



English/Language Arts Department
Grade 9 - English I Honors

Overarching Question: Who am I and what do I believe in?

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Effective Date: September 2022

Scope and Sequence

Month	Reading Workshop	Writing Workshop
Early September	Unit 0: Freshmen Seminar - How to actively read, discuss, and make inferences	
Mid September to mid October	Unit 1: Thinking About Literature	
Mid October to Nov 7		Unit 2: Writing a Literary Analysis
November 8 to mid- Dec	Unit 3: Identity and Society	
mid-Dec to January 24		Unit 4: Writing a Personal Narrative
January 25 to early March	Unit 5: Reading Rhetoric and Argument	
mid-March to April 10		Unit 6: Writing an Argument
April 11 to Early May	Unit 7: Ethics	

mid-May to June 15	Unit 8: Writing an Exposition
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Grammar Standard Expectations: K-5 and 6-12

Unit 0	
Freshman Seminar: How to Actively Read, Discuss, and Make Inferences	
Summary and Rationale	
<p>Reading for understanding and analysis requires foundational skills of active reading, annotating, active listening, and discussions. Readers make inferences about the world and themselves through multimodal texts as reading is everywhere in daily life (videos, short stories, poems, and longer texts). Finding meaning from texts requires us to analyze multiple perspectives, literary reading skills, and revised thinking processes. Skilled readers refine their perspectives through discussions to challenge ideas and build upon initial viewpoints. In doing so, this will help students to develop their ideas in literature to better understand themselves, the world, and ultimately, what it means to be a human.</p>	
Recommended Pacing	
2 Weeks	
Standards	
Reading: Literature	
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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 and provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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.
Speaking and Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Social Justice	
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Readers expand their definition of reading texts and why we read them to understand the world. 	<ul style="list-style-type: none"> How are readers surrounded by texts on a daily basis and how does it affect our understanding of the world?

<ul style="list-style-type: none"> ● Readers actively read to understand the text and make meaning of it through annotations to track their thinking and avoid plagiarism. ● Readers engage in meaningful discussions about the text by asking effective discussion questions, supporting ideas with evidence, and providing multiple perspectives. 	<ul style="list-style-type: none"> ● How can readers actively read and engage with the text to understand its meaning and avoid plagiarism? ● How can readers discuss the text to share and learn multiple perspectives by asking questions and supporting with evidence?
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Evidence of Learning (Assessments)

Pre-Assessment (Summer Reading)

Post Assessment - Student selects a Pixar Short or Short Story

Objectives (SLO)

Students will know:

- Readers become aware and reflect that the act of reading is around us every day which shapes how we see the world (people, articles, images, stories, books, television shows, and films).

Students will be able to:

- Expand the definition of “reading” and “texts” to address that reading is multi-modal and around us every day which shapes our thinking.
 - “Anything that must be read to be understood counts as a text.”
 - Print
 - Visual
 - Comics
 - Film
 - People
- Considering each type of text, the features of each text, and why we read it or hope to gain from that text.
 - Example: Text - Email from band teacher; Description of Feature - Five sentences with bullet points and links to a calendar. It was sent to the whole class; Why You Read It - To know upcoming performances
 - Looking at these texts, consider which are required for you to read, how to categorize them, which ones to skim or actively read, and consider the various purposes of them.

- Readers learn to actively read through annotating, asking questions, make predictions, to read for understanding and make inferences.

- Differentiate the purpose of reading for understanding/comprehension or interpretation/analysis.
 - Understanding/Comprehension: What is the text literally (explicitly) stating? What information is it communicating? Students can identify the main idea of the text and summarize the most significant ideas.
 - Interpretation/Analysis: What ideas give the text significance? What perspectives are present in the text? What is the theme, meaning, and purpose?
- Students actively read and interact with the text by annotating to understand and analyze the text.
 - Active reading is engaging with the text to understand the overall meaning and various perspectives in a text.
 - Active readers ask questions: when confused, noting patterns, making previous connections
 - Reader reactions: text to text, text to self, text to world connections. Make predictions.
 - Mark moments that seem important to understanding the text's main idea.
- When actively reading, it isn't highlighting each line of the text, readers:
 - Consider the type of text, its features, and why we are reading it (purpose)
 - Find a note-taking strategy to organize your thoughts (tables, color-coding, headers/subheaders, symbols)
 - In the strategy - expand your thinking to explain why it was highlighted or marked as important.
 - what information does this moment glean about meaning/ purpose? (Inferences)

<ul style="list-style-type: none"> • Readers discuss with fellow readers to learn new perspectives through listening for challenging ideas and built upon ideas to revise their initial idea of the text and themselves. 	<ul style="list-style-type: none"> • Readers will identify the elements of a thought-provoking discussion: <ul style="list-style-type: none"> ○ After finding the element - what does this look like? What does this sound like? • Readers will be able to identify effective or ineffective discussion questions. • Readers will be able to write effective discussion questions to propel the conversation to better understand the text, the world, and themselves. • Readers will learn how to challenge ideas and build upon ideas with evidence and revised thinking. • Readers will self-reflect on their discussion to find ways to actively improve on how to revise their initial ideas of the text, the world, and themselves.
<ul style="list-style-type: none"> • Readers understand the differences between intentional and unintentional plagiarism and how to avoid it. 	<ul style="list-style-type: none"> • Plagiarism is passing anyone’s work (words, ideas, research) as your own, even if it wasn’t formally published. • Unintentional plagiarism includes: <ul style="list-style-type: none"> ○ Direct quote from the text missing the quotation marks ○ Paraphrased text that is too close to the original text • Readers can avoid plagiarism by acknowledging the source any time you use actual words, ideas, examples, or evidence from someone else. This includes: <ul style="list-style-type: none"> ○ Direct quotations ○ Facts through research ○ Judgment or opinions made by others ○ Statistics or data ○ Visual images like charts, graphs, or tables from a source

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own

pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups

Suggested Resources/Technology Tools

Context/Test Resources:

Disney Plus:

- Loop
- Float
- Out
- Bao
- Wind
- LOU

Other Short Films:

- In a Heartbeat
- Hair Love
- Let's Eat

Short Stories:

- Two Drops of Oil by Paulo Coelho
- "Mouse" by Saki

Excerpts:

- Foundations of Language Textbook (pg. 79-87)

Pedagogical Resources:

- How to Annotate Sticky Notes with Bookmark (Handout)
- Introduction to Annotation Mini Lesson (Google Slides)
- Annotation - Specific Handout and Rubric
- Effective Discussions (What it Looks Like and Sounds Like)
- How to make effective discussions Mini Lesson (Google Slides)
- Discussion Stems
- Discussion Rubric
- Post Discussion Self-Reflection

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments

- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.

- Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
- Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 1

Thinking About Literature

Summary and Rationale

In this introductory unit, students gain a bit of perspective on the role of literacy in the world, along with the importance of analysis - making observations, identifying patterns, and drawing conclusions - as the fundamental process humans use to make sense of the world around them, whether that means understanding a scientific principle or investigating a poem, graphic novel, or short story.

Additionally, students will tackle skills related to literary analysis and close reading by shifting how they think from the literal to the metaphorical. There is a build on the familiar process of analyzing the elements of literature - setting, character, plot, point of view, etc. - and a move toward an analysis of theme: the meaning of the work as a whole. Ultimately, students will apply the analysis process to uncover theme in all of the major genres of literature - novels, poetry, short stories, and drama.

Recommended Pacing

6-7 Weeks

Standards

Reading: Literature

RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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 and provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4.	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).
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 specific effects (e.g. mystery, tension, or surprise).
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.
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 work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).
RL.9-10.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
Writing	
W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
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.
Speaking and Listening	
SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. 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,

	<p>verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>
SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Language	
L.9-10.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
L.9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>
L.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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Learning for Justice	
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.

DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
Social Studies	
6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers utilize the analysis process - making observations, identifying patterns, and drawing conclusions - to analyze texts and make connections between them and their world. • Readers review key literary elements - characterization, setting, point of view, symbol, and plot - to explain how these elements can contribute to a work's overall meaning. • Readers recognize that stylistic elements like diction, syntax, imagery, and figurative language can impact theme. 	<ul style="list-style-type: none"> • How do readers apply the analysis process to make sense of challenging texts and the world around them? • What are the key literary elements and how can knowledge of these elements contribute to the overall meaning of a literary work? • What are the key stylistic elements and how can knowledge of these elements relate to theme?
Core Reading Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> • Readers utilize the analysis process - making observations, identifying patterns, and drawing conclusions - to analyze texts and make connections between them and their world. • Readers listen and collaborate to understand others' thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts. 	<ul style="list-style-type: none"> • How do readers apply the analysis process to make sense of challenging texts and the world around them? • How is my understanding of a text expanded, explained, or challenged by my conversation with others?
Evidence of Learning (Assessments)	
<p>Pre: Summer Reading Analysis Process questions</p> <p>During: Applying the Analysis Process to various short texts; multiple choice and open-ended questions aligned to texts; whole-class discussions, small-group/book club conversations.</p> <p>Post: Applying analysis process to a fresh text</p>	
Objectives (SLO)	
Students will know (Goals):	Students will be able to (Teaching Points):

<ul style="list-style-type: none"> ● Readers utilize the analysis process - making observations, identifying patterns, and drawing conclusions - to analyze texts and make connections between them and their world. 	<ul style="list-style-type: none"> ● Readers start by making focused observations about what they are reading. <ul style="list-style-type: none"> ○ Ask yourself - what do you notice about your subject? ● Readers then begin identifying patterns about the text. <ul style="list-style-type: none"> ○ What aspects of your subject are repeated? ○ What is different from what you expected or from similar subjects? ○ What connections can you make? ● Readers consider the context in which characters/events are framed in a text. ● Readers draw a conclusion about the text. <ul style="list-style-type: none"> ○ What conclusion or judgment can you make about your subject?
<ul style="list-style-type: none"> ● Readers review key literary elements - characterization, setting, point of view, symbol, and plot - to explain how these elements can contribute to a work's overall meaning. 	<ul style="list-style-type: none"> ● Readers analyze how literary elements impact understanding. <ul style="list-style-type: none"> ○ Characterization - direct and indirect <ul style="list-style-type: none"> ■ Speech ■ Thoughts ■ Effect on others ■ Actions ■ Looks (descriptions) ○ Setting (values, belief systems, time, place, atmosphere) <ul style="list-style-type: none"> ■ Readers develop ideas about how setting impacts a character (characterization, development, growth, choices) ○ Symbolism <ul style="list-style-type: none"> ■ Motif ○ Conflict (Plot) <ul style="list-style-type: none"> ■ Readers develop ideas about how conflict reveals characterization. ○ POV <ul style="list-style-type: none"> ■ Reliability (or lack thereof) of a narrator ■ How the story is being told (in real time, as a reflection, etc.) ● Theme <ul style="list-style-type: none"> ○ Students will analyze how all of the aforementioned literary elements provide a better understanding of the theme

<ul style="list-style-type: none"> ● Readers recognize that stylistic elements like diction, syntax, and figurative language can relate to tone and theme. 	<ul style="list-style-type: none"> ● Diction <ul style="list-style-type: none"> ○ Readers will analyze how the author’s specific word choice (words with positive or negative connotations; archaic words; complex or simple words) impact the overall meaning ● Syntax <ul style="list-style-type: none"> ○ Readers will explore how word order can impact the meaning of a sentence or phrase (especially useful in the analysis of poetry) ● Tone <ul style="list-style-type: none"> ○ If necessary, teachers can review the difference between tone and mood with the students in the form of a mini-lesson.
<ul style="list-style-type: none"> ● Readers 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. 	<ul style="list-style-type: none"> ● Readers collaborate through discussion to gather multiple viewpoints and perspectives from peers to expand my own thinking/ understanding. <ul style="list-style-type: none"> ○ When appropriate, teachers can teach into Learning for Justice Standard DI.9-12.6 as an important component of whole class and small group/book club conversations. ○ Readers will discuss topics to consider other stances on the topic. <ul style="list-style-type: none"> ■ Strategy: Expand, explain, challenge... ○ Readers will discuss topics to uncover multiple perspectives. <ul style="list-style-type: none"> ■ Teachers may want to use this opportunity to connect to Learning for Justice Standards DI.9-12.7, 8, & 9, which speak to describing similarities and differences in identity groups, expressing curiosity about the lived experiences of others, and relating to and building connections with other people by showing them empathy and understanding. ○ If necessary, teachers can show the students videos (using resources like YouTube) of readers having effective book club

conversations to model accountable talk.

- If necessary, teachers can begin using Socratic Seminars and transition to several book club conversations to model academic conversations.
- If necessary, teachers can provide verbal prompts and post sentence stems to help students lead their own conversations.
- If necessary, teachers can use alternative tools to promote conversation, including blogs and digital discussions using Google Docs.
- Readers will understand how to draw on a source(s) as evidence in support of an argument.
 - If necessary, the teachers can review the various (differentiated) formats that students can use to take notes to reference textual evidence in discussions. The students will ultimately choose their format for their notes.
 - If necessary, teachers can model how students can add and edit their notes over time.
 - Teachers can prompt students to add to their notes while they circulate during conversation to guide students to track their thinking.

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Foundations of Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Tracy Scholz, et. al

Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.

Anchor Texts for Modeling/Assessment:

Excerpt from “Persepolis” by Marjane Satrapi (graphic novel)
Naomi Shihab Nye’s “Famous” (poetry)
Yusef Komunyakaa’s “Slam, Dunk, & Hook” (poetry)
Raymond Carver’s “Popular Mechanics” (short story)
Excerpt from Nathaniel Hawthorne’s *The Scarlet Letter* (novel)
Excerpt from Lorraine Hansberry’s *A Raisin in the Sun* (drama)

Book Club/Independent Reading Short Story Options:

“The Veldt” by Ray Bradbury
“Reindeer Games” by Sherman Alexie
“Lelah” by Angela Flournoy
“Nemecia” by Kirstin Valdez Quade
“Two Kinds” by Amy Tan

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
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Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
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 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.

- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2

Writing: Literary Analysis

Summary and Rationale

In this unit, students will choose literary and/or stylistic element(s) from their independent reading/book club short story in the previous unit in order to generate a thesis that analyzes how said elements illustrate and propel theme. Students will look at literary analysis mentor texts, including traditional literary essays and more authentic literary analysis from popular publications, in order to generate ideas for potential writer's craft moves. Students will provide specific and relevant textual evidence that best supports their thesis. Students will effectively utilize transitions to show progression of their ideas throughout the essay. Students will also provide appropriate context to address and anticipate the audience's knowledge level and needs. Ultimately, students will effectively conclude the analysis by reiterating the author's meaning or intent from this short story in a larger context.

Recommended Pacing

3-4 weeks

Standards

Reading: Literature

RL.9-10.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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 and provide an objective summary of the text.
RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Writing

W.9-10.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none">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.B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices,
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	<p>and using sound reasoning, 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.</p> <p>C. Use transitions (e.g. words, phrases, 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.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6.	Use technology, including the Internet, to produce, share, 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.
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 (MLA or APA Style Manuals).
Speaking and Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
Language	
L.9-10.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>
L.9-10.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>

	<p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p>
L.9-10.3	<p>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>
L.9-10.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>
L.9-10.6.	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Interdisciplinary Connections	
Social Studies	
6.2	<p>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
Integration of Technology	
8.1	<p>Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>
8.1.12.D.1	<p>Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	<p>Investigate how continuing education contributes to one's career and personal growth.</p>
9.2.12.CAP.4	<p>Evaluate different careers and develop various plans.</p>
9.2.12.CAP.8	<p>Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p>

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers analyze the use of literary and/or stylistic elements in a text to explain the connection to theme by studying mentor texts and applying different techniques exercised by many authors. Writers use relevant and appropriate evidence by choosing textual evidence that spans the entirety of the text which also directly relates to the thesis. Writers effectively structure and organize their pieces using transitions and providing context to meet the audience's needs. 	<ul style="list-style-type: none"> How do writers effectively present the author's use of literary and/or stylistic elements in connection to thematic understanding? How do writers collect and connect evidence and use it to support their thesis and create cohesion? How do writers structure and organize literary analysis to best address the audience?

Core Writing Enduring Understandings and Essential Questions

<ul style="list-style-type: none"> Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. Writers need to understand who their audience is so they can make specific stylistic choices. 	<ul style="list-style-type: none"> How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? How can specific awareness of an audience affect stylistic and mechanical choices?
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Evidence of Learning (Assessments)

Pre-assessment: Teachers may utilize the post-assessment from Unit 1 as a pre-assessment for Unit 2.

During: submission of snapshot pieces, peer and teacher conferences

Post-assessment

Objectives (SLO)

Students will know (Goals):

- Writers identify/analyze characteristics of literary analysis and apply varied techniques to their own writing.

Students will be able to (Teaching Points):

- Writers study mentor texts to determine the key characteristics of literary analysis.
 - If necessary, teachers can guide students to review mentor texts according to their reading levels and interests.
- Writers collect various types of literary analysis and look back over these to investigate writing techniques.
- Writers draft, refine, and understand the various elements of informative writing.

- Writers will generate thesis statements about a theme in a text and how it exists in our world to create a concluding statement that will be explored in their piece.

- Writers find a topic/motif present in the text.
- Writers determine meaning of the topic/motif to develop theme (Generating Claim):
 - Formulating thesis statements that can be proven through textual evidence.
 - Provide a rough draft of evidence that could be used in the essay.
- Writers determine the moral of the story (Generating Concluding Statement):
 - This is how it should look in the world...
 - Moral is the lesson learned from the story and determine the morality of actions.
 - Concluding statement is located in the conclusion paragraph which answers the final “so what?” aspect of the thesis.

- Writers choose specific and relevant evidence throughout the text to explore and support their thesis.

- Writers ask the question: what point am I trying to make and what evidence best supports my thesis?
 - Sifting and sorting through relevant evidence by evaluating how the quote best supports the claim.
 - Providing relevant evidence throughout the span of the entire text
 - Omit portions of a passage that are not relevant to the claim.
- Writers use both direct (quotes) and indirect (paraphrase) citations to support the claim.
- Writers study the integration and analysis of evidence in mentor literary analysis pieces.

<ul style="list-style-type: none"> ● Writers provide appropriate and necessary context when introducing textual evidence in order to anticipate the needs and knowledge level of their audience. 	<ul style="list-style-type: none"> ● Writers provide context of the quote and the connection to the claim. <ul style="list-style-type: none"> ○ What is happening in the text? ○ Who (if applicable) is saying it? ● Writers avoid summary of the text; instead anticipate what the audience/reader absolutely needs to know in order to understand the analysis. <ul style="list-style-type: none"> ○ If necessary, the teacher can conduct a mini-lesson about the difference between summary and analysis to help students to effectively analyze texts. ● Writers can utilize the TLQ strategy when introducing a quote (Transition, Lead-In, Quote). <ul style="list-style-type: none"> ○ No floating or naked quotes
<ul style="list-style-type: none"> ● Writers analyze the evidence they utilize in their literary essay by explaining how the author’s use of literary elements relates to and helps illustrate the theme or tone. 	<ul style="list-style-type: none"> ● Writers effectively communicate what the author is trying to say about the topic at particular moment in the text. ● Writers cite what the author says explicitly but then provide a new interpretation of the evidence to better help support their claim. ● Writers articulate how the treatment of the theme changes/evolves from previous textual examples.
<ul style="list-style-type: none"> ● Writers effectively utilize transitions in order to create cohesion and organization in their writing 	<ul style="list-style-type: none"> ● Writers effectively use transitional words, phrases, and sentences to link the progression of analysis. ● Writers conclude body paragraphs by connecting the paragraph’s ideas to the claim. <ul style="list-style-type: none"> ○ Effective writers never end a body paragraph with a quote. ○ Effective writers never end a body paragraph with a question. ○ Effective writers never end a body paragraph with a preview of the next paragraph’s idea. ● Writers conclude an essay with a developed conclusion. <ul style="list-style-type: none"> ○ Effective writers revisit the claim presented in the introduction paragraph. ○ Effective writers briefly reiterate the main points of their essay ○ Effective writers conclude the essay with the “moral” of the text to answer the “so what?” connection to the bigger picture and our lives. ○ Effective writers never introduce new information in a conclusion paragraph. ○ Effective writers never use cliché transitional phrases like, “in conclusion,” “to conclude,” etc.

- Writers revise for focus and impact, thinking about what lasting message they want to leave readers with and taking out parts that don't totally fit.

- Writers self-reflect and seek specific feedback in order to strengthen writing.
- Writers choose revision strategies to help with cohesion:
 - Checklist/Rubric
 - Partner
 - Teacher conference
 - Stations
 - Passing notes activities
 - RADaR
- Writers publish their work and share their writing.
 - If necessary, teachers can introduce various tools, including technology, to allow students to publish their work in a differentiated format.

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

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Literary Analysis Mentor Texts

“ ‘Popular Mechanics’ Analysis: Understanding Raymond Carver’s Short Story About Disagreement” by Catherine Sustana

“Ayn Rand Made Me a Communist” by Jacob Bacharach

“Henry David Thoreau’s Magical Thinking” by Branka Arsic

“ ‘The Rest of Us’ is Apocalypse Adjacent” by Tasha Robinson

“Jo March: Everyone’s Favorite Little Woman” by Lynn Neary

“How *Thelma and Louise* taught us to challenge expectations and rebel against the status quo” by Anne T. Donahue

“*Vigilance* Imagines a Chillingly Familiar Future” by Jason Heller

*this is not an exhaustive list...teachers are encouraged to seek out authentic literary analysis mentor texts of various styles

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

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falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.

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- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3

Identity and Society

Summary and Rationale

In this unit, students will consider the ways that society can affect their own identity, through forces such as school, families, friends, and other social structures and institutions. Through an examination of texts from authors of different time periods, locations, genders, backgrounds, etc., students will grapple with the concept of identity, what it means, how it's formed, how it's affected by personal experiences, and how it can sometimes be compromised by outside forces. Students will continue to apply the analysis process to draw conclusions about what the author is saying about how identities are shaped and impacted by societal forces. Ultimately, students will draw connections across texts, as well as to themselves and the larger world around them, in order to think about who they are and their place in society.

Recommended Pacing

6-7 weeks

Standards

Reading: Literature	
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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 and provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	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).
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 specific effects (e.g. mystery, tension, or surprise).
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.
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 work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).
RL.9-10.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
Writing	
W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
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.
Speaking and Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively

SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.2.	SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
Language	
L.9-10.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
L.9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>
L.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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Social Studies	
6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	

8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Learning for Justice	
I.D.9-12.1	I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society
I.D.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
I.D.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
I.D.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
I.D.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
D.I.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers attempt to define “identity” in order to explore its meaning as an abstract concept and apply those ideas to their own lives and the lives of the characters in the texts they read. • Readers explore myriad different texts in order to connect how a person’s background influences how identity is formed. • Readers identify different powerful institutions (school, government, family, media, peer groups, religion) in order to analyze how they often emphasize conformity at the expense of the individual. • Readers analyze the effects of the author’s choice of point of view and how that choice helps develop the theme of the text. 	<ul style="list-style-type: none"> • What is identity? • How is one’s identity formed (personal experiences, family life, location, socioeconomics, religion, etc)? • To what extent do institutions emphasize conformity at the expense of individuality? • How can an author’s choice of point of view help clarify the theme of a text?
Core Reading Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> • Readers utilize the analysis process - making observations, identifying patterns, and drawing conclusions - to analyze texts and make connections between them and their world. • Readers listen and collaborate to understand others’ thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts. 	<ul style="list-style-type: none"> • How do readers apply the analysis process to make sense of challenging texts and the world around them? • How is my understanding of a text expanded, explained, or challenged by my conversation with others?
Evidence of Learning (Assessments)	
<p>Pre-Assessment: from <i>The Geeks Shall Inherit the Earth</i> - multiple choice and open-ended questions</p> <p>During: Multiple choice quizzes, open-ended questions, group quote analysis tasks, book club conversations, whole-class discussions on various texts</p> <p>Post-Assessment</p>	
Objectives (SLO)	

Students will know (Goals):

- Readers will attempt to define “identity” in order to explore its meaning as an abstract concept and apply those ideas to their own lives and the lives of the characters in the texts they read.

Students will be able to (Teaching Points):

- Denotative vs. connotative definition of “identity”
- How do each of the following factors affect how you view yourself and how you think others view you?
 - Gender
 - Age
 - Race, culture and/or religion
 - Socioeconomic status
 - Readers have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (DI.9-12.1)
 - Readers know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (DI.9-12.2)
- How do personal attributes or experiences that you have had make you feel unique?
 - Physical traits
 - Clothing/jewelry, etc.
 - Interests
 - Experiences
 - Family/friends
 - Readers know that all their group identities and the intersection of those identities create unique aspects of who they are and that this is true for other people too (DI.9-12.3)
- What are the inner and outer forces that have shaped your identity?
 - Focus especially on the role of society (including school, city, geographical area, religion, etc.)

<ul style="list-style-type: none"> • Readers explore myriad different texts in order to connect how a person’s background influences how identity is formed. 	<ul style="list-style-type: none"> • Considering how the historical context and author’s biography impacts an author’s (and reader’s) experience with a text. <ul style="list-style-type: none"> ○ What’s happening in the world at the time of publication? <ul style="list-style-type: none"> ■ E.g. for <i>Of Mice and Men</i>, there’s the Great Depression, migration west, migrant workers looking for jobs, specific ideas about gender and people with disabilities, masculinity, etc. ○ Where does the author grow up? ○ What is the author’s home life like? ○ How would the social and political climate of the time period in which the author grew up and (if applicable) the time of publication impact the portrayal of societal norms and expectations?
<ul style="list-style-type: none"> • Readers identify different powerful institutions (school, government, family, media, peer groups) in order to analyze how they often emphasize conformity at the expense of the individual. 	<ul style="list-style-type: none"> • What are different types of institutions that control how we see ourselves? <ul style="list-style-type: none"> ○ Government <ul style="list-style-type: none"> ■ Laws created ■ Laws enforced or not enforced ○ School <ul style="list-style-type: none"> ■ Friend groups ■ Cliques ■ Sports and other activities ○ Family <ul style="list-style-type: none"> ■ Expectations ■ Sibling rivalry ○ Media <ul style="list-style-type: none"> ■ Proliferation of social media ■ Expectations of beauty ■ Masculinity/femininity • Students will explore how facets within each of these institutions can extend out to every aspect of our lives and impact how we see ourselves and one another. <ul style="list-style-type: none"> ○ This is an opportunity to connect to JU.9-12.3, which speaks to readers

explaining the impact of biased words and behaviors and unjust practices, laws, and institutions that limit the rights and freedoms of people based on their identity groups.

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Foundations of Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Tracy Scholz, et. al

Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.

Personal and Social Identity Wheel Activities

- Personal identity wheel handout
 - Link: <https://sites.lsa.umich.edu/inclusive-teaching/personal-identity-wheel/>
- Social identity wheel handout
 - Link: <https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/>

Book Club Short Texts:

- “The Devil’s Thumb” by Jon Krakauer
- “Shooting an Elephant” by George Orwell
- “La Gringuita” by Julia Alvarez
- “By Any Other Name” by Santa Rama Rau
- “I Know Why the Caged Bird Sings” by Maya Angelou
- “Hunger Makes Me a Modern Girl” by Carrie Brownstein

Whole Class Text:

The Color of Water by James McBride

*teacher should have discretion to change the title of the whole class text in a given year

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:

- Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
- Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study

falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.

- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4

Writing a Personal Narrative

Summary and Rationale

In this unit, students will be exposed to various mentor texts as they examine the characteristics of personal narrative. They will evaluate how writers structure personal narratives in order to reveal something significant about the narrator to the reader. Throughout the unit, students will learn from mentor writers and experiment with varied techniques as they create their own personal narratives. Ultimately, writers will capture a compelling story about themselves and communicate why that story matters.

Recommended Pacing

3-4 weeks

Standards

Reading: Literature

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 and provide an objective summary of the text.
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 specific effects (e.g. mystery, tension, or surprise).
RL.9-10.4.	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).

RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
Writing	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> ● 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. ● B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ● C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, share, 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.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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.
Speaking and Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
Language	

L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
Interdisciplinary Connections	
Social Studies	
6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP. 3	Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers will be inspired by personal narrative mentor texts to inform the structure of their own writing. Writers choose stories that matter and capture those stories with compelling details. Writers develop a unique voice by emulating a variety of different stylistic techniques to capture the interest of the reader. Writers revise their work by immersing themselves, generating ideas, drafting, refining, and understanding the various elements of narrative writing. 	<ul style="list-style-type: none"> How can studying different personal narrative mentor texts help a writer create their own story? How do we choose which stories to tell and how do we capture those stories? How do authors use the elements of personal narrative to tell a compelling story and capture interest of the reader? How can the revision process help to clarify the overall message of a story?

Core Writing Enduring Understandings and Essential Questions

<ul style="list-style-type: none"> Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. Writers need to understand who their audience is so they can make specific stylistic choices. 	<ul style="list-style-type: none"> How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? How can specific awareness of an audience affect stylistic and mechanical choices?
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<ul style="list-style-type: none"> Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so. 	<ul style="list-style-type: none"> How can one most effectively utilize technology to produce, refine, publish and share writing?
Evidence of Learning (Assessments)	
<p>Pre-assessment</p> <p>During: Various check-ins and conferences during the drafting stages; submissions of small pieces/excerpts</p> <p>Post-assessment</p>	
Objectives (SLO)	
<p>Students will know: (Goals)</p> <ul style="list-style-type: none"> Writers identify/analyze characteristics of personal narrative and apply varied techniques to their own writing. 	<p>Student will be able to: (Teaching Points)</p> <ul style="list-style-type: none"> Writers study mentor texts to determine the key characteristics of personal narrative. <ul style="list-style-type: none"> If necessary, teachers can guide students to review mentor texts according to their reading levels and interests. Writers collect several anecdotes and vignettes and look back over these to investigate patterns or themes. <ul style="list-style-type: none"> If necessary, teachers can review the ways in which students can make annotations on their mentor texts to track patterns and theme
<ul style="list-style-type: none"> Writers generate ideas of which of their personal stories need to be told and why. 	<ul style="list-style-type: none"> Writers choose people/moments to write about and identify the purpose for writing each story. <ul style="list-style-type: none"> Writers ask themselves: Who am I writing about/for and why? They consider writing to <ul style="list-style-type: none"> Gain clarity, perspective, or awareness Relive a moment Teach a lesson Build empathy Writers generate anecdotes—small moment stories—that capture the tensions in their lives, that show pivotal points, and life themes. <ul style="list-style-type: none"> If they feel stuck for ideas, writers rely on what they already know. One way to do this is by listing out the strategies they’ve learned for

	<p>collecting small moments (first times, last times, important people, places, things, issues) in a notebook and then using one of them to quickly develop new topics to write about.</p>
<ul style="list-style-type: none"> ● Writers create a story arc that shows the most important events in their life, considering impact. 	<ul style="list-style-type: none"> ● Writers study mentor texts to uncover varied ways to begin personal narrative stories and they try several out to determine which might be best.* <ul style="list-style-type: none"> ○ Setting lead ○ Background lead ○ Flashback ○ Honing in on a small moment ● Writers generate different ideas for story entry points: <ul style="list-style-type: none"> ■ Indelible moment in time ■ Moments of impact ■ Sense memory ● Writers study mentor texts to uncover how writers provide a resolution or reflection of events to conclude narrative nonfiction stories:* <ul style="list-style-type: none"> ○ Logical progression from beginning to end <ul style="list-style-type: none"> ■ Full circle ending ○ Thoughtful reflection/realization on what was experienced, observed, and/or resolved ○ A symbolic action or defining moment ● Writers study mentor texts to determine specific ways to structure personal narrative stories.* <ul style="list-style-type: none"> ○ Chronological/linear ○ Bookend ○ Jumping back and forth in time ○ Parallel plotlines ○ Multiple/alternating points of view

<ul style="list-style-type: none"> ● Writers use narrative elements to create the world of the story (narration, realistic dialogue, internal thinking, description...). 	<ul style="list-style-type: none"> ● Writers study mentor texts to uncover multiple narrative techniques and ways to develop stories:* <ul style="list-style-type: none"> ○ Dialogue ○ Pacing ○ Description ○ Reflection ○ Multiple plot lines ○ Transitions ● Writers study mentor texts to examine syntax and details to highlight emotions and experiences:* <ul style="list-style-type: none"> ○ Sentence structure <ul style="list-style-type: none"> ■ Varied sentence lengths ■ Varied sentence types ○ Punctuation <ul style="list-style-type: none"> ■ Hyphens ■ Dashes ■ Colons ■ Ellipses ○ Diction/Mood <ul style="list-style-type: none"> ■ Imagery ■ Figurative Language (simile, metaphor, personification, hyperbole, etc.) ● Writers utilize sensory details and imagery in order to communicate the emotional significance of the events they write about. <ul style="list-style-type: none"> ○ If necessary, teachers can conduct mini-lessons about sensory details and imagery to assist students in communicating emotional significance in their writing. ● Writers decide how to choose and structure events to create meaning and impact. <ul style="list-style-type: none"> ○ If necessary, teachers can guide students to analyze mentor texts to help them choose a structure for their writing.
<ul style="list-style-type: none"> ● Writers revise for focus and impact, thinking about what lasting message they want to leave readers with and taking out parts that don't totally fit. 	<ul style="list-style-type: none"> ● Writers self-reflect and receive specific feedback in order to strengthen writing. ● Writers choose revision strategies to help with cohesion: <ul style="list-style-type: none"> ○ Checklist/Rubric ○ Partner

	<ul style="list-style-type: none"> ○ Teacher conference ○ Stations ○ Passing notes activities ● Writers publish their work and share their writing. <ul style="list-style-type: none"> ○ If necessary, teachers can introduce various tools, including technology, to allow students to publish their work in a differentiated format.
<ul style="list-style-type: none"> ● Writers use grammar and conventions to convey ideas precisely and powerfully. 	<ul style="list-style-type: none"> ● Writers edit their work before considering it finished. <ul style="list-style-type: none"> ○ “There are many methods to choose from. It is up to each writer to decide for himself what the most effective strategy is. I will remind you of a few editing strategies you have learned before and then send you off to do as many of them as you see fit.” <ul style="list-style-type: none"> ■ Edit drafts with focus on: <ul style="list-style-type: none"> ● Spelling ● Punctuation ● Grammar ● Diction

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

*If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on their writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance.

Suggested Resources/Technology Tools

Foundations of Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Tracy Scholz, et. al

Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.

Personal Narrative Mentor Texts:
Excerpt from “Is Everyone Hanging Out Without Me?” by Mindy Kaling

“Shooting an Elephant” by George Orwell
“I Know Why the Caged Bird Sings” by Maya Angelou
“The Devils Thumb” by Jon Krakauer
“La Gringuita” by Julia Alvarez
“By Any Other Name” by Santha Sama Rau
“Hunger Makes Me a Modern Girl” by Carrie Brownstein
“The School Days of an Indian Girl” by Zitkala - Sa

Writing with Mentors by Allison Marchetti and Rebekah O’Dell

Beyond Literary Analysis by Allison Marchetti and Rebekah O’Dell

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
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- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
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Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
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 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.

- **Typed:** students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:

- Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5

Reading Rhetoric and Argument

Summary and Rationale

In this unit, students will be introduced to skills rhetorical analysis, argument analysis, and persuasive writing. Through the analysis of brief examples and frequent skill-building activities, students will move from understanding key concepts such as the rhetorical situation, ethos, logos, and pathos, to analyzing how authors use those rhetorical devices, and finally to how students can put those tools to work in their own argumentative writing.

Recommended Pacing

5-6 weeks

Standards

Reading: Informational Text

RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
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.
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5.	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).
RI.9-10.6.	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
RI.9-10.7.	Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8.	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
RI.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Writing	
W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research
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.
Speaking and Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Language	
L.9-10.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
L.9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>
L.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; demonstrate

	independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Social Studies	
6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Learning for Justice	
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers understand the different components of rhetoric and argument: rhetorical situation, rhetorical appeals, use of evidence, elements of style. • Readers analyze the components of rhetorical strategies, including resources of language, and what the speaker or writer uses to achieve his or her purpose. • Readers understand the nature and value of counter arguments as a necessary piece of maintaining an unbiased stance. • Readers begin to make deliberate choices about how to use the tools of rhetoric and argument in their own writing. 	<ul style="list-style-type: none"> • What are the basic components of rhetoric and argument? • How do readers analyze the components of rhetoric and argument? • How do authors use counter arguments to establish credibility and maintain an unbiased viewpoint? • How might readers begin to make choices about how they might eventually use the tools of rhetoric in their own writing?
Core Reading Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> • Readers utilize the analysis process - making observations, identifying patterns, and drawing conclusions - to analyze texts and make connections between them and their world. • Readers listen and collaborate to understand others' thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts. 	<ul style="list-style-type: none"> • How do readers apply the analysis process to make sense of challenging texts and the world around them? • How is my understanding of a text expanded, explained, or challenged by my conversation with others?
Evidence of Learning (Assessments)	
<p>Pre</p> <p>During: formative assessments measuring student comprehension of key unit skills, whole-class, small group, individual skills-based activities</p> <p>Post</p>	
Objectives (SLO)	

Students will know (Goals):

- Readers understand the different components of rhetoric and argument: rhetorical situation, rhetorical appeals, use of evidence, elements of style.

Students will be able to (Teaching Points):

- Readers think about what makes an argumentative claim effective. They ask themselves:
 - Is the claim arguable to begin with?
 - Is the claim easily identifiable?
- Readers understand that all arguments exist within a context, which directly influences not only what is presented but also HOW it is presented - we call this the *rhetorical situation*.
- The easiest way to examine the choices we make when building an argument is to consider the three key elements of the *rhetorical triangle*:
 - Speaker (writer)
 - Subject
 - Audience
- Another useful tool to remember all of these elements is the acronym SOAPS
 - Subject
 - Occasion
 - Audience
 - Purpose
 - Speaker
- Readers can utilize the rhetorical triangle and/or SOAPS in order to determine the full rhetorical situation of an argumentative text
- Once a reader can identify the claim and understands the rhetorical situation, they can begin to consider how the writer/speaker is making the argument persuasive:
 - Logos (reason)
 - How does the writer use evidence and logic to appeal to the audience's intellect?
 - Pathos (emotion)
 - How does the writer appeal to the audience's emotions?
 - Are these effective strategies to gain sympathy, or do they go overboard to become overly sentimental, dramatic, or manipulative?
 - Ethos (credibility)

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ What values or concerns does the speaker share with the audience? ■ How does the speaker establish his or her good character? ● Readers of rhetoric and argument know that evidence is the heart of an argument and utilizing it effectively is therefore very important. <ul style="list-style-type: none"> ○ Readers recognize the different types of evidence that can be used <ul style="list-style-type: none"> ■ Personal Experience and Anecdotes ■ Facts ■ Scholarly Research and Expert Opinion ■ Data and Statistics ● Readers of rhetoric and argument understand that a writer's stylistic choices can make an argument both memorable and persuasive <ul style="list-style-type: none"> ○ Connotative Language ○ Figurative Language ○ Allusion ○ Parallel Structure ○ Rhetorical Questions
<ul style="list-style-type: none"> ● Readers analyze the components of rhetorical strategies, including resources of language, and what the speaker or writer uses to achieve his or her purpose. 	<ul style="list-style-type: none"> ● Readers think about the rhetorical situation and ask themselves - how do the speaker, occasion, audience, purpose, and subject influence the way the argument is expressed? ● Readers analyze the use of rhetorical appeals - ethos, pathos, and logos - by considering impact. <ul style="list-style-type: none"> ○ Which appeals are being used? ○ Are they effective? Why or why not? ○ Does the text rely too heavily on one of the appeals and neglect others, or is it evenhanded in its approach? ● Readers analyze how different types of evidence are used to support a claim ● Readers analyze language and style by considering how a writer's stylistic choices convey claim

- Readers understand the nature and value of counter arguments as a necessary piece of maintaining an unbiased stance.

- Readers of rhetoric and argument understand that an important element of effective argument is acknowledging the counterargument
 - Ignoring or dismissing any position not in agreement with yours demonstrates bias, while addressing one or more counterarguments demonstrates that you are reasonable
 - This is a good opportunity to connect to Learning for Justice Standards DI.9-12.6, 8, & 9, which all speak to interacting respectfully with people who share different viewpoints.
 - An effective strategy is called concession and refutation (“concede and refute”)
 - Start out by agreeing with the opposition to show that you respect the views of others, even those you disagree with
 - Then you refute the argument by pointing out how the opposition either doesn’t account for important issues or is outweighed by other considerations
- Readers of rhetoric and argument can detect potential pitfalls and vulnerabilities that weaken the argument, or seem manipulative. Detecting these vulnerabilities takes careful reading and critical thinking.
 - Readers scrutinize an argument for bias
 - What facts or perspectives has the speaker left out?
 - Is the speaker affiliated with a company, political party, cultural movement, or other group that might suggest a hidden agenda?
 - Does the author at least acknowledge, rather than dismiss, other perspectives by addressing a

- counterargument or different ways to consider the issue at hand?
- Does the author’s choice of words seem reasonable, or is it deliberately intended to stir up fear or anger?
- Readers are often on the lookout for logical fallacies, or gaps in logic, including:
 - Ad hominem
 - Bandwagon appeal
 - Either-or fallacy
 - Hasty generalization
 - Slippery slope

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

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Short Texts for Modeling:

- “On Being a Cripple” by Nancy Mairs
- “Last Child in the Woods” by Richard Louv
- “The Case for a Higher Minimum Wage” - New York Times Editorial Board
- “Challenger Speech” by Ronald Reagan
- “Eye-for-an-Eye Incivility” by Charles Blow
- “What’s Fair?” by John Stossel
- “Argument Against Senate Constitutional Amendment No. 8” by J.B. Sanford
- “Nobel Prize Speech” by Elie Wiesel
- “Why I Let My 9-Year-Old Ride the Subway Alone” by Lenore Skenazy
- “Climate Action Summit 2019” by Greta Thunberg
- “I’m a multimillionaire - and I think the tax system doesn’t serve most Americans” by Stephen Prince

Choice Texts:

- Students will watch a documentary of their choice based on availability from various streaming services as well as the SWANK library
 - Teachers have the option to do these as independent “reading” or “book club” style

Whole Class Text:

- *13th* - Ava Duvernay (Netflix)

*teachers have discretion for choice of a whole class text

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 - Ask open-ended questions that require true communication from and between students.
 - Interaction

- Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.

- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 6

Writing an Argument

Summary and Rationale

In this unit, students will apply knowledge of the characteristics and conventions of rhetoric and argument in order to write their own arguments. Students learned about various elements of argument in Unit 5, including rhetorical situation, claims, evidence, appeals, and style. They had the opportunity to apply their understanding of these elements to various argumentative texts. Ultimately, students will put their knowledge of rhetoric and argument to work by crafting their own written arguments, utilizing authentic argumentative mentor texts for support.

Recommended Pacing	
3-4 weeks	
Standards	
Reading: Informational Text	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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.
RI.9-10.5	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).
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
RI.9-10.10.	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.
Writing	
W.9-10.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>F. 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.</p> <p>G. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, 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.</p> <p>H. Use transitions (e.g. words, phrases, 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.</p> <p>I. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the</p>

	discipline in which they are writing. J. Provide a concluding paragraph or section that supports the argument presented.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, share, 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.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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 (MLA or APA Style Manuals).
Speaking and Listening	
SL.9-10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of

	language.
L.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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Social Studies	
6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers of argument choose topics they are interested in, craft debatable claims, and determine their audience's concerns and values. Writers of argument support their claims with strong points and evidence, as well as all three rhetorical appeals. Writers of argument not only raise counterarguments, but also address them in a respectful way. Writers of argument craft introductions that engage the readers and provide enough context for them to understand the claim, and conclusions that give the readers a reason why their argument and position truly matters. 	<ul style="list-style-type: none"> How do writers of argument choose engaging topics, craft an effective claim, and demonstrate knowledge of their audience? How do writers of argument support their claim? How do writers of argument address the ideas of those who think differently than them? How do writers of argument effectively open and close their pieces?
Core Writing Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. Writers need to understand who their audience is so they can make specific stylistic choices. 	<ul style="list-style-type: none"> How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? How can specific awareness of an audience affect stylistic and mechanical choices?
Evidence of Learning (Assessments)	
Pre During: activities on individual skills, small (snapshot) pieces of various components of argument, conferences Post	
Objectives (SLO)	
Students will know (Goals): <ul style="list-style-type: none"> Writers of argument choose topics they are interested in, craft debatable claims, and determine their audience's concerns and values. 	Students will be able to (Teaching Points): <ul style="list-style-type: none"> Choose a topic <ul style="list-style-type: none"> What are you passionate about? What do you have an interest in?

- Using umbrella topics for brainstorming (i.e. politics, health and science, ethics, education, pop culture, history, etc.)
- Choose an issue from brainstorming and write a brief explanation about why you care about the topic - why is it an important one to you, your family, your community, the country, or the world?
- Craft a claim
 - Must be debatable - something that reasonable people might disagree about
 - Look at examples of claims from mentor texts
 - Claims should include the author's position and give us a sense of what actions the writer wants us to take
 - Write a claim and meet with a partner to ensure it is debatable - are there multiple sides and perspectives? Would reasonable people disagree on the issue based on credible facts and evidence?
 - Conduct brief research on the topic to see if there are multiple perspectives on the issue
- Determine who your audience is
 - What are their concerns and values?
 - Why might they think differently about the issue than you do?
 - Keep audience in mind as you plan the points you want to cover, the possible objections they might have, the evidence you want to present, and the tone you want to use
 - Look at mentor texts for concrete examples of how argument writers address their audience

- Understanding and appealing to your audience is your primary consideration as you plan your argument. It informs ALL of your decisions.

- Writers of argument support their claims with strong points and evidence, as well as all three rhetorical appeals.

- Writers of arguments make a series of points, including addressing the possible objections of the reader
 - For each point, the writer needs to provide evidence
 - The writer must then explain how that evidence proves the point
 - Look at mentor texts for concrete examples of how writers craft points to prove their overall claim
 - Lead and finish with most powerful points - lead with a strong point to get your reader's attention, and finish with a strong point because they last thing they read is the thing they're most likely to remember
- Provide evidence for every point you make
 - A point without evidence is called an unsupported **assertion** and it's a very common weakness in arguments
 - Always try to ask yourself about every point you make, "how do I know this?"
 - Identify and give examples of the most common types of evidence
 - Concrete details and examples
 - Research and expert opinion
 - Data and statistics
 - Personal experience and anecdotes
- Argument writers work to develop all three rhetorical appeals - ethos, logos, and pathos

- Purpose of ethos is to convince your audience that you have credibility to speak on the topic, and that you share their values and concerns
- Logos is the core of your argument, because it is what you appeal to when you prove your points
- Pathos is used to stir emotions and grab the reader's attention. It is the most powerful of the appeals, but it is often used to manipulate and frequently abused
- Look at mentor texts to find examples of argument writers utilizing all three appeals
- Think about your strategy for appealing to each type of appeal

- Writers of argument not only raise counterarguments, but also address them in a respectful way.

- Look at mentor texts to see how argument writers raise opposing views and then refute them (concede and refute)
 - If they cannot refute entirely, explain why the objection is not a strong one
- Use sentence frames to introduce the opposing side:
 - Some will say that _____ is not true because _____.
 - Opponents of _____ will argue that...
 - While it is true that _____, my concern is _____.
- When you concede and refute, you might use such sentence starters as:
 - Yes, _____, but _____.
 - While there is some truth to this, is it most important to keep in mind that _____.

	<ul style="list-style-type: none"> ○ It's a good point, but it fails to take into account _____. ● Try drafting a sentence or two that raises and refutes a counterargument to your claim, using the sentence frames above if they are useful. If you have trouble doing either part of this, be sure to conduct additional research on your topic.
<ul style="list-style-type: none"> ● Writers of argument craft introductions that engage the readers and provide enough context for them to understand the claim, and conclusions that give the readers a reason why their argument and position truly matters. 	<ul style="list-style-type: none"> ● Look at argumentative mentor texts to unlock several ways writers hook their readers in their introductions: <ul style="list-style-type: none"> ○ Personal anecdote - engages readers on a human level ○ Dramatic facts - puts the audience at attention ● Introductions need to provide context for the argument as well as a statement of your claim. ● Draft an introduction for the topic you've been working on using either personal anecdote or dramatic facts. Try to engage the readers and then provide context for them to understand your claim. ● Look at argumentative mentor texts to find strategies for writing an effective conclusion: <ul style="list-style-type: none"> ○ A challenging question - will make readers think about the lasting implications ○ Extension - extending beyond just that topic, broadening to a larger ethical question ○ Emotional plea - urge the audience to action ● Try sketching out a conclusion to your argument, using one or more of the approaches demonstrated above. Be sure to answer the question "so what?" Give your reader a reason why your argument and position truly matters.

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading,

Interactive Read Aloud, or Shared Writing.

*If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on their writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lesson can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance.

Suggested Resources/Technology Tools

Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.

Foundations of Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Tracy Scholz, et. al

Writing with Mentors by Allison Marchetti and Rebekah O'Dell

Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell

Argumentative Mentor Texts:

“Is It Immoral to Watch the Super Bowl?”

“Labeling the Danger in Soda”

“Why School Should Start Later in the Day”

“Letter from Delano”

“Why Was Harambe the Gorilla in a Zoo in the First Place?”

“Let’s Kill all the Mosquitoes”

“History Shows the Folly of Disarming Lawful People”

“What’s Wrong with Cinderella?”

“End the Gun Epidemic in America”

“The Paranoid Style of American Policing”

“Hiroshima Speech” - Barack Obama

“September 13, 2001 - Hatred is Unworthy of Us”

“Policing Systems Were Founded on the Preservation of the Slavery System” (Instagram - “Impact” account)

*most of the above mentor texts are located in Chapter 6 of the *Foundations of Language and Literature* textbook. Teachers are encouraged to seek out additional argumentative mentor texts.

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology

- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.

- Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
- Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
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- Use technology to enhance productivity, increase collaboration and communicate effectively.
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Unit 7

Reading: Ethics

Summary and Rationale

This unit will give students a few of the basic underpinnings of ethics and morality. As a branch of philosophy, ethics tries to articulate the reasons that some actions are considered “right” and others “wrong.” Through reading/viewing of a whole-class narrative nonfiction text, essays, short stories, and film/video, students will begin to recognize that different cultures, religions, and nations not only have different customs, laws, and practices, but also different ethical codes. While engaging in these whole-class and book club reading experiences, students can begin to draw conclusions about whether or not there can be a universal understanding of what is “right” and “wrong,” which factors affect our ethical decisions, and whose needs should be most important - the individual’s, other people’s, or the larger society’s? Ultimately, students will gain a sense that most ethical issues exist somewhere in a metaphorical “gray” area.

Recommended Pacing

5-6 weeks

Standards

Reading: Literature

RL.9-10.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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 and provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4.	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).
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 specific effects (e.g. mystery, tension, or surprise).
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.
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 work (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).
RL.9-10.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
Reading: Informational Text	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
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.
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5.	RI.9-10.5. 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).

RI.9-10.6.	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
RI.9-10.7.	Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8.	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
RI.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
Writing	
W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research
W.9-10.1	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.
Speaking and Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Language	
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning,

	<p>its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
L.9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>
L.9-10.6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Interdisciplinary Connections	
Social Studies	
6.2	<p>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
Integration of Technology	
8.1	<p>Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>
Learning for Justice	
DI.9-12.6	<p>I interact comfortably and respectfully with all people, whether they are similar to or different from me.</p>
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP .3	<p>Investigate how continuing education contributes to one's career and personal growth.</p>
9.2.12.CAP .4	<p>Evaluate different careers and develop various plans.</p>
9.2.12.CAP .8	<p>Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p>
9.4.12.CI.1	<p>Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p>

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> ● Readers understand that there are some things that all people, regardless of culture, ought to be able to agree are right or wrong in some situations, but there are other situations that are more ethically ambiguous. ● Readers examine how much age, culture, gender, socioeconomics, etc. impact our ethical decisions ● Readers evaluate how different ethical scenarios prioritize the needs of some people over others. ● Readers utilize the analysis process when they see the writer making language, stylistic, or structural choices, in order to draw a conclusion about the theme of a story 	<ul style="list-style-type: none"> ● How do we tell “right” from “wrong” and can there be a universal understanding of what is “right” or “wrong”? ● To what extent do age, culture, and other factors affect our ethical decisions? ● When making ethical decisions, whose needs should be most important? The individual’s, other people’s, or the larger society’s? ● How can a reader analyze the writer’s use of language, style, and structure in order to better understand the theme of a story?
Core Reading Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> ● Readers utilize the analysis process - making observations, identifying patterns, and drawing conclusions - to analyze texts and make connections between them and their world. ● Readers listen and collaborate to understand others’ thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts. 	<ul style="list-style-type: none"> ● How do readers apply the analysis process to make sense of challenging texts and the world around them? ● How is my understanding of a text expanded, explained, or challenged by my conversation with others?
Evidence of Learning (Assessments)	
Pre: Short ethics text from Advanced Language & Literature with accompanying multiple choice and short answer questions	

During: Whole-Class Discussions, Book Club Conversations, Quizzes, Group/Partner/Individual responses to short answer questions

Post:

<https://docs.google.com/document/d/1qxQz2F4ftUOJnadYzXAivn2RXX7cgubBHJC8JjwwNQc/edit?usp=sharing>

Objectives (SLO)

Students will know: (Goals)

Students will be able to: (Teaching Points)

- Readers understand that there are some things that all people, regardless of culture, ought to be able to agree are right or wrong in some situations, but there are other situations that are more ethically ambiguous.

- Readers of texts that grapple with ethical issues consider what the writer believes is “right” or “wrong”
- Readers of these texts determine whether or not there is a clear-cut idea of “right” or “wrong” or whether the issue exists in a more gray, or ambiguous, area

- Readers examine how much age, culture, gender, socioeconomics, etc. impact our ethical decisions.

- When analyzing a text, students consider the age and background of the author and how that impacts his/her stance on the ethics of a particular issue.
 - Readers express curiosity about the lived experiences of others (DI.9-12.7)
- Additionally, students think about their own identity and upbringing and how that affects their own interpretation of what is “right” or “wrong”
 - Readers are aware of the advantages and disadvantages they have in society because of their membership in different identity groups and can articulate how this may impact their perception of “right” and “wrong” (JU.9-12.14)

- Readers evaluate how different ethical scenarios prioritize the needs of some people over others.

- Individualism vs utilitarianism
- Capitalism vs Socialism
 - Healthcare
 - Education
 - Social security
 - Medicare/Medicaid
- Conservatism vs Progressivism

- Readers utilize the analysis process when they see the writer making language, stylistic, or structural choices, in order to draw a conclusion about the theme of a story

- Readers consider how individual language and diction choices create tone through connotation
- Readers observe and identify patterns regarding stylistic choices at the phrase and

sentence level such as figurative language, imagery, and syntax

- Readers notice big structural choices the author makes such as flashbacks, pacing, time jumps, and parallelism
- Readers make observations and identify patterns about the above choices and use them to draw conclusions about ethical themes in a text

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Advanced Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Lance Balla, et. al.

Whole Class Texts:

“Cell One” by Chimamanda Ngozi Adichie

Excerpts from *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

The Good Place - “Chapter 19 - The Trolley Problem” - NBC/Universal

Book Club Novel Options:

The Adoration of Jenna Fox

Night

Never Let Me Go

To Kill a Mockingbird

Of Mice and Men

Lord of the Flies

Fahrenheit 451

Brave New World

*teachers have discretion to add/revise book club novel options

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.

- Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
- Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.

- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 8

Writing an Exposition

Summary and Rationale

This unit introduces students to expository writing, which is how we explore ideas and explain things. While exposition may include compilations of facts and data, or a summary of a topic, it more importantly seeks to explain a concept or topic in a clear, compelling way that engages the reader. Students will learn the various elements of exposition through exposure to a variety of expository texts. Ultimately, students will consider not only how authors structurally organize information to achieve their purposes, but how they can incorporate those methods in their own writing.

Recommended Pacing

3-4 weeks

Standards

Reading: Informational Text

RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
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.
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5.	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).
RI.9-10.6.	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
RI.9-10.7.	Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8.	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
RI.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
Writing	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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. 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. 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. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, share, 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.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-

	generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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 (MLA or APA Style Manuals).
Speaking and Listening	
SL.9-10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Social Studies	
6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such

	knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers immerse themselves in expository mentor texts in order to learn its key elements. Writers choose topics of high interest and consider what it is about this topic they want to convey. 	<ul style="list-style-type: none"> How do writers of exposition learn its key elements and distinguishing characteristics?

<ul style="list-style-type: none"> ● Writers support their main ideas with a variety of examples and types of evidence, as well as various expository strategies. ● Writers engage their audience through interesting language and stylistic choices and attention-grabbing hooks. 	<ul style="list-style-type: none"> ● How do writers of exposition come up with an engaging topic and main idea? ● How do writers of exposition support their main ideas? ● How do writers of exposition engage their audience?
Core Writing Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> ● Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. ● Writers need to understand who their audience is so they can make specific stylistic choices. 	<ul style="list-style-type: none"> ● How does a writer’s command of English grammar, mechanics, and usage contribute to effective written communication? ● How can specific awareness of an audience affect stylistic and mechanical choices?
Evidence of Learning (Assessments)	
<p>Pre-assessment: https://docs.google.com/document/d/1fMVdcFrvpAHxZtPVsWmtMt0h97ORhLtwNfZezOXEuOQ/edit?usp=sharing</p> <p>During: generating and collecting entries, submissions of short (snapshot) pieces, peer and teacher conferences,</p> <p>Post-assessment: Final draft of an expository piece utilizing 9-10 Information/Expository Writing Rubric</p>	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> ● Writers immerse themselves in expository mentor texts in order to learn its key elements. 	<ul style="list-style-type: none"> ● Writers look at various expository mentor texts in order to learn its key elements and characteristics, including: <ul style="list-style-type: none"> ○ Main idea ○ Audience and purpose ○ Language and style ○ Expository strategies <ul style="list-style-type: none"> ■ Example ■ Analysis ■ Compare and contrast ■ Cause and effect ■ Description ○ Additional elements of exposition <ul style="list-style-type: none"> ■ Headings and subheadings

	<ul style="list-style-type: none"> ■ Specialized vocabulary ■ Graphics and illustrations
<ul style="list-style-type: none"> ● Writers choose topics of high interest and consider what it is about this topic they want to convey. 	<ul style="list-style-type: none"> ● Writers consider things that they enjoy, or are interested in. <ul style="list-style-type: none"> ○ What’s a question you have about this topic, or an aspect you’d be interested in exploring? ● Writers consider things that they don’t know much about, but would like to learn more. <ul style="list-style-type: none"> ○ What’s a question you have about this topic, or an aspect you’d be interested in exploring? ● Writers narrow their focus and define their main idea by keeping the following in mind: <ul style="list-style-type: none"> ○ Who is my audience? What will they find interesting? ○ What is my purpose? What is the “so what?” point that I want my audience to walk away with?
<ul style="list-style-type: none"> ● Writers support their main ideas with a variety of examples and types of evidence, as well as various expository strategies. 	<ul style="list-style-type: none"> ● Writers review the most common types of evidence: <ul style="list-style-type: none"> ○ Details and specifics ○ Research and expert opinion ○ Data and statistics ○ Personal experience and anecdote ● Writers use more than one example to demonstrate a point. ● Writers begin and end with their best examples. ● Writers understand that anecdotes are powerful, but they have limitations. ● Writers choose and use expository strategies only when they serve their purpose. Some of the tools at your disposal include: <ul style="list-style-type: none"> ○ Analysis <ul style="list-style-type: none"> ■ General to specific ■ Specific to general

- Chronological
- Classification
- Description
- Comparison and contrast
- Cause and effect

- Writers engage their audience through interesting language and stylistic choices and attention-grabbing hooks.

- Writers think about their main idea, and then they think about what voice and tone work best for their purpose and audience.
- Writers go back through what they've written so far and determine if their voice shines through.
 - If not, they add to or write a few new sentences about their topic emphasizing choice of words to exhibit their voice.
 - What do you want to say to your audience?
 - What is the best way to say it?
 - What words and details will you incorporate to strengthen your voice when talking about this topic?
- Writers try out several methods to hook their audience, including:
 - A striking description
 - An anecdote or narrative
 - A provocative question
 - An interesting fact or observation

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

*If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on their writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lesson can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance.

Suggested Resources/Technology Tools

Foundations of Language and Literature: For Honors and Pre-AP English Courses text by Renee H. Shea, John Golden, Tracy Scholz, et. al - Chapter 8

Writing with Mentors by Allison Marchetti and Rebekah O'Dell
Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell

Expository Mentor Texts

“A Theory of Fun for Game Design” by Raph Koster
“My Daughter’s Homework is Killing Me” by Karl Taro Greenfeld
“Quiet: The Power of Introverts in a World that Can’t Stop Talking” by Susan Cain
“What is Your Life’s Blueprint?” by Martin Luther King, Jr.
“The Politics of the Hoodie” by Troy Patterson
“In Fashion, Cultural Appropriation is Either Very Wrong or Very Right” by Jenni Avins

*this is not an exhaustive list...teachers are encouraged to seek out authentic literary analysis mentor texts of various styles

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
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- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.

- On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
- **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- Tiered Assignments:

- Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence