIDING QUESTIONS

- What mediums are used to present the subject?
- Which elements/details are emphasized in the different mediums?
- What elements/details are absent from the different mediums?
- What was the message or attitude from each of the mediums? Did they share the same message?
- What inferences can you draw from those similarities and differences?
- How does the use of a certain medium affect the account?

### ESSENTIAL KNOWLEDGE AND SKILLS

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

**PARCC Evidence**

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

### ACADEMIC VOCABULARY

**Academic Vocabulary**

- Account
- Analyze
- Detail
- Elements
- Emphasize
- Format
- Inference
- Medium
- Multimedia
- Representation
- Subject
- Treatment

### LITERATURE

**Grade 9**

- Romeo and Juliet
- *A Separate Peace*

**Grade 10**

- *Of Mice and Men*
- *Julius Caesar OR Othello*
- *To Kill a Mockingbird OR The Adventures of Huckleberry Finn*

### DIFFERENTIATE INSTRUCTION BY VARYING THE CONTENT, PROCESS, AND PRODUCT

Model the use of **graphic organizers**:

- Categorize/classify organizers (categories, tree)
- Compare/contrast organizers (Venn diagrams, comparison charts)
- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map)
- Relational organizers (fish bone, pie chart)
- Sequence organizers (chains, cycle)

### ASSESSMENTS

**REQUIRED COMMON ASSESSMENTS**

- Mid-term exam
- Final exam
- Comprehensive course assessment
- Performance-based common task
- Performance-based unit

**SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS**

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals

**MULTIPLE INTELLIGENCES ASSESSMENTS, e.g.**

- Graphic organizing - visual
- Collaboration - interpersonal
- Role playing - bodily kinesthetic
- Oral quizzes – verbal
- Oral presentations
- Research
- Rubrics/checklists

**TECHNOLOGY**

- Computers
- LCD projectors
- Interactive boards

**WEBSITES**

- [www.corestandards.org](http://www.corestandards.org)
- [www.ride.ri.gov](http://www.ride.ri.gov)
- [PARCC](http://www.parcconline.org)
- [PARCC](http://www.parcconline.org/pe)

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2014.1.28a

South Kingstown School Department
# English Language Arts Curriculum Grades 9-10

**Curriculum Writers:** Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

## Standards and Benchmarks

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<th>INSTRUCTIONAL STRATEGIES</th>
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<td>- Allusion</td>
<td>- Analyze</td>
<td>- Deviate</td>
<td>- Draw From</td>
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### PARCC Evidence

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

### Essential Knowledge and Skills

- Identify original themes or topics
- Identify transformed source material
- Analyze authors use of source material

### PARCC Evidence

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

### Student Expectations

**Reading - Literature**

- **Range of Reading and Level of Text Complexity**
  - **RL 9-10** By the end of grade 9, read and comprehend literature including stories, dramas, and poems in the grades 9–10 text complexity band (Lexile rates 1080-1305) proficiently, with scaffolding as needed at the high end of the range.
  - By the end of grade 10, read and comprehend literature including stories, dramas, and poems at the high end of the grades 9–10 text complexity band (Lexile rates 1080-1305) independently and proficiently

**Teacher Notes**

- See instructional strategies in the introduction
- Use **formative assessment** to guide instruction
- Provide opportunities for **independent work**
  - Journal response
  - Tic-Tac-Toe
- Provide opportunities for **partner work**
  - Think-pair-share
  - Turn-and-talk
  - Peer editing
- Provide opportunities for **collaborative work**

**Resource Notes**

- See resources in the introduction

**Assessment Notes**

- See assessments in the introduction

**Required Common Assessments**

- Mid-term exam
- Final exam
- Comprehensive course assessment
- Performance-based common task
- Performance-based unit

**Suggested Formatative/Summative Assessments**

- Tests and quizzes
- Technology
- Think-alouds
- Writing genres
  - Arguments
  - Informative
  - Narrative
- Vocabulary

### Additional Resources

- [ PARCC Draft Model Content Frameworks For English Language Arts 2.pdf](http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts2.pdf)
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<td>- What makes a text hard to comprehend?</td>
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<tr>
<td>Students develop an individual Literacy Memoir/Portfolio with consideration given to range of reading and level of text complexity. For example, each student starts with an honest assessment of his or her personal literacy experience (graphic novels, fantasy books). Then, as the student progresses through school texts and personal texts, he or she strives to include more types of texts (classic novels, visual texts, blogs, etc.). ODE</td>
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<tr>
<td><strong>Literacy Circles</strong></td>
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<tr>
<td>Students work in Literature Circles/flexible groups, examining poetry, short stories, dramas and/or novels centered on themes. Groups may be homogeneous allowing teachers to select texts at, above or below grade level or students may be heterogeneously grouped with differing</td>
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**ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10**

Curriculum Writers: Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>ASSESSMENTS</th>
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</thead>
<tbody>
<tr>
<td>- Supplementary Books, Teacher (T) Student ($)</td>
<td>- Anecdotal records</td>
</tr>
<tr>
<td>- Technology</td>
<td>- Conferencing</td>
</tr>
<tr>
<td>- Computers</td>
<td>- Exhibits</td>
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<td>- LCD projectors</td>
<td>- Interviews</td>
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<tr>
<td>- Interactive boards</td>
<td>- Graphic organizers</td>
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<tr>
<td>- Websites</td>
<td>- Journals</td>
</tr>
<tr>
<td>- <a href="http://www.corestandards.org">www.corestandards.org</a></td>
<td>- Multiple Intelligences assessments, e.g.</td>
</tr>
<tr>
<td>- <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></td>
<td>- o Graphic organizing - visual</td>
</tr>
<tr>
<td>- PARCC</td>
<td>- o Collaboration - interpersonal</td>
</tr>
<tr>
<td>- <a href="http://www.parcconline.org/">http://www.parcconline.org/</a></td>
<td>- o Role playing - bodily kinesthetic</td>
</tr>
<tr>
<td>- PARCC</td>
<td>- o Oral quizzes - verbal</td>
</tr>
<tr>
<td>- <a href="http://www.parcconline.org/parcc-content-frameworks">http://www.parcconline.org/parcc-content-frameworks</a></td>
<td>- Oral presentations</td>
</tr>
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<td>- Research</td>
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<td>- Technology</td>
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<td></td>
<td>- Think-alouds</td>
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<td>- Writing genres</td>
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<td>- o Arguments</td>
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<td>- o Informative</td>
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<td>- o Narrative</td>
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<td>- Vocabulary</td>
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South Kingstown School Department

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### ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Unit</th>
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<tr>
<th>STANDARDS/BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Kingstown School Department</td>
<td>tasks (literature circle roles) assigned within groups. More information about this topic can be found ODE at <a href="http://olc.spd.sk.ca/de/pd/strats/literaturecircles/index.html">http://olc.spd.sk.ca/de/pd/strats/literaturecircles/index.html</a></td>
<td>For information about the Coleman-Liau Index and further references, visit &lt;<a href="http://www.worldlingo.com/ma/enwiki/index.php?title=">http://www.worldlingo.com/ma/enwiki/index.php?title=</a> Coleman-Liau_Index&gt;</td>
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</tbody>
</table>

**READING – INFORMATIONAL TEXT**

**Key Ideas and Details**

**Students**

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

**Guiding Questions**

- What textual evidence did you identify to support your analysis of the text? Cite multiple examples
- What inferences can you draw from your analysis of the text? How do you know?
- Which evidence most strongly supports your analysis of the text?

**Essential Knowledge and Skills**

- Analyze the text.
- Identify explicit textual evidence.
- Cite evidence.
- Draw inferences.
- Support inference using several pieces from the text.
- Provide thorough support (evidence).

**PARCC Evidence**

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

**Academic Vocabulary**

- Analysis
- Cite
- Conclude
- Explicit
- Inference
- Textual evidence
- Thorough

**Informational**

**Grade 9**

- **Night**
- **Grade 10, e.g.**
- **Into the Wild**

**TEACHER NOTES**

See instructional strategies in the introduction.

Use format assessment to guide instruction.

Provide opportunities for **independent, work**

- Journal response
- Tic-Tac-Toe

Provide opportunities for **partner work**

- Think-pair-share
- Turn-and-talk
- Peer editing

Provide opportunities for **collaborative work**

- Jig-sawing
- Socratic Seminar
- Reader’s Theater
- Literature Circles

**Differentiate instruction** by varying the content, process, and product and providing opportunities for:

- Anchoring
- Cubing
- Pre/post assessments
- Tiered assignments

Address **multiple intelligences**

- Instructional strategies, e.g. visual, bodily kinesthetic, interpersonal

Model the use of **graphic organizers**:

- Categorize/classify organizers

**TEXTBOOK**

- Core Books
  - (Lexile rates 1080-1305)
  - **Grade 9**
    - **Night**
    - Selected article/editorials pertaining to literary and informational text (Holocaust themed selections)
    - Selected article/editorials pertaining to literary and informational text (Oprah, Elie Wiesel)
  - **Grade 10, e.g.**
    - **Into the Wild**
    - Excerpts from Emerson or Thoreau
    - Selected speeches revolutionary presidential and civil rights (written, audio, and video)
    - Selected articles/editorials pertaining to literary and informational text (Outside Magazine)

**Supplementary Books, Teacher**

- **(T) Student ($)**
  - 
  - 

**RESOURCES**

See resources in the introduction.

**REQUIRED COMMON ASSESSMENTS**

- Mid-term exam
- Final exam
- Comprehensive course assessment
- Performance-based common task
- Performance-based unit

**SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS**

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Unit</th>
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<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENTS</th>
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</thead>
</table>
| RI.9-10.2 | South Kingstown School Department | RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | (categories, tree) | Technology | kinesthetic  
- Oral quizzes – verbal |
| Guiding Questions | | • Analyze  
- Central idea  
- Cite Evidence  
- Determine  
- Development  
- Emerge  
- Objective  
- Refine  
- Summarize | • Computers  
- LCD projectors  
- Interactive boards | Websites | • Oral presentations  
- Research  
- Departmental/ 
District  
- PARCC  
- Teacher designed  
- PARCC Draft  
- Model Content Frameworks For English LanguageArts0.pdf  
- English LanguageArts0.pdf | • Rubrics/checklists  
- Departments  
- PARCC  
- Teacher designed  
- PARCC Draft  
- Model Content Frameworks For English LanguageArts0.pdf  
- English LanguageArts0.pdf | 
| PARCC Evidence | | • Compare/contrast organizers (venn diagrams, comparison charts)  
- Concept development (mind map)  
- Evaluation organizers (charts, scales)  
- Organizers (word web, concept map)  
- Relational organizers (fish bone, pie chart)  
- Sequence organizers (chains, cycle) | Text Support for Guided Reading Questions | 
- CPSS  
- Research  
- Technology  
- Think-alouds  
- Writing genres  
- Argumentative  
- Informative  
- Narrative  
- Vocabulary | 
| RI.9-10.3 | | RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | Grade 9  
- Night  
Grade 10, e.g.  
- Into the Wild | Materials | Word Walls |
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Unit</th>
<th>STANDARDS/BENCHMARKS</th>
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<td>South Kingstown School Department</td>
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</table>

**Essential Knowledge and Skills**
- Identify text purpose
- Understands how ideas and events are connected and developed through the text
- Evaluate the effect of the order in which a text unfolds

**PARCC Evidence**
- Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the order in which points are made.
  (1) **PARCC Evidence**
- Provides an analysis of how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed. (2) **PARCC Evidence**
- Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them. (3) **PARCC Evidence**

**Guiding Questions**
- What is the tone of this piece?
- How did the author create the tone through word choice?
- What impact does this choice have?
- What is the cumulative effect, e.g., shapes tone, establishes audiences and signals purpose?

**Essential Knowledge and Skills**
- Determine figurative meaning
- Determine connotative meaning
- Understand connotations
- Identify tone
- Understand how word choice affects tone
- Understand how word choice affects meaning
- Identify cumulative effects of word choice

**Academic Vocabulary**
- Affect/Effect
- Allusions
- Analyze
- Connotation
- Cumulative
- Denotation
- Determine
- Diction/word choice
- Evolve
- Figurative Meaning
  - Analogy
  - Hyperbole
  - Idioms
  - Metaphor
  - Onomatopoeia
  - Personification

**PARCC Evidence**

**TEACHER NOTES**
- See instructional strategies in the introduction
- Use formative assessment to guide instruction
- Provide opportunities for independent work
  - Journal response
  - Tic-Tac-Toe
- Provide opportunities for partner work
  - Think-pair-share
  - Turn-and-talk
  - Peer editing
- Provide opportunities for collaborative work
  - Jig-sawing
  - Socratic Seminar
  - Reader’s Theater
  - Literature Circles

**Differentiate instruction by varying the content, process, and product and**

**RESOURCE NOTES**
- See resources in the introduction

**Textbook**
- Core Books
  - (Lexile rates 1080-1305)
  - Grade 9
    - Night
  - Grade 10, e.g.
    - Into the Wild

**REQUIRED COMMON ASSESSMENTS**
- Mid-term exam
- Final exam
- Comprehensive course assessment
- Performance-based common task
- Performance-based unit assessment

**SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS**
- Anecdotal records
- Conferencing
- Exhibits
- Interviews
### ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

**STANDARDS**

**Unit**

**STANDARDS/BENCHMARKS**

South Kingstown School Department

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Unit</th>
<th>PARCC Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RI.9-10.5</strong></td>
<td>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</td>
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</tbody>
</table>

**Guiding Questions**

- How does the structure of a text contribute to its meaning?
- How does the author use text features to develop ideas?
- How does the structure of the text help to convey the author’s position and contribute to the overall meaning of a text?

**Essential Knowledge and Skills**

- Identify and analyze text structures.
- Analyze the use of text features, specifically paragraphs, sections, and chapters.
- Compare and contrast overall structure in two or more texts.
- Understand part to whole organizational structure.
- Understand and analyze how parts (sentences, paragraphs, chapters, or sections) contribute to the whole (development of ideas).
- Analyze the use of text features (e.g., graphics, headers, captions)

**PARCC Evidence**

- Provides a detailed analysis of how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text (e.g., a section or chapter).

<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
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<tbody>
<tr>
<td>Analyze</td>
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<tr>
<td>Captions</td>
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<tr>
<td>Concept</td>
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<tr>
<td>Detail</td>
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<tr>
<td>Develop</td>
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<td>Graphic</td>
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<td>Header</td>
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<td>Role</td>
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<td>Specific</td>
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<tr>
<td>Structure</td>
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<tr>
<td>Text</td>
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<td>Text Feature</td>
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<tr>
<th>Informational</th>
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<tbody>
<tr>
<td>Grade 9</td>
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<tr>
<td>Night</td>
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<tr>
<td>Grade 10, e.g.</td>
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<tr>
<td>Into the Wild</td>
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<tbody>
<tr>
<td><strong>RI.9-10.5</strong></td>
<td>providing opportunities for:</td>
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<tr>
<td></td>
<td>- Anchoring</td>
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<td></td>
<td>- Cubing</td>
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<td></td>
<td>- Pre/post assessments</td>
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<td>- Tiered assignments</td>
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Model the use of **graphic organizers:**

- Categorize/classify organizers (categories, tree)
- Compare/contrast organizers (venn diagrams, comparison charts)
- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map)
- Relational organizers (fish bone, pie chart)
- Sequence organizers (chains, cycle)

**Visual Representations**

- Students create visual representations for words and phrases used in text which can include the following:
  - Visual clues/drawings
  - Words possibly divided by prefix/suffix, etc.
  - Sentences using words (student-created, quotation from text mnemonic device) ODE

**Blog/Editorial**

- Students read a blog/editorial and analyze the author’s point of view. Students focus on word choice, tone and rhetorical devices and determine how they reveal or support the author’s purpose. ODE

**Materials**

- Word Walls

**Supplementary Books, Teacher**

- (1) Student ($) |

**Technology**

- Computers
- LCD projectors
- Interactive boards

**Websites**

- www.corestandards.org
- www.ride.ri.gov
- PARCC: http://www.parcconline.org/
- PARCC: http://www.parcconline.org/parccontentframeworks
- PARCC: http://www.parcconline.org/sites/parcc/files/parcc_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf

**ASSESSMENTS**

- Oral presentations
- Research
- Rubrics/checklists
  - Departmental/ District
  - PARCC
  - Teacher designed
- Tests and quizzes
- Technology
- Think-a-louds
- Writing genres
  - Arguments
  - Informative
  - Narrative
- Vocabulary

**RESOURCES**

- audio, and video |
  - Selected articles/editorials pertaining to literary and informational text (Outside Magazine)

- South Kingstown School Department

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### STANDARDS/BENCHMARKS
South Kingstown School Department

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<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.6</td>
<td>Prio ✓</td>
<td>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
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<tr>
<td><strong>Guiding Questions</strong></td>
<td></td>
<td>• What is the point of view in this text? How do you know? • What is the purpose of this text? How do you know? • What types of rhetorical devices does the text use? • How does the use of rhetoric advance either the point of view or purpose of the Piece?</td>
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<tr>
<td><strong>Essential Knowledge and Skills</strong></td>
<td></td>
<td>• Identify point of view in text • Identify the purpose of a text • Understand, identify and analyze the use of rhetorical devices (i.e., repetition, parallelism, rhetorical questions)</td>
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<tr>
<td><strong>PARCC Evidence</strong></td>
<td></td>
<td>• Provides a statement of an author’s point of view in a text. (1) PARCC Evidence • Provides a statement of an author’s purpose in a text. (2) PARCC Evidence • Provides an analysis of how the author uses rhetoric to advance his or her point of view or purpose. (3) PARCC Evidence</td>
<td></td>
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</tr>
<tr>
<td><strong>Academic Vocabulary</strong></td>
<td></td>
<td>• Advance • Analyze • Parallelism • Point Of View • Purpose • Repetition • Rhetoric • Rhetorical Question • Ethos • Logos • Pathos</td>
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<tr>
<td><strong>Informational</strong></td>
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<td><strong>Grade 9</strong> • Night</td>
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<tr>
<td><strong>Grade 10, e.g.</strong></td>
<td></td>
<td>• Into the Wild</td>
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### TEACHER NOTES
Students

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

**TEACHER NOTES**
See instructional strategies in the introduction
Use **formative assessment** to guide instruction
Provide opportunities for independent, work
• Journal response • Tic-Tac-Toe

Provide opportunities for **partner work**
• Think-pair-share

**RESOURCE NOTES**
See resources in the introduction

**TEXTBOOK**

**Core Books**
(Lexile rates 1080-1305)
Grade 9
• Night
• Selected article/editorials pertaining to literary and

**ASSESSMENT NOTES**
See assessments in the introduction

**REQUIRED COMMON ASSESSMENTS**
• Mid-term exam • Final exam • Comprehensive course assessment • Performance-based common task
## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

**Curriculum Writers:** Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

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<tbody>
<tr>
<td><strong>STANDARDS/BENCHMARKS</strong></td>
<td><strong>SOUTH KINGSTOWN SCHOOL DEPARTMENT</strong></td>
</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
<td><strong>Academic Vocabulary</strong></td>
</tr>
<tr>
<td>• What mediums are used to present the subject?</td>
<td>• Turn-and-talk</td>
</tr>
<tr>
<td>• Which elements/details are emphasized in the different mediums?</td>
<td>• Peer editing</td>
</tr>
<tr>
<td>• What elements/details are absent from the different mediums?</td>
<td><strong>Provide opportunities for collaborative work</strong></td>
</tr>
<tr>
<td>• What was the message or attitude from each of the mediums? Did they share the same message?</td>
<td>• Jig-sawing</td>
</tr>
<tr>
<td>• What inferences can you draw from those similarities and differences?</td>
<td>• Socratic Seminar</td>
</tr>
<tr>
<td>• How does the use of a certain medium affect the account?</td>
<td>• Reader’s Theater</td>
</tr>
<tr>
<td><strong>Essential Knowledge and Skills</strong></td>
<td>• Literature Circles</td>
</tr>
<tr>
<td>• Understand the differences in various mediums (print, video, multimedia)</td>
<td><strong>Differentiate instruction by varying the content, process, and product and providing opportunities for:</strong></td>
</tr>
<tr>
<td>• Compare the presentation of a subject in one or more mediums</td>
<td>• Anchoring</td>
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<tr>
<td>• Evaluate the effectiveness of using different mediums</td>
<td>• Cubing</td>
</tr>
<tr>
<td>• Determine which details are emphasized in each account (medium)</td>
<td>• Pre/post assessments</td>
</tr>
<tr>
<td><strong>PARCC Evidence</strong></td>
<td>• Tiered assignments</td>
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<tr>
<td>• Provides an analysis of various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia), including which details are emphasized in each account (medium)</td>
<td><strong>Address multiple intelligences</strong></td>
</tr>
<tr>
<td><strong>Model the use of graphic organizers:</strong></td>
<td>instructional strategies, e.g. visual, bodily, kinesthetic, interpersonal</td>
</tr>
<tr>
<td>• Categorize/classify organizers (categories, tree)</td>
<td><strong>Model Content Frameworks for Holocaust Themed Selections</strong></td>
</tr>
<tr>
<td>• Compare/contrast organizers (venn diagrams, comparison charts)</td>
<td>(Zipporah) (Holocaust) (Narrative) (Civil Rights)</td>
</tr>
<tr>
<td>• Concept development (mind map)</td>
<td><strong>Exhibits</strong></td>
</tr>
<tr>
<td>• Evaluation organizers (charts, scales)</td>
<td>• Role playing - bodily kinesthetic</td>
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<tr>
<td>• Organizers (word web, concept map)</td>
<td>• Oral quizzes – verbal</td>
</tr>
<tr>
<td>• Relational organizers (fish bone, pie chart)</td>
<td>• Oral presentations</td>
</tr>
<tr>
<td>• Sequence organizers (chains, cycle)</td>
<td>• Research</td>
</tr>
<tr>
<td><strong>Comparing Sources for Multiple Genres</strong></td>
<td><strong>SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS</strong></td>
</tr>
<tr>
<td>Students compare the same subject from two different mediums and address the questions on the comparison of attention-getting technique, structure, complexity, objectivity and emotional impact.</td>
<td>• Anecdotal records</td>
</tr>
<tr>
<td>KWL Chart (I Know, what I Want to learn, what I did Learn)</td>
<td>• Conference</td>
</tr>
<tr>
<td>• Students journal what they think they know about a text of historical significance (The Declaration of Independence) and the time period in which it was written.</td>
<td>• Exhibits</td>
</tr>
<tr>
<td>• W – Students list questions they have about it. Students read the text.</td>
<td>• Interviews</td>
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<td>• How does the use of a certain medium affect the account?</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td>• What argument is presented?</td>
<td>• Journals</td>
</tr>
<tr>
<td>• What claims support the argument?</td>
<td>• Multiple Intelligences assessments, e.g.</td>
</tr>
<tr>
<td>• What evidence is presented?</td>
<td>• Graphic organizing - visual</td>
</tr>
<tr>
<td>• Is all of the evidence true?</td>
<td>• Collaboration - interpersonal</td>
</tr>
<tr>
<td>• Is the evidence relevant to the argument?</td>
<td>• Role playing - bodily kinesthetic</td>
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<tr>
<td><strong>Academic Vocabulary</strong></td>
<td><strong>Technology</strong></td>
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<tr>
<td>• Argument</td>
<td>• Computers</td>
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<tr>
<td>• Assess/Evaluate</td>
<td>• LCD projectors</td>
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<td>• Claim</td>
<td>• Interactive boards</td>
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<tr>
<td>• Delineate</td>
<td><strong>Supplementary Books, Teacher</strong></td>
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<tr>
<td>• Evaluate</td>
<td>(1) Student ($)</td>
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<tr>
<td><strong>RESOURCES</strong></td>
<td><strong>ASSESSMENTS</strong></td>
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<tr>
<td>information text (Holocaust themed selections)</td>
<td>• Performance-based unit</td>
</tr>
<tr>
<td>o Selected article/editorials pertaining to literary and informational text (Oprah, Elie Wiesel)</td>
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<td>STANDARDS</td>
<td>Unit</td>
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<td>Why, or why not?</td>
<td>South Kingstown School Department</td>
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<td>Essential Knowledge and Skills</td>
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<td>PARCC Evidence</td>
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<td>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</td>
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<td>Guiding Questions</td>
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## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

**Curriculum Writers:** Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Unit</th>
<th>STANDARDS/BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENTS</th>
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<tr>
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<td><strong>South Kingstown School Department</strong></td>
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<td></td>
<td></td>
<td>• Themes and concepts?</td>
<td>• Seminal</td>
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<td>• Are these differences factual or interpretive?</td>
<td>• Significance</td>
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<td>• What is the historical context of the text? How does the context influence your understanding of the theme/concept?</td>
<td>• Theme</td>
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<td><strong>Essential Knowledge and Skills</strong></td>
<td>• Ethos</td>
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<td>• Understand the significance of seminal U.S. text</td>
<td>• Logos</td>
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<td>• Identify and compare themes and concepts from multiple texts</td>
<td>• Pathos</td>
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<td>• Identify logical and emotional appeals</td>
<td><strong>PARCC Evidence</strong></td>
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<td>• Provides an analysis of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's speech, King's “Letter from Birmingham Jail”), including how they address related themes and concepts. (1) <strong>PARCC Evidence</strong></td>
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</table>

### PARCC Evidence

- **Grade 9**
  - **Night**
  - **Grade 10, e.g.**
  - **Into the Wild**

### TEACHER NOTES

- See instructional strategies in the introduction
- Use **formative assessment** to guide instruction
- Provide opportunities for **independent work**
  - Journal response
  - Tic-Tac-Toe
- Provide opportunities for **partner work**
  - Think-pair-share
  - Turn-and-talk
  - Peer editing
- Provide opportunities for **collaborative work**
  - Jig-sawing
  - Socratic Seminar
  - Reader's Theater
  - Literature Circles
- **Differentiate instruction** by varying the

### RESOURCE NOTES

- See resources in the introduction

### ASSESSMENT NOTES

- **REQUIRED COMMON ASSESSMENTS**
  - Mid-term exam
  - Final exam
  - Comprehensive course assessment
  - Performance-based common task
  - Performance-based unit

### SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS

- Anecdotal records
- Conferencing
- Exhibits

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**Reading – Informational Text**

**Range of Reading Level of Text Complexity**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Students</td>
</tr>
<tr>
<td>✓-</td>
<td>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band (Lexile rates 1080-1305) proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
<tr>
<td>✓-</td>
<td>RI.9-10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band (Lexile rates 1080-1305) independently and proficiently.</td>
</tr>
</tbody>
</table>

**Guiding Questions**

- What qualifies as literary non-fiction?
- What elements in literary non-fiction can make it more difficult to comprehend?
- What are the benefits of independently reading literary non-fiction?
- How can you approach a complex text to make it more accessible?
- How does literary non-fiction differ from

**Academic Vocabulary**

- Comprehend
- Fiction
- Fluency
- Genre
- Independent
- Nonfiction
- Proficient/Competent
- Text Complexity

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2014.1.28a

South Kingstown School Department
## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

**Curriculum Writers:** Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

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<tr>
<th>STANDARDS</th>
<th>Unit</th>
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<tr>
<td><strong>STANDARDS/BENCHMARKS</strong></td>
<td>South Kingstown School Department</td>
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<tr>
<td><strong>INSTRUCTIONAL STRATEGIES</strong></td>
<td><strong>RESOURCES</strong></td>
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<tr>
<td><strong>literary text such as fiction, drama, and poetry?</strong></td>
<td><strong>and civil rights (written, audio, and video)</strong></td>
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<tr>
<td><strong>Essential Knowledge and Skills</strong></td>
<td>o Selected articles/editorials pertaining to literary and informational text (Outside Magazine)</td>
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<tr>
<td>• Read a variety of non-fiction texts independently and proficiently</td>
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<td>• Monitor one’s comprehension</td>
<td><strong>Supplementary Books, Teacher</strong></td>
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<td>• Monitor one’s fluency</td>
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<td>• Apply strategies to approach a complex text</td>
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<td><strong>Informational content, process, and product and providing opportunities for:</strong></td>
<td><strong>Technology</strong></td>
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<td>• Anchoring</td>
<td>• Computers</td>
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<td>• Cubing</td>
<td>• LCD projectors</td>
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<td>• Pre/post assessments</td>
<td>• Interactive boards</td>
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<td><strong>Address multiple intelligences</strong></td>
<td><strong>Websites</strong></td>
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<td>instructional strategies, e.g. visual, bodily kinesthetic, interpersonal</td>
<td>• <a href="http://www.corestandards.org">www.corestandards.org</a></td>
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<td><strong>Model the use of graphic organizers:</strong></td>
<td>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></td>
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<td>• Categorize/classify organizers (categories, tree)</td>
<td>• PARCC <a href="http://www.parcconline.org/">http://www.parcconline.org/</a></td>
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<td>• Compare/contrast organizers (venn diagrams, comparison charts)</td>
<td>• PARCC <a href="http://www.parcconline.org/parc-content-frameworks">http://www.parcconline.org/parc-content-frameworks</a></td>
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<tr>
<td>• Concept development (mind map)</td>
<td>• PARCC <a href="http://www.parcconline.org/sites/parcc/files/PARCC_DraftModelContentFrameworksForEnglishLanguageArts0.pdf">http://www.parcconline.org/sites/parcc/files/PARCC_DraftModelContentFrameworksForEnglishLanguageArts0.pdf</a></td>
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<td>• Evaluation organizers (charts, scales)</td>
<td><strong>Materials</strong></td>
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<td>• Organizers (word web, concept map)</td>
<td>Word Walls</td>
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<td>• Relational organizers (fish bone, pie chart)</td>
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<td>• Sequence organizers (chains, cycle)</td>
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<td><strong>Literacy Memoir/Portfolio</strong></td>
<td><strong>ASSESSMENTS</strong></td>
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<td>Students develop an individual with consideration given to range of reading and level of text complexity. For example, each student starts with an honest assessment of his or her personal literacy experience (graphic novels, fantasy books). Then, as the student progresses through school texts and personal texts, he or she strives to include more types of texts (classic novels, visual texts, Blogs, etc.).</td>
<td>• Interviews</td>
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<td><strong>ODE</strong></td>
<td>• Graphic organizers</td>
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<td><strong>Literature Circles</strong></td>
<td>• Journals</td>
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<td>Students work in Literature Circles/flexible groups, examining poetry, short stories, dramas and/or novels centered on themes. Groups may be homogeneous allowing teachers to select texts at, above or below grade level or students may be heterogeneously grouped with differing tasks (literature circle roles) assigned within groups.</td>
<td>• Multiple Intelligences assessments, e.g.</td>
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<td>More information about this topic can be located at <a href="http://folc.spsd.sk.ca/de/pd/instr/strats">http://folc.spsd.sk.ca/de/pd/instr/strats</a></td>
<td>o Graphic organizing - visual</td>
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<td>o Collaboration - interpersonal</td>
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<td>o Role playing - bodily kinesthetic</td>
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<td>o Oral quizzes – verbal</td>
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<td>• Oral presentations</td>
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<td>• Research</td>
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<td>• Rubrics/checklists</td>
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<td>• Think-alouds</td>
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<td>• Writing genres</td>
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<td>o Arguments</td>
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<td>o Narrative</td>
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<td>• Vocabulary</td>
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2014.1.28a

South Kingstown School Department
### Writing: Text Types and Purposes

#### P  W  V  -  +

**Students**

**STANDARDS/BENCHMARKS**

South Kingstown School Department

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<th>RESOURCES</th>
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<tr>
<td>STANDARDS/BENCHMARKS</td>
<td></td>
<td>See instructional strategies in the introduction</td>
<td>Use <strong>formative assessment</strong> to guide instruction</td>
<td>See resources in the introduction</td>
<td>See assessments in the introduction</td>
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<tr>
<td><strong>WRITING</strong></td>
<td>Text Types and Purposes</td>
<td><strong>W.9-10.1</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (W.9-10.1a)</td>
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<td>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. (W.9-10.1b)</td>
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<td>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (W.9-10.1c)</td>
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<td>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.1d)</td>
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<td>e. Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1e)</td>
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<tr>
<td><strong>Guiding Questions</strong></td>
<td><strong>Academic Vocabulary</strong></td>
<td>What is your precise claim and how do you distinguish it from opposing claims?</td>
<td>Accurate</td>
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<td>How is your writing organized to develop your claim?</td>
<td>Acknowledge</td>
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<td></td>
<td>What makes your evidence relevant, accurate and credible?</td>
<td>Alternate</td>
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<td>How do you maintain a formal style and objective tone?</td>
<td>Argument</td>
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<td>How does word choice create cohesion and clarify your writing?</td>
<td>Audience</td>
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<td>How does the use of a counterclaim strengthen your argument?</td>
<td>Claim</td>
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<td>How does your conclusion support the</td>
<td>Clarify</td>
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<td><strong>Model the use of graphic organizers:</strong> (categories, tree)</td>
<td>Cohesion</td>
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<td>• Categorize/classify organizers (categories, tree)</td>
<td>Counter claim</td>
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<td>• Compare/contrast organizers (venn diagrams, comparison charts)</td>
<td>Credible</td>
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<td>• Concept development (mind map)</td>
<td>Distinguish</td>
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<td>• Evaluation organizers (charts, scales)</td>
<td>Evidence</td>
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<td>• Organizers (word web, concept map)</td>
<td><strong>Address multiple intelligences</strong></td>
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<td>• Relational organizers (fish bone, pie</td>
<td>instructional strategies, e.g. visual, bodily kinesthetic, interpersonal</td>
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<td>• “Online Resources for Writers” at Capital Community College</td>
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<td>• Oral presentations</td>
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<td>• Research</td>
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<td>• Rubrics/checklists</td>
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*2014.1.28a*
arguments presented?
• Does your writing conform to the appropriate norms and conventions?

**Essential Knowledge and Skills**
• Analyze a substantive topic or text
• Introduce a precise claim
• Understand the rhetoric of argument
• Provide reasons and evidence from substantive topics or texts to support claims
• Identify and distinguish counterclaims
• Develop claims and counterclaims objectively
• Organize reasons and evidence in a logical manner
• Analyze and address audience knowledge level/concerns
• Determine relevance of evidence
• Utilize credible sources
• Utilize transitional expressions to establish relationships between claims and reasons
• Maintain a formal style and objective tone
• Provide an effective conclusion

**PARCC Evidence**

**Development of Ideas**
• The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements1 by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.  

**PARCC Evidence**

**Organization**
• The student response demonstrates purposeful coherence, clarity, and cohesion1 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.

**PARCC Evidence**

**Clarity of Language**
• The student response establishes and maintains an effective style, while attending
• Formal style
• Logical
• Objective/subjective
• Opposing
• Persuasion
• Reasoning
• Relevant/irrelevant

**Exemplar**
• Common Core Standards [http://www.corestandards.org/Appendix C p. 57 grade 9 and p. 65 grade 10]

**INSTRUCTIONAL STRATEGIES**

• Sequence organizers (chains, cycle)

**Evaluating Models of Performance**

**Explanation**
• Explain the criteria for a particular writing assignment. Show students models of essays representing a range of scores. Have students assess them based on the criteria discussed. Students can use this knowledge to write their own essays with the same criteria. (See Appendix C – Samples of Student Writing in the Common Core Standards.) ODE

**Pre-Writing Activity**
• When writing an informational and/or analytical essay, have students determine/pre-write the three to five key ideas to be covered in the essay. (This can be accomplished using a flowchart and template/graphic organizer from a teacher-directed activity or determined independently.) On horizontally aligned paper, put each key idea statement in a separate box so that the boxes are in a row. Draw an umbrella over the boxes. Model for students the thesis statement that includes aspects of the key ideas. ODE

**Writers Workshop**

**Materials**

**ASSESSMENTS**

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**STANDARDS/BENCHMARKS**

South Kingstown School Department

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ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10
Curriculum Writers: Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

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| P W ✓ + ✓ + |      | to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. **PARCC Evidence**

**Knowledge of Language and Conventions**
- The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. **PARCC Evidence**

**W.9-10.2** Write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9-10.2a)

- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.9-10.2b)

- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2c)

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2d)

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2e)
ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10
Curriculum Writers: Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

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<td>f.</td>
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<td>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W.9-10.2f)</td>
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Guiding Questions

- How can you clearly introduce your topic?
- How does your lead engage the reader?
- How does your thesis statement preview the content of the essay?
- What are your supporting details and do they sufficiently support your thesis?
- Is your development of the topic and choice of support appropriate for the audience?
- How do you organize complex ideas and information?
- How can you format your writing to aid comprehension?
- How did you use transitions to make your writing more cohesive?
- How have you created and maintained a formal style consistent with the appropriate norms and conventions?
- How does your conclusion support your thesis and articulate its significance?

Essential Knowledge and Skills

- Convey information accurately
- Understand and use various organizational structures
- Utilize formatting, graphics, and multimedia
- Introduce a topic/thesis statement and preview what is to follow
- Use facts, concrete details, quotations, examples to develop the topic
- Utilize various transitional expressions to establish cohesion between ideas and concepts
- Understand and use precise vocabulary
- Incorporate definitions of terms
- Understand and use domain-specific vocabulary
- Maintain a formal style and objective tone consistent with appropriate norms and conventions

Academic Vocabulary

- Analysis
- Cohesion
- Conclusion
- Convey
- Conventions/norms
- Definition
- Formal Style
- Formatting (headings, charts, tables, graphs)
- Informative
- Introduction/lead
- Organization
- Relevant
- Selection
- Significance
- Sufficient
- Support
- Thesis Statement
- Topic
- Transitions

Exemplar

- Common Core Standards [http://www.corestandards.org Appendix C, pp. 60 and 64 grade 9 and p. 68 grade 10]
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ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

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<td>W.9-10.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
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| a.        | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.9-10.3a)
| b.        | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (W.9-10.3b)
| c.        | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (W.9-10.3c)
| d.        | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (W.9-10.3d)
| e.        | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3e)

### Guiding Questions
- How can you engage and orient the reader to establish context and point of view?
- How does the use of narrative techniques such as dialogue, pacing, description, reflection; multiple plot lines, events and/or characters create an effective narrative?
- How can precise word choice and telling detail contribute to an effective narrative?
- How can you create an effective conclusion that follows from, resolves, and reflects on the narrated experiences or events?
- How can you organize the events in your narrative? Are they logical? Is the relationship between the events evident?

### Essential Knowledge and Skills
- Convey an experience or event
- Understand narrative (vs. expository) techniques

### Academic Vocabulary
- Characters
- Climax
- Conclusion
- Conflict
- Detail
- Dialogue
- Engage
- Exposition
- Flashback
- Foreshadowing
- Narrator
- Organizational pattern
- Orient
- Pacing
- Plot
- Point of view
- Protagonist/antagonist
<table>
<thead>
<tr>
<th>STANDARDS/BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENTS</th>
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<tr>
<td><strong>South Kingstown School Department</strong></td>
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<tr>
<td>• Establish context and narrator/characters</td>
<td>• Reflection</td>
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<td>• Understand and establish a/multiple point(s) of view</td>
<td>• Resolution</td>
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<td>• Establish multiple plot lines</td>
<td>• Rising/falling action</td>
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<tr>
<td>• Organize a coherent sequence of events</td>
<td>• Sensory language</td>
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<tr>
<td>• Use narrative techniques to develop events, experiences and/or characters</td>
<td>• Sequence</td>
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<tr>
<td>• Use descriptive/sensory language</td>
<td>• Setting</td>
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<td>• Utilize transitional expressions to convey sequence and signal shifts</td>
<td>• Transition</td>
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<td>• Provide a conclusion that resolves or reflects upon the narrative</td>
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</table>

**PARCC Evidence**

**Development of Ideas**
- The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. **PARCC Evidence**

**Organization**
- The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. **PARCC Evidence**

**Clarity of Language**
- The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. **PARCC Evidence**

**Knowledge of Language and Conventions**
- The student response demonstrates
## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

**Curriculum Writers:** Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

### Standards

<table>
<thead>
<tr>
<th>Standards/Benchmarks</th>
<th>Writing</th>
<th>Production and Distribution of Writing</th>
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<tbody>
<tr>
<td>W.9.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards above.)</td>
<td></td>
</tr>
</tbody>
</table>

### Guiding Questions

- **Who** is your audience? How will this affect your writing?
- What will you use to organize your thoughts before you begin writing?
- How do you use transitions to organize your thoughts and ideas?
- What is your purpose for writing?

### Essential Knowledge and Skills

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

### PARCC Evidence

- **Development of Ideas** (see above)
- **Organization** (see above)
- **Clarity of Language** (see above)
- **Knowledge of Language and Conventions** (see above)

### Academic Vocabulary

- Audience
- Details
- Evidence
- Information
- Organizational
- Purpose
- Purpose For Writing
- Sensory Details
- Task
- Transitions

### TEACHER NOTES

- See instructional strategies in the introduction
- Use **formative assessment** to guide instruction
- Provide opportunities for **independent work**
  - Think-pair-share
  - Turn-and-talk
  - Peer editing
- Provide opportunities for **partner work**
  - Think-pair-share
  - Turn-and-talk
- Provide opportunities for **collaborative work**
  - Jig-sawing
  - Socratic Seminar
  - Reader’s Theater
  - Literature Circles

### DIFFERENTIATE INSTRUCTION

By varying the content, process, and product and providing opportunities for:

- Anchoring
- Cubing
- Pre/post assessments
- Tiered assignments

### ADDRESS MULTIPLE INTELLIGENCES

Instructional strategies, e.g., visual, bodily kinesthetic, interpersonal

- Model the use of graphic organizers:
  - Categorize/classify organizers (categories, tree)

### RESOURCES

- **Core Books** (Lexile rates 1080-1305)
- Supplementary Books, Teacher
  - (T) Student (9)
  - Common Core Curriculum Maps (T)
  - Common Core Standards Appendix C: pp. 57-64 (Gr. 9) and pp. 65-69 (Gr. 10)  
    [http://www.corestandards.org/assets/Appendix_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)
  - Grammar for Writing Comprehensive Course (Sadlier-Oxford) (S)

### TECHNOLOGY

- Computers
- LCD projectors
- Interactive boards

### WEBSITES

- [www.corestandards.org](http://www.corestandards.org)
- [www.ride.ri.gov](http://www.ride.ri.gov)
- PARCC  
  - [http://www.parcconline.org/](http://www.parcconline.org/)
  - [http://www.parcconline.org/parcc-content-frameworks](http://www.parcconline.org/parcc-content-frameworks)
  - PARCC

### ASSESSMENT NOTES

- See assessments in the introduction
- **REQUIRED COMMON ASSESSMENTS**
  - Mid-term exam
  - Final exam
  - Comprehensive course assessment
  - Performance-based common task
  - Performance-based unit

### SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS

- Anecdotal records
- Conferences
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.,
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes – verbal
### Standards/Benchmarks

**Unit:** W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, and focusing on addressing what is most significant for a specific purpose and audience.

#### Guiding Questions
- What is the purpose or focus of the piece?
- What aspects are most significant?
- Which prewriting tools or templates will you use in your writing process?
- How does your planning template compare with your writing piece? Was something added/omitted? Why?
- How can your title add to this piece?
- Is the structure you selected the most effective format for conveying your ideas to your intended audience?
- Is additional evidence, description, or clarification needed anywhere in the piece?
- Is your writing free from writing convention errors?
- How can you judge the quality and effectiveness of your own writing?
- How can you use revision to significantly improve your writing?
- Does your writing meet the needs of your audience?
- Does your writing achieve your purpose?

#### Essential Knowledge and Skills
- Understand the specific purpose for writing.
- Understand and address the specific audience.
- Organize thoughts and/or information prior to writing.
- Implement the writing process by: planning, revising, editing, and rewriting.
- Provide and utilize peer and teacher feedback.
- Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts.
- Write a strong conclusion that supports ideas presented in the writing.

#### Academic Vocabulary
- Argument
- Develop
- Edit
- Evidence/proof
- Information
- Purpose
- Revise
- Topic

### INSTRUCTIONAL STRATEGIES
- Compare/contrast organizers (venn diagrams, comparison charts)
- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map)
- Relational organizers (fish bone, pie chart)
- Sequence organizers (chains, cycle)

#### Evaluating Models of Performance
- Explain the criteria for a particular writing assignment. Show students models of essays representing a range of scores. Have students assess them based on the criteria discussed. Students can use this knowledge to write their own essays with the same criteria. (See Appendix C – Samples of Student Writing in the Common Core Standards.) ODE

#### Pre-Writing Activity
- When writing an informational and/or analytical essay, have students determine/pre-write the three to five key ideas to be covered in the essay. (This can be accomplished using a flowchart and template/graphic organizer from a teacher-directed activity or determined independently.) On horizontally aligned paper, put each key idea statement in a separate box so that the boxes are in a row. Draw an umbrella over the boxes. Model for students the thesis statement that includes aspects of the key ideas. ODE

#### Writers Workshop
- Presenting mini-lessons, students work at their own pace to create finished products. Final conferencing between student and teacher, and students and their peers takes place to discuss finished product. ODE

#### Read Back
- Students enlist partners to read their writing back to them (or they can record their reading) and listen for awkward pauses, confusion, mispronunciation and logic/word-
**ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10**

Curriculum Writers: Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

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<td>South Kingstown School Department</td>
<td>choice issues. Students make revisions based on the feedback. ODE</td>
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</table>

**PARCC Evidence**
- Development of Ideas (see above)
- Organization (see above)
- Clarity of Language (see above)
- Knowledge of Language and Conventions (see above)

**W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Guiding Questions**
- What technology will you use to create this document?
- How can the technology serve as a tool for production, publication, and collaboration?
- How can you integrate technology effectively into your writing?
- How do you correctly cite digital sources?
- What medium will you use to publish your writing so that others can access it?
- How will you use technology to collaborate and interact with others about your writing?
- What tools will you utilize to display your information in a flexible and dynamic manner?
- How will your information be easily updated?

**Essential Knowledge and Skills**
- Use technology proficiently for production, publication, and collaboration
- Link and cite digital sources
- Create shared writing products
- Display information flexibly and dynamically
- Access and use the Internet and other digital media effectively and ethically

**PARCC Evidence**
- Development of Ideas (see above)
- Organization (see above)
- Clarity of Language (see above)

**Academic Vocabulary**
- Collaborate
- Digital
- Display
- Disseminate
- Dynamically
- Format
- Information
- Links
- Multimedia
- Software
- Technology
<table>
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<td>• Knowledge of Language and Conventions (see above)</td>
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<td>• Cite a variety of sources</td>
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<td>• Synthesize and summarize information</td>
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<td>WRITING</td>
<td>POW</td>
<td>Students</td>
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<td>TEACHER NOTES</td>
<td>RESOURCE NOTES</td>
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<td>W.9-10.7 Conduct short as well as more <strong>sustained research projects</strong> to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
<td>See instructional strategies in the introduction</td>
<td>See resources in the introduction</td>
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<td></td>
<td></td>
<td>• How will you choose and define a subject for investigation?</td>
<td>Use <strong>formative assessment</strong> to guide instruction</td>
<td>Textbook</td>
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<td></td>
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<td>• What is your purpose?</td>
<td>Provide opportunities for <strong>independent work</strong></td>
<td><strong>Core Books</strong> (Lexile rates 1080-1305)</td>
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<td>• How will you access a sufficient variety of appropriate sources?</td>
<td>Provide opportunities for <strong>partner work</strong></td>
<td><strong>Supplementary Books, Teacher (T) Student (S)</strong></td>
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<td>• How do you correctly cite your sources?</td>
<td>Provide opportunities for <strong>collaborative work</strong></td>
<td>• Common Core Curriculum Maps (T)</td>
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<td>• Is the information from the various sources consistent or complementary?</td>
<td>Differentiate instruction by varying the content, process, and product and providing opportunities for:</td>
<td><a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a></td>
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<td>• How can you adjust your inquiry as a result of your findings?</td>
<td>• Anchoring</td>
<td><strong>Grammar for Writing Comprehensive Course</strong> (Sadlier-Oxford) (S)</td>
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<td>• How can you best summarize your findings?</td>
<td>• Cubing</td>
<td><strong>Technology</strong></td>
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<td>• What did you learn from this inquiry? What new understanding of the subject do you have?</td>
<td>• Pre/post assessments</td>
<td>• Computers</td>
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<td><strong>Essential Knowledge and Skills</strong></td>
<td>• Tiered assignments</td>
<td>• LCD projectors</td>
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<td></td>
<td></td>
<td>• Understand steps of a research investigation/inquiry</td>
<td>Address multiple intelligences</td>
<td>• Interactive boards</td>
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<td></td>
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<td>• Define a goal for the inquiry</td>
<td>instructional strategies, e.g. visual, bodily kinesthetic, interpersonal</td>
<td><strong>Websites</strong></td>
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<td>• Conduct research drawing on multiple sources</td>
<td><strong>Model the use of graphic organizers:</strong></td>
<td>• <a href="http://www.corestandards.org">www.corestandards.org</a></td>
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<td>• Refocus inquiry/generate additional questions when appropriate</td>
<td>• Categorize/classify organizers (categories, tree)</td>
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<td>• Know how to broaden or narrow an inquiry</td>
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<td>• Synthesize and summarize information</td>
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<td>• What is your purpose?</td>
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<td>• Mid-term exam</td>
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<td>• How will you access a sufficient variety of appropriate sources?</td>
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<td>• How do you correctly cite your sources?</td>
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<td>• Comprehensive course assessment</td>
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<td>• How do you integrate multiple sources to support your inquiry?</td>
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<td>• Is the information from the various sources consistent or complementary?</td>
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*See instruction, introduction, and diagrams, comparison charts)
# ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

## Standards

<table>
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<th>Unit</th>
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### PARCC Evidence

- Development of Ideas (see above)
- Organization (see above)
- Clarity of Language (see above)
- Knowledge of Language and Conventions (see above)

### W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;

- assess the usefulness of each source in answering the research question
- integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;

- How will you locate information from both print and digital sources?
- How will you effectively use search engines and terms to obtain information?
- What makes this information relevant to the topic?
- How do you know that the source is credible and accurate?
- What conclusive information do you plan to include?
- How will you accurately and efficiently integrate the information?
- How do you cite sources in your text and your citation page?

### Essential Knowledge and Skills

- Gather print and digital information (research)
- Assess relevance and usefulness of information
- Assess credibility and accuracy of sources
- Integrate quotations
- Paraphrase correctly
- Cite sources/bibliography
- Integrate print and digital information effectively and ethically

### PARCC Evidence

- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map)
- Relational organizers (fish bone, pie chart)
- Sequence organizers (chains, cycle)

Provides an introduction to library research
- Evaluating information
- Using databases

### Research Project

After reading *Julius Caesar*, 10th-grade students research one of the following assassinations: Abraham Lincoln, Martin Luther King Jr., Malcolm X or John F. Kennedy. Then they write an essay (two-page minimum) comparing and contrasting the assassination they chose to Julius Caesar’s assassination, concentrating on the following points: description of the assassin, motives, related events leading up to the assassinations, flows in the victim’s character, cause of the assassination and effects of the assassination on the society of the victim. ODE

### Research Folder

Using a self-selected or assigned broad topic, students create a research folder (online if possible) to store notes and citation information. Students use the notes and citation information to write their formal research papers. ODE

### Resources

- ModelContentFrameworksForEnglishLanguageArts0.pdf
- "Online Resources for Writers” at Capital Community College
  - http://www.ccc.commnet.edu/writing/writing.htm
- OWL: The Purdue University Online Writing Lab
  - http://owlenglish.purdue.edu/owl/section/1/

### Assessments

- Oral presentations
- Research
- Rubrics/checklists
  - Departmental/District
  - PARCC
  - Teacher designed
- Tests and quizzes
- Technology
- Think-alouds
- Writing genres
  - Arguments
  - Informative
  - Narrative
- Vocabulary

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2014.1.28a

South Kingstown School Department
## STANDARDS

### W.9-10.9

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

### Guiding Questions

- What evidence can you draw from the passage to support your analysis or position?
- Is your evidence relevant and sufficient?
- What conclusions can you make based on the text(s)?

### Essential Knowledge and Skills

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

### Academic Vocabulary

- Analysis
- Claim
- Evidence
- Objective
- Position
- Reflection
- Relevant
- Sufficient
- Support
- Valid/validity

## INSTRUCTIONAL STRATEGIES

### TEACHER NOTES

See instructional strategies in the introduction

Use **formative assessment** to guide instruction

Provide opportunities for **independent, work**

- Journal response
- Tic-Tac-Toe

Provide opportunities for **partner work**

- Think-pair-share
- Turn-and-talk
- Peer editing

## RESOURCES

### Core Books

Core Books (Lexile rates 1080-1305)

### Supplementary Books, Teacher

**T** Student *(S)*

- Common Core Curriculum Maps *(T)*

## ASSESSMENTS

### REQUIRED COMMON ASSESSMENTS

- Mid-term exam
- Final exam
- Comprehensive course assessment
- Performance-based common task
- Performance-based unit

**SUGGESTED FORMATIVE/”

---

### WRITING

#### Range of Writing

**W.9-10.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Guiding Questions

- How can you plan and organize the process of writing?
- What is the purpose of this writing?
- What is the specific task?
- Who is the intended audience?
- What text type is appropriate for this task?

### Academic Vocabulary

- Audience
- Organizer
- Purpose
- Text type
- Writing process
## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

**Curriculum Writers:** Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

### STANDARDS

**STANDARDS/BENCHMARKS**

South Kingstown School Department

- **How will you address the audience’s knowledge/perspective?**
  - **Essential Knowledge and Skills**
  - Identify and understand the task
  - Identify and understand the purpose
  - Identify and understand the audience
  - Understand and compose in a variety of text types
  - Communicate information effectively

**PARCC Evidence**

- Development of Ideas (see above)
- Organization (see above)
- Clarity of Language (see above)
- Knowledge of Language
- Organization
- Development of Ideas

**INSTRUCTIONAL STRATEGIES**

- Provide opportunities for collaborative work
  - Jig-sawing
  - Socratic Seminar
  - Reader’s Theater
  - Literature Circles

- Differentiate instruction by varying the content, process, and product and providing opportunities for:
  - Anchoring
  - Cubing
  - Pre/post assessments
  - Tiered assignments

- Address multiple intelligences
  - Instructional strategies, e.g. visual, bodily kinesthetic, interpersonal

- Model the use of graphic organizers:
  - Categorize/classify organizers (categories, tree)
  - Compare/contrast organizers (venn diagrams, comparison charts)
  - Concept development (mind map)
  - Evaluation organizers (charts, scales)
  - Organizers (word web, concept map)
  - Relational organizers (fish bone, pie chart)
  - Sequence organizers (chains, cycle)

**Timed Writings**

- Students complete timed writings in response to test prompts (AP, SAT, ACT, OGT, etc.). Teachers offer students the opportunity to use rubrics and samples to self-score their own timed writings and determine their own improvement plan.
- Revision opportunities are based on their improvement plans. ODE

**Journals**

- Students participate in dialogue journals with the teacher (or with other students). Students can respond to prompts or they can create their own responses. Teacher/student pairs can then focus on individual learning needs.

### RESOURCES

- Common Core Standards Appendix C: pp. 57-64 (Gr. 9) and pp. 65-69 (Gr. 10) ([http://www.corestandards.org/assets/Appendix_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf))
- Grammar for Writing Comprehensive Course (Sadlier-Oxford) (S)

**Technology**

- Computers
- LCD projectors
- Interactive boards

**Websites**

- [www.corestandards.org](http://www.corestandards.org)
- [www.ride.ri.gov](http://www.ride.ri.gov)
- PARCC [http://www.parcconline.org/parcc-content-frameworks](http://www.parcconline.org/parcc-content-frameworks)
- PARCC [http://www.parcconline.org/sites/parcc/files/Parcc_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf](http://www.parcconline.org/sites/parcc/files/Parcc_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf)
- “Online Resources for Writers” at Capital Community College [http://www.ccc.commnet.edu/write/](http://www.ccc.commnet.edu/write/)
- OWL: The Purdue University Online Writing Lab [http://owlenglish.purdue.edu/owl/section/1/](http://owlenglish.purdue.edu/owl/section/1/)

**Materials**

- **Summative Assessments**
  - Anecdotal records
  - Conferencing
  - Exhibits
  - Interviews
  - Graphic organizers
  - Journals
  - Multiple Intelligences assessments, e.g.:
    - Graphic organizing - visual
    - Collaboration - interpersonal
    - Role playing - bodily kinesthetic
    - Oral quizzes – verbal
  - Oral presentations
  - Research
  - Rubrics/checklists:
    - Departmental/District
    - PARCC
    - Teacher designed
  - Tests and quizzes
  - Technology
  - Think-alouds
  - Writing genres:
    - Argumentative
    - Informative
    - Narrative
    - Vocabulary

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2014.1.28a

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<td>More information about this strategy can be found at <a href="http://www.indiana.edu/~reading/ieo/digests/d99.html">http://www.indiana.edu/~reading/ieo/digests/d99.html</a></td>
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<td>Evaluating Models of Performance</td>
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<td>Explain the criteria for a particular writing assignment. Show students models of essays representing a range of scores. Have students assess them based on the criteria discussed. Students can use this knowledge to write their own essays with the same criteria. (See Appendix C – Samples of Student Writing in the Common Core Standards.)</td>
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<td>Pre-Writing Activity</td>
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<td>When writing an informational and/analytical essay, have students determine/pre-write the three to five key ideas to be covered in the essay. (This can be accomplished using a flowchart and template/graphic organizer from a teacher-directed activity or determined independently.) On horizontally aligned paper, put each key idea statement in a separate box so that the boxes are in a row. Draw an umbrella over the boxes. Model for students the thesis statement that includes aspects of the key ideas.</td>
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<td>Writers Workshop</td>
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<td>Presenting mini-lessons, students work at their own pace to create finished products. Final conferencing between student and teacher, and students and their peers takes place to discuss finished product.</td>
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</table>

SPEAKING and LISTENING

Comprehension and Collaboration

Students

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

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to

TEACHER NOTES
See instructional strategies in the introduction

Literature Circles
Use literature circles during reading (informational and literary) instruction. In literature circles, students discuss the text they are

TEXTBOOK
Core Books

RESOURCE NOTES
See resources in the introduction

ASSESSMENT NOTES
See assessments in the introduction

REQUIRED COMMON ASSESSMENTS
- Mid-term exam
- Final exam
## ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

### STANDARDS/UNIT

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<tbody>
<tr>
<td>evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL-9-10.1a)</td>
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<tr>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (SL-9-10.1b)</td>
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<tr>
<td>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (SL-9-10.1c)</td>
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<tr>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (SL-9-10.1d)</td>
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</tbody>
</table>

### Guiding Questions

- **How did you prepare for today’s discussion?**
  - What questions did you have?
  - What knowledge can you contribute?
  - What is your role and what specific actions does it require?
  - What key evidence will you point to during the discussion?
- **What are the group norms for the discussion?**
  - Rules for discussion
  - Rules for decision-making
  - Rules for incorporating others
- **What questions did you create to help stimulate the ideas that were presented?**
- **When there are differences of opinion, how will you respond and justify your own view point or reasoning?**
- **Did you justify your views and/or make connections when with new evidence and/or reasoning?**

### Essential Knowledge and Skills

- Prepare for discussion by reading and researching topic

### Academic Vocabulary

- Clarify
- Collaborate
- Collegial
- Consensus
- Diverse
- Incorporate
- Peers/Companions
- Perspective
- Preparation
- Propel
- Stimulate
- Thoughtful
- Verify
- Well-Reasoned

### INSTRUCTIONAL STRATEGIES

- Reading, then present their findings. Texts selected for literature circles may be chosen to address specific reading needs/levels. Reports should be done orally, but may have a written component to address writing standards as well. For more information, visit www.litcircles.org. ODE

### Graphic Organizer

- Students use a graphic organizer to compare and contrast different news reports (TV and/or radio) on the same topic. Use these diagrams to help determine the reliability of the different accounts. For various activities that can be adapted and implemented into the English/Language Arts curriculum, visit http://www.sasked.gov.sk.ca/docs/mia/listen.html. ODE

### Letters to the Editor

- Teachers clip out several Letters to the Editor from a local newspaper. Students, working in pairs, will read the letters and identify what the writer is hoping to accomplish with the letter. Students will report to the class the article’s main idea, its purpose and evidence to support its claim. A graphic organizer may be used to report information. ODE

### Compare/Contrast

- Students find two or three examples of information on the same current topic (newspaper article, blog, TV news, Internet post). Have students read/listen to all examples and then discuss how the information was presented. Look for similarities, differences, bias and tone. Have students determine which form was most reliable and explain why. Discuss the connections to research.

### Resources

- (Lexile rates 1080-1305)
  - Grade 9
  - Romeo and Juliet
  - Night
  - Fahrenheit 451 OR A Separate Peace

- Grade 10
  - Of Mice and Men
  - Into the Wild
  - Julius Caesar OR Othello
  - To Kill a Mockingbird OR The Adventures of Huckleberry Finn

- Selected speeches
- Selected articles

- **Supplementary Books,**
  - **Teacher (T) Student (S)**
    - 

### Technology

- Computers
- LCD projectors
- Interactive boards
- Whiteboards
- iPads

### Websites

- www.corestandards.org
- www.ride.ri.gov
- PARCC
  - http://www.parcconline.org/
  - PARCC
    - http://www.parcconline.org/parcc-content-frameworks
  - PARCC

### Materials

- **OR**
- **OR**
- **OR**
- **OR**

### Assessments

- Comprehensive course assessment
- Performance-based common task
- Performance-based unit assessment

### Suggested Format/summative Assessments

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
  - Organizing and visual
  - Collaboration interpersonal
  - Role playing and bodily kinesthetic
  - Oral quizzes and verbal

- Oral presentations
- Research
- Rubrics/checklists
- Departmental/District
- PARCC
- Teacher designed

- Tests and quizzes
- Technology
- Think-alouds
- Writing genres
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<tr>
<td>SL.9-10.2</td>
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<td>Make reference to the evidence discovered during reading and researching</td>
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<td>o Arguments</td>
<td>o Vocabulary</td>
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<td></td>
<td></td>
<td>During group discussions, come to consensus, make decisions, set goals and define individual roles</td>
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<td>o Informative</td>
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<td>Pose questions designed to move the discussion forward</td>
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<td>Include everyone in the discussion and build on their ideas as well as challenging them</td>
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<td>Consider &amp; respond to diverse perspectives</td>
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<td>Justify your views and make new connections, if necessary, when presented with new evidence</td>
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<td>SL.9-10.2</td>
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<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<td>Guiding Questions</td>
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<td></td>
<td>• What will be the topic of your presentation?</td>
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<td>• How will you integrate different forms of media; audio, graphic, digital, and print?</td>
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<td>• Is the source of information credible or accurate? How do you know?</td>
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<td>• Have you gathered enough information to make your presentation credible?</td>
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<td>• How will you let your audience know that your sources are accurate?</td>
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<td>Essential Knowledge and Skills</td>
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<td>• Present information using a variety of media or formats</td>
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<td>• Integrate multiple sources of information</td>
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<td>• Evaluate the credibility of each source</td>
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<td>• Evaluate the accuracy of each source</td>
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<td>SL.9-10.3</td>
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<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
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### ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

Curriculum Writers: Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

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<td><strong>speaking and listening</strong></td>
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<td>presentation of knowledge and ideas</td>
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<td>Students</td>
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<td>SL.9-10.4</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
<td>TEACHER NOTES</td>
<td>See instructional strategies in the introduction</td>
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<td><strong>Guiding Questions</strong></td>
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<td>How do you plan?</td>
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<td>How do you sequence?</td>
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<td>What sources will you use?</td>
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<td>Is there sufficient and pertinent evidence?</td>
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<td>How will you engage?</td>
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<td>Is the volume appropriate so that the audience can hear you?</td>
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<td>Are you enunciating clearly and making appropriate eye contact?</td>
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<td><strong>Academic Vocabulary</strong></td>
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**Guiding Questions**

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

**Essential Knowledge and Skills**

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

**Academic Vocabulary**

- Analogy
- Credible
- Distorted (adjective)
- Evidence-proof
- Exaggeration
- Parallelism
- Point Of View
- Reasoning
- Restatement
- Rhetorical devices

**TEACHER NOTES**

See instructional strategies in the introduction

**Product Commercial**

Students create and produce (Podcast) commercials for existing products or services or those of their own invention. Language of the scripts must suit the targeted audiences. ODE

**Multimedia Format**

After an analysis of a text, students present an interpretation of the text in a multimedia format. Using the actual text within the presentation, students find and/or create images and sounds that convey their personal interpretation (remix) of the piece in relation to the author’s

**TEXTBOOK**

- Core Books
  - (Lexile rates 1080-1305)
  - Grade 9
  - Romeo and Juliet
  - Night
  - Fahrenheit 451 OR A Separate Peace
- Grade 10
  - Of Mice and Men
  - Into the Wild
  - Julius Caesar OR Othello

**RESOURCES**

See resources in the introduction

**ASSESSMENTS**

See assessments in the introduction

**REQUIRED COMMON ASSESSMENTS**

- Mid-term exam
- Final exam
- Comprehensive course assessment
- Performance-based common task
- Performance-based unit

**SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS**

- Anecdotal records
### Standards and Benchmarks

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#### Essential Knowledge and Skills
- Present information clearly, concisely, and logically
  - Use correct eye contact
  - Adequate volume
  - Clear pronunciation
- Present evidence in support of a thesis
- Organize speech logically

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

#### Academic Vocabulary
- Audio Element
- Digital Media
- Enhance
- Graphical Element
- Interactive Element
- Strategic
- Textual Element
- Visual Element

#### Instructional Strategies
- **Commercial or PowerPoint Presentation**
  - Have groups of students identify one rule from the school's handbook (informational text) that they wish was different. Students produce a commercial or PowerPoint presentation explaining why the group wants the rule changed and offer at least three ways that the new rule will improve the quality of student life while not adversely affecting the school. ODE

#### Debating Current Events
- Students research current events/debatable topics such as the teenage driving age, global warming, school funding, etc. Students then present information students will support claims with valid evidence, present information with eye contact and good oral presentation skills.
- Citation of valid sources is a must. ODE

#### Resources
- To Kill a Mockingbird OR
- The Adventures of Huckleberry Finn
- Selected speeches
- Selected articles

#### Assessments
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes – verbal
- Oral presentations
- Research
- Rubrics/checklists
  - Departmental/ District
  - PARCC
  - Teacher designed
- Tests and quizzes
- Technology
- Think-alouds
- Writing genres
  - Arguments
  - Informative
  - Narrative
- Vocabulary
ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10
Curriculum Writers:  Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Unit</th>
<th>STANDARDS/BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td>SL.9-10.6</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3).</td>
<td><strong>Guiding Questions</strong>&lt;br&gt;• What is the context, or situation?&lt;br&gt;• Who is your audience?&lt;br&gt;• What is your task, or purpose?&lt;br&gt;• How will you adapt your speech in response to context, audience, and/or task?&lt;br&gt;• Is your language appropriate for the context and speaking task?&lt;br&gt;• Is your language and word choice precise and engaging enough to keep the listeners interested?&lt;br&gt;<strong>Essential Knowledge and Skills</strong>&lt;br&gt;• Identify context or situation&lt;br&gt;• Adapt speech delivery to audience and purpose&lt;br&gt;• Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)&lt;br&gt;• Understand task (i.e.: persuade, to explain, to describe, or to entertain)</td>
<td>Academic Vocabulary&lt;br&gt;- Audience&lt;br&gt;- Context&lt;br&gt;- Presenting&lt;br&gt;- Purpose&lt;br&gt;- Situation&lt;br&gt;- Task</td>
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<tr>
<th>LANGUAGE</th>
<th>Students</th>
<th>TEACHER NOTES</th>
<th>RESOURCE NOTES</th>
<th>ASSESSMENT NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventions of Standard English</td>
<td>Apply and effectively use background knowledge of:&lt;br&gt;- nouns (reference p. )&lt;br&gt;- verbs&lt;br&gt;- adverbs&lt;br&gt;- adjectives&lt;br&gt;- pronouns&lt;br&gt;- subject-verb agreement (5)&lt;br&gt;- irregular plurals (6)&lt;br&gt;- sentence fragments and run-ons (6) EL&lt;br&gt;- clear pronoun referent (7)&lt;br&gt;- subject-verb agreement (7)&lt;br&gt;- consistency of verb tense (7)&lt;br&gt;- irregular forms of verbs and nouns (7)</td>
<td>See instructional strategies in the introduction</td>
<td>See resources in the introduction</td>
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</table>

**Poetry Writing**<br>Reinforce command of teacher-selected conventions by having students write poetry demonstrating a particular convention. For example, each line of poem must begin with a participial phrase. Students demonstrate comprehension of convention by using the convention in prose writing. ODE

**Model Sentences**<br>Make use of model sentences from

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2014.28a South Kingstown School Department 43
### STANDARDS/BENCHMARKS
South Kingstown School Department

<table>
<thead>
<tr>
<th>L9-10.1</th>
<th>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</th>
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<tbody>
<tr>
<td></td>
<td>Use parallel structure.</td>
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<td>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations</td>
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<tr>
<td></td>
<td>○ noun</td>
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<td>○ verb</td>
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<td>○ adjectival</td>
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<td>○ adverbial</td>
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<td></td>
<td>○ participal</td>
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<tr>
<td></td>
<td>○ prepositional</td>
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<tr>
<td></td>
<td>○ absolute</td>
</tr>
<tr>
<td></td>
<td>Use various types of clauses to convey specific meanings and add variety and interest to writing or presentations</td>
</tr>
<tr>
<td></td>
<td>○ independent</td>
</tr>
<tr>
<td></td>
<td>○ dependent (noun, relative, adverbial).</td>
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</tbody>
</table>

### Guiding Questions
- Can you identify the grammatical pattern in a sentence? Is the structure parallel?
- What are the clauses in this sentence? Are they correctly used/punctuated?
- What is subject/verb agreement?
- What is antecedent/pronoun agreement?
- How could this sentence be written to improve interest and better convey meaning?
- How can you integrate a variety of phrases and word forms (gerunds, prepositions, appositive, infinitives, or participal phrases) in your writing?
- How does an awareness of sentence structure strengthen your writing?
- How does sentence variety enhance your writing?

### Academic Vocabulary
- Adjective clause
- Adverbial clause
- Appositive
- Clauses
- Gerund
- Grammatical patterns
- Infinitive
- Main (principal) clause
- Parallelism
- Participal
- Phrases
- Prepositional phrase
- Subordinate clause

### INSTRUCTIONAL STRATEGIES
- Published professional writers and from students. Ask students to analyze, imitate and/or improve upon the models through sentence combining, creative punctuation, etc.

### RESOURCES
- Computers
- LCD projectors
- Interactive boards

### Websites
- www.corestandards.org
- www.ride.ri.gov
- PARCC: http://www.parcconline.org/
- PARCC: http://www.parcconline.org/parcc-content-frameworks
- PARCC: http://www.parcconline.org/sites/parcc/files/parcc_Draft_ModelContentFrameworksForEnglishLanguageArtsO.pdf
- SKHS Grammar Resources webpage: http://hs.skschools.net/English/Online%20Grammar%20Resources
- Grammar Resources” at University of Chicago Writing Program http://writing-program.uchicago.edu/resources/grammar.html
- “Online Resources for Writers” at Capital Community College http://www.ccc.commnet.edu/writing/writing.htm
- OWL: The Purdue University Online Writing Lab http://owl.english.purdue.edu/owl/owlsection/1/
- Modern English Grammar by Daniel Dies, College of DuPage (IL)

### ASSESSMENTS
- Summative Assessments
  - Anecdotal records
  - Conferencing
  - Exhibits
  - Interviews
  - Graphic organizers
  - Journals
  - Multiple Intelligences assessments, e.g.
    - Graphic organizing - visual
    - Collaboration - interpersonal
    - Role playing - bodily kinesthetic
    - Oral quizzes – verbal
  - Oral presentations
  - Research
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    - Argument
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### ENGLISH LANGUAGE ARTS CURRICULUM GRADES 9-10

**Curriculum Writers:** Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

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<tr>
<td><strong>Essential Knowledge and Skills</strong></td>
<td></td>
<td><strong>Apply and effectively use background knowledge of:</strong></td>
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<td></td>
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</tr>
<tr>
<td>• Understand and use various types of parallelism</td>
<td></td>
<td>• comma, apostrophes, quotation (grades 5 &amp; 6)</td>
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<tr>
<td>• Understand the differences between a phrase and a clause</td>
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<td>• consonant doubling</td>
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<tr>
<td>• Use various types of phrases and clauses</td>
<td></td>
<td>• consonant patterns</td>
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<tr>
<td>• Use a variety of sentence patterns</td>
<td></td>
<td>• units of meaning – common roots</td>
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<tr>
<td>• Understand how sentence variety affects meaning and interest</td>
<td></td>
<td>• base words, pre/suffixes</td>
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<tr>
<td></td>
<td></td>
<td>• colons, semicolons (7)</td>
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<td>• comma to separate coordinate adjectives (7)</td>
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<td>• ellipsis to indicate an omission. (8)</td>
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<tr>
<td>L.9-10.2</td>
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<td><strong>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</strong></td>
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<td>• use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
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<td></td>
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<td>• use a colon to introduce a list or quotation.</td>
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<td></td>
<td></td>
<td>• spell correctly.</td>
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</table>

**Guiding Questions**

• What are writing conventions and what is their purpose?
• What is the function of punctuation?
• When should the different punctuation marks (i.e., commas, colons, semicolons, dashes, periods, questions marks, quotations marks) be used?
• How should you use punctuation and words or phrases (e.g., conjunctions, conjunctive adverbs) to join clauses together?
• How do you punctuate quotations and dialogue?
• How do you punctuate titles, captions, and other text features?

**Academic Vocabulary**

• Appositive
• Articles
• Capitalization
• Clause
• Colon
• Comma
• Conjunction
• Conjunctive adverb
• Dash
• Independent clause
• Italics
• Main (principal) clause
• Phrase
• Quotation mark

**Resources**

- [Learn English on the British Council website](http://www.learnenglish.org.uk/)
- “Grammar and Plagiarism Checker” at Libraryspot.com
  [http://www.libraryspot.com/grammarstyle.htm](http://www.libraryspot.com/grammarstyle.htm)
- The University of Minnesota’s Online Grammar Guide
  [http://www.tc.umn.edu/~jewel001/grammar/](http://www.tc.umn.edu/~jewel001/grammar/)
- The Blue Book of Grammar and Punctuation
- Grammar Girl: “Quick and Dirty Tips for Better Writing”

**Materials**
## Standards

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<th>Assessments</th>
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<td><strong>L.9</strong></td>
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<td><strong>SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS</strong></td>
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<td><strong>Legend</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Understand and correctly use standard English conventions</td>
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<td>• Mid-term exam</td>
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<td></td>
<td></td>
<td>- Correctly use punctuation to indicate sentence structure</td>
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<td>• Final exam</td>
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<td></td>
<td>- Correctly use colons, semicolons</td>
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<td>• Comprehensive course assessment</td>
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<td>- Correctly use colons</td>
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<td>• Performance-based common task</td>
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<td>- Understand and correctly use/punctuate multiple independent clauses</td>
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<td>• Performance-based unit</td>
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<td></td>
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<td>- Identify and use conjunctive adverbs (e.g., therefore, however, nevertheless, for example)</td>
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<td><strong>Supplementary Books</strong></td>
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<tr>
<td></td>
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<td>- Know standard English spelling conventions</td>
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<td>- Core Books (Lexile rates 1080-1305)</td>
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<td><strong>Guiding Questions</strong></td>
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<td><strong>Technology</strong></td>
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<td></td>
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<td>- What is the context of this piece? Is the style appropriate?</td>
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<td>- Computers</td>
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<td>- Is the word choice appropriate for the context?</td>
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<td>- LCD projectors</td>
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<td>- What is the function of writing style guidelines (e.g., MLA). What writing style guidelines will you use? How does it differ from other possible styles?</td>
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<td>- Interactive boards</td>
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<td>- What resources will you consult to ensure that your writing conforms to relevant guidelines?</td>
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<td><strong>Websites</strong></td>
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<td><strong>Essential Knowledge and Skills</strong></td>
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<td>- <a href="http://www.corestandards.org">www.corestandards.org</a></td>
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<td>- Identify the context and the appropriate language choice</td>
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<td>- <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></td>
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<td>- Know and consult reference materials (style manuals) for guidelines appropriate to the discipline</td>
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<td>- PARCC <a href="http://www.parcconline.org/">http://www.parcconline.org/</a></td>
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<td>- Know and apply standard English grammar, punctuation, and capitalization</td>
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<td>- Context</td>
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<td><strong>Compare/Contrast</strong></td>
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<td><strong>Supplementary Books, Teacher</strong></td>
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<td>Compare/contrast different styles of writing to evaluate how language functions in different contexts, e.g., the student writes a letter to a friend then uses the same information to write to a teacher, parent, administrator, mayor (blog, texting, Facebook page, Tweets) while using proper style manuals to guide writing. For strategies and techniques that can in teaching style and rhetoric, visit <a href="http://www.nwp.org/cs/public/print/">http://www.nwp.org/cs/public/print/</a> resource_topic/style_and_rhetoric ODE</td>
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<td>*(T) Student *(S) *</td>
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- sources in a bibliography or citation page

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**Curriculum Writers:** Michael Alper (Department Head), Christine Mohan, and Karen Sorlien

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<td><strong>L.9-10.4</strong> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
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<td>• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
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<td>• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical, advocate, advocacy).</td>
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<td>• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</td>
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<td>• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
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**Guiding Questions**
- How does context help you determine the meaning of an unfamiliar word?
- How does a word’s form help you determine its meaning and function?
- How does understanding Greek and Latin affixes and roots help you determine the meaning of an unfamiliar word?
- How can different reference materials help you with pronunciation, spelling, and meaning?
- How can you verify the meaning of a word or phrase?

**Academic Vocabulary**
- Affix, prefix, suffix
- Context
- Inferred Meaning
- References (print, digital)
  - dictionary
  - glossary
  - thesaurus
- Root

**TEACHER NOTES**
See instructional strategies in the introduction.

**Photos and Cartoons**
Use photographs and cartoons to illustrate abstract concepts and unfamiliar words. Comic strips often illustrate intangible concepts and since they appeal to students, they make these concepts more immediate and less intimidating.

**Graphic Organizer**
Have students use Frayer model graphic organizers to help them visualize and comprehend new words. For an explanation of the Frayer model as well as a template for the graphic organizer, see [http://www.longwood.edu/staff/jonescd/projects/educ530/boxley/grap hicorgan/fraym.htm](http://www.longwood.edu/staff/jonescd/projects/educ530/boxley/grap hicorgan/fraym.htm) ODE.

**Charades**
Use charades with students to help them understand idioms, expressions, figurative language and colloquialisms. Seeing the phrases “acted” can help imprint their meaning for comprehension.

**Figurative Language**
Students underline or highlight any examples of figurative language that they find in a text. Then they should rewrite the sentence, substituting their own words for the underlined phrases. After reading their sentences, they should discuss how the different techniques affect the meaning of the text.

**Core Books**
(Lexile rates 1080-1305)

**Supplementary Books, Teacher (T) Student (S)**
- Technology
  - Computers
  - LCD projectors
  - Interactive boards

**Websites**
- [www.corestandards.org](http://www.corestandards.org)
- [www.rde.ri.gov](http://www.rde.ri.gov)
- [http://www.parcconline.org/](http://www.parcconline.org/)
- [PARCC](http://www.parcconline.org/p arcc-content-frameworks)
- [PARCC](http://www.corestandards.org/si tes/parcc/files/PARCC_Draft ModelContentFrameworksFor EnglishLanguageArts0.pdf)
- [SKHS Grammar Resources](http://hs.skschools.net/English/Online%20Grammar%20Resources)
- [Grammar Resources* at University of Chicago Writing](http://www.uchicago.edu/about/centers/universitywritingcenter/

**REASSESSMENT NOTAS**
See assessments in the introduction.

**REQUIRED COMMON ASSESSMENTS**
- Mid-term exam
- Final exam
- Comprehensive course assessment
- Performance-based common task
- Performance-based unit assessment

**SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS**
- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
  - Graphic organizing - visual
  - Collaboration - interpersonal
  - Role playing - bodily kinesthetic
  - Oral quizzes – verbal
**STANDARDS**

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|      | South Kingstown School Department | sentences aloud, students decide the best meaning of the figurative language, and then use the phrase in a sentence of their own to connect the comparison. OOE | Program [http://writing-program.uchicago.edu/resouces/grammar.htm](http://writing-program.uchicago.edu/resouces/grammar.htm) | • Oral presentations  
• Research  
• Rubrics/checklists  
  o Departmental/  
  District  
  o PARCC  
  o Teacher designed  
• Tests and quizzes  
• Technology  
• Think-alouds  
• Writing genres  
  o Arguments  
  o Informative  
  o Narrative  
• Vocabulary |

**Essential Knowledge and Skills**
- Use context clues to derive word meaning
- Use knowledge of common Greek and Latin roots and affixes to derive word meaning
- Use reference materials to determine word meanings
- Use reference materials to determine correct pronunciation of words
- Trace the etymology of words to aid comprehension
- Verify word meaning

**PARCC Evidence**
- Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (1) PARCC Evidence

**L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text
- Analyze nuances in the meaning of words with similar denotations.

**Guiding Questions**
- How and why is figurative language used?
- How can similar words differ slightly in meaning?
- What is the difference between denotation and connotation?

**Essential Knowledge and Skills**
- Understand and interpret figurative language (e.g., euphemism, oxymoron).
- Understand word relations to clarify meaning.
- Identify the explicit/direct meaning of a word (denotation).
- Infer the secondary meaning of a word (connotation).

**Academic Vocabulary**
- Denotation
- Connotation
- Nuance
- Irony
- Figurative Language
  - Analogy
  - Metaphor
  - Simile
  - Personification
  - Euphemism
  - Oxymoron

**Post-It Plot**
Students choose five key sentences that show plot development and write them on Post-it notes. Then, students rearrange the Post-it notes and express (orally or in writing) how rearranging the plot development changes the theme and/or meaning in the work. Students pay particular attention to the development of mystery, tension and surprise. OOE

**RESOURCES**
- [http://grammar.ccc.commnet.edu/writing/writing.htm](http://grammar.ccc.commnet.edu/writing/writing.htm)
- [http://owt.english.purdue.edu/owl/section/1/](http://owt.english.purdue.edu/owl/section/1/)
- [http://grammar.ccc.commnet.edu/grammar/](http://grammar.ccc.commnet.edu/grammar/)
- [http://www.ccc.commnet.edu/grammarstyle.htm](http://www.ccc.commnet.edu/grammarstyle.htm)
- [http://www.learnenglish.org.uk/](http://www.learnenglish.org.uk/)

**ASSESSMENTS**
- [http://grammarbook.com/](http://grammarbook.com/)
- [http://writing-program.uchicago.edu/resouces/grammar.htm](http://writing-program.uchicago.edu/resouces/grammar.htm)
- [http://www.quickanddirtytips.com/grammar/guidetogrammarandpunctuation](http://www.quickanddirtytips.com/grammar/guidetogrammarandpunctuation)
- [http://www.tc.umn.edu/~jewe/grammarstyle.htm](http://www.tc.umn.edu/~jewe/grammarstyle.htm)
- [http://writingprogram.uchicago.edu/resouces/grammar.htm](http://writingprogram.uchicago.edu/resouces/grammar.htm)
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#### PARCC Evidence
- Demonstrates the ability to interpret figures of speech in context. *(1) PARCC Evidence*

#### Essential Knowledge and Skills
- Understand and use general grade-appropriate academic terms
- Understand and use grade-appropriate domain-specific terms
- Independently build vocabulary

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

#### Guiding Questions
- What academic vocabulary supports your comprehension and helps express your knowledge of your topic?
- What domain-specific vocabulary supports your comprehension and helps express your knowledge of your topic?

#### Academic Vocabulary
- Academic vocabulary
- Domain-specific vocabulary

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### STANDARDS 9-10

1.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.