

English 2

Instructional Focus:

Applying literary terms and devices, formatting citations using MLA formatting, analyzing how writers' choices affect meanings within texts, writing a narrative with focus on elements of plot and fiction, writing an informational/expository essay with focus on developing and supporting a claim, learning and applying standards of research.

Reading Standards for Literature

Key Ideas and Details

Standard	Objective	Examples
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.	<ol style="list-style-type: none"> Using a standard format (such as MLA), cite multiple examples of textual evidence of what the text says explicitly. Using a standard format (such as MLA) cite multiple examples of evidence of what the text implies. 	<ul style="list-style-type: none"> Character development through implicit/explicit statements: <ul style="list-style-type: none"> "Shoo-Fly Pie" Naomi Shahib Nye OWL at Purdue for MLA formatting guidance
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; restate and summarize main ideas or events, in correct sequence, after reading a text.	<ol style="list-style-type: none"> Determine the central idea/theme and development in a text. Cite specific details that contribute to the central theme/idea. Restate and summarize main ideas or events in correct sequence after reading a text. 	<ul style="list-style-type: none"> <i>The Things they Carried</i>, Tim O'Brien Details connected to a central theme Students create a plot line, including how the theme develops throughout the text. They then use the plot line to write a detailed essay regarding the theme development, including specific details and citations from the text. Correct sequence to include both chronological order as well as sequence of ideas according to character, theme, etc.
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.	<ol style="list-style-type: none"> Analyze how complex characters develop throughout the text. Analyze how character development advances the plot and develops the theme. 	<ul style="list-style-type: none"> NMSI: Full Post-Mortem of a Character Students create a visual of the character from the beginning of the text to the end of the text including interactions with other characters and how the character helps advance the theme.

Craft and Structure

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).	<ol style="list-style-type: none"> Explain, using the context of the piece as a whole, the meaning of figurative language, words and phrases as used in the text. Identify groups of words which, as a whole, impact meaning and tone. Explain the connotations of words and phrases and how they impact tone in the text. 	<ul style="list-style-type: none"> Students choose five favorite figurative phrases and describe the impact on the reader and tone in the text. Using 3-4 phrases from the text, students create their own short story mimicking the same tone as in the original text. Access a text in digital form (so search feature is available) to look at all uses of a specific word. Examine/trace the word's meaning and how it changes from beginning to end.
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<p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<ol style="list-style-type: none"> 1. Understand and determine how the author deliberately structures a text to create mystery, tension, or surprise. 2. Understand and determine how an author incorporates foreshadowing, imagery, allusion, symbolism and other genre-specific literary devices to create effect. 3. Understand and determine how an author and manipulates time to create effect. 	<ul style="list-style-type: none"> ○ Students rewrite a section of the text substituting their choice of literary devices to create a different tone from the original story. The class can share in small groups or in larger groups to discuss how the mood changes due to word choice. ○ Students write an online blog critique regarding the word choice used in the text. Be sure to include time, tone and sequencing of events. ○ “To Build a Fire” Jack London ○ Foreshadowing, suspense, symbolism, imagery, flashback, tension
<p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.</p>	<ol style="list-style-type: none"> 1. Read multiple world literature texts from a variety of perspectives and backgrounds. 2. Examine how the author or character’s attitude toward the subject is shaped by his or her culture and setting. 3. Analyze author’s perspective and purpose. 4. Evaluate how an author uses language to achieve purpose and promote perspective. 	<ul style="list-style-type: none"> ○ <i>Heart of Darkness</i>, Joseph Conrad ○ <i>Of Mice and Men</i>, John Steinbeck ○ <i>To Kill a Mockingbird</i>, Harper Lee ○ World literature short stories and poetry ○ Create four comic strips, each demonstrating a different POV (point-of-view) for the same text ○ Close read personal narrative. Determine how story would differ if told from another POV ○ Identify POV and purpose; consider word choice, arrangement, and effectiveness in light of occasion, audience and purpose ○ Create three column organizer comparing POV of two texts on same subject; ideas in common in center column ○ Setting to include not only geographical location but also time, historical context, etc.
<p>Integration of Knowledge and Ideas</p>		
<p>RL.9-10.7 Analyze the representation of a subject or key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s “Musee des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)</p>	<ol style="list-style-type: none"> 1. Analyze and compare the subjects being addressed by the written and visual texts. 2. Discuss and show how the presentation of the subject in the written and visual texts differs. 	<ul style="list-style-type: none"> ○ Analyze two texts on same subject; compare and contrast, examining details in each account. Weight effectiveness ○ Using various online museum collections, choose a piece of artwork to compare with a written text. ○ Library of Congress website resource on analyzing visual texts. ○ Have students analyze how two authors create and develop a similar theme.
<p>RL.9-10.8 (Not applicable to literature)</p>	<p>N/A</p>	<p>N/A</p>
<p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).</p>	<ol style="list-style-type: none"> 1. Analyze how and why an author in a specific work draws on multiple source materials. 	<ul style="list-style-type: none"> ○ Adaptations of Bible stories or mythology ○ <i>Oedipus Rex</i> ○ <i>Julius Caesar</i> ○ <i>Antigone</i>

Range of Reading and Level of Complexity		
RL.9-10.10 By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), with scaffolding as needed at the high end of the range.	<ol style="list-style-type: none"> 1. Read fiction, poetry, and drama of increasing complexity from a variety of cultures and time periods, appropriate for grade 10. 	<ul style="list-style-type: none"> ○ Assign an array of literary and informational texts ○ Literature circles ○ Independent novel studies ○ See State of AK DEED website: Text Complexity Band.
Reading Standards for Informational Text		
Key Ideas and Details		
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ol style="list-style-type: none"> 1. Using a standard format (such as MLA), cite specific examples of what an author says explicitly. 2. Support analysis through citation of strong textual evidence. 3. Distinguish between what the author is saying outright and what meaning(s) are being implied indirectly. 	<ul style="list-style-type: none"> ○ OWL at Purdue for MLA formatting ○ Presidential addresses ○ Leonard Pitts editorials ○ “Letter from Birmingham Jail”
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.	<ol style="list-style-type: none"> 1. Analyze the development of a central idea over the course of a text. 2. Cite specific details that contribute to the central idea 3. Restate and summarize main ideas or events after reading a text. 	<ul style="list-style-type: none"> ○ Examine central idea’s development over the course of a speech. ○ NMSI: Three Levels of Reading ○ Look at advertisements and identify different elements that contribute to a central idea.
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.	<ol style="list-style-type: none"> 1. Read informational texts that include an analysis, a series of ideas, and series of events. 2. Examine the choices made by the author regarding emphasis and organization 3. Analyze how and why the author introduces and develops ideas and make connections between those ideas. 	<ul style="list-style-type: none"> ○ Speeches by MLK Jr. ○ Speeches by JFK ○ Rhetorical précis (graphic organizers online)

Craft and Structure		
RI.9-10.4 Determine the meaning of words and phrases as they are used in various genres, 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).	<ol style="list-style-type: none"> 1. Explain the meaning of figurative and technical language, words and phrases as used in the text. 2. Explain the connotations of words and phrases and how they impact tone throughout the text. 3. Evaluate the effect of word choice on the text as a whole. 	<ul style="list-style-type: none"> ○ Worksheets on puns, metaphors, euphemisms, etc.
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).	<ol style="list-style-type: none"> 1. Restate and simplify the main points of a passage 2. Analyze in detail the development of the author's ideas or claims in <ol style="list-style-type: none"> a. Sentences b. Paragraphs c. And larger portions of the texts. 	<ul style="list-style-type: none"> ○ Create four comic strips, each demonstrating a different POV (point-of-view) for the same text ○ Close read personal narrative. Determine how story would differ if told from another POV ○ Identify POV and purpose; consider word choice, arrangement, and effectiveness in light of occasion, audience and purpose ○ Create three column organizer comparing
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<ol style="list-style-type: none"> 1. Determine the author's claim or purpose in a text. 2. Analyze how an author uses rhetoric to advance that claim or purpose. 3. Analyze author's perspective and purpose. 	<ul style="list-style-type: none"> ○ Analyze two texts on same subject; compare and contrast, examining details in each account. Weight effectiveness ○ Analyze letters to the editor, OpEds (frontiersman.com, adn.com)
Integration of Knowledge and Ideas		
RI.9-10.7 Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	<ol style="list-style-type: none"> 1. Evaluate multiple accounts from diverse formats 2. Compare the details emphasized in each and analyze why the author/creator made those choices. 	<ul style="list-style-type: none"> ○ Compare video clips from a biography on Shakespeare to video clips from <i>Shakespeare in Love</i>. ○ Compare a poem written about a historic battle vs. a short story about that battle vs. a picture of that battle. ○ Civil Rights: <ul style="list-style-type: none"> ○ Movie: <i>Selma</i>, excerpts from <i>The Help</i> ○ Historic documents re: The Scottsborough Trial ○ Documents from the Southern Poverty Law Center ○ Teaching Tolerance Website (tolerance.org)
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<ol style="list-style-type: none"> 1. Evaluate claims of the text for credibility and validity of evidence 2. Identify bias and propaganda techniques, emotional effect of specific word choices and sentence structures, and well-supported logical arguments. 3. Assess the validity of argument. 	<ul style="list-style-type: none"> ○ Research a current event using primary and secondary sources; determine bias and faulty reasoning of each source ○ Have students generate sources to cite; evaluate reliability and validity of sources as a class

<p>RI.9-10.9 Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<ol style="list-style-type: none"> 1. Read seminal U.S. and world documents of historical and literary significance. 2. Analyze how significant historical and literary texts treat common themes and ideas 3. Analyze choices authors made in light of their purpose, audience and time period. 	<ul style="list-style-type: none"> ○ Close read a foundational U.S. document; highlight themes that reoccur throughout, explaining how it reinforces author’s purpose (ex. Roosevelt’s Four Freedoms, King’s Letter from Birmingham Jail) ○ Close read an original source and a modern text (side-by-side); note similarities/differences and draw conclusions about meaning of discrepancies
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Range of Reading and Level of Text Complexity

<p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), with scaffolding as needed at the high end of the range.</p>	<ol style="list-style-type: none"> 1. Read and comprehend appropriate literary nonfiction for grade 10. 	<ul style="list-style-type: none"> ○ Assign an array of literary and informational texts ○ Literature circles ○ Independent novel studies
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Writing Standards

Text Types and Purposes

<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;</p> <p>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;</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns;</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims;</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing;</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ol style="list-style-type: none"> 1. Narrow and refine the focus of a grade-appropriate complex topic. 2. Generate and develop a well-constructed claim (controlling idea, thesis) that states, refutes, or modifies a position. 3. Gather reliable and valid evidence 4. Support a claim using relevant and sufficient evidence. 5. Establish clear relationships among claim(s), counterclaims, reasons, and evidence. 6. Use rhetorical appeals effectively. 7. Refute opposing positions and opinions fairly. 8. Manipulate language and integrate ideas effectively using quotations, transitions, tone, voice, and mood. 9. Integrate/introduce quotations, summaries, paraphrases, citations into written text. 10. Provide a concluding statement or section that restates, summarizes, and accentuates the main points. 11. Apply editing phase of writing 	<ul style="list-style-type: none"> ○ Using the text: (editorial unit 6 and essay in unit 10 McLit), have students analyze the persuasive speech and its elements and write and deliver a persuasive speech with affirmative, negative, and rebuttal. Teachers could also implement formal debate/forensics. ○ In grade 10, students should begin to qualify their claims: most of the time, more often than not, etc. ○ Editing process to include: <ul style="list-style-type: none"> a. Spelling, capitalization and punctuation. b. Subject-Verb/Pronoun-Antecedent agreement c. Complete sentences d. Appropriate pronoun usage e. Shifts in verb tense
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<p>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;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic;</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing;</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>1. Write an informative/explanatory text that</p> <p>a. Examines and conveys complex ideas, concepts and information clearly and accurately.</p> <p>b. Includes effective selection, organization and analysis of content</p> <p>c. Uses a standard format, which includes: introduction, body, and conclusion</p> <p>d. Has appropriate and effective formatting with heading, graphics, multi-media, quotations, citation, etc.</p> <p>e. Develops ideas and concepts through text structures, rhetorical patterns, appropriate strategies, specific word choice and supporting concepts.</p> <p>f. Utilizes various transitions, words, phrases and clauses to link major sections of text.</p> <p>g. Utilizes proper and consistent tone, voice, and mood</p>	<ul style="list-style-type: none"> ○ T-Chart (Step Up to Writing) ○ How-to Essay ○ Definition essay
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<p>W.9-10.3 Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;</p> <p>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;</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole;</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters;</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>1. Write a narrative to develop real or imagined experiences or events that:</p> <p>a. Includes an introduction that orients the reader with the problem, situation, point-of-view, and narrator/characters.</p> <p>b. Is appropriately paced and integrates and develops multiple plot lines and characters.</p> <p>c. Applies the appropriate punctuation of dialogue</p> <p>d. Develops character experiences and events</p> <p>e. Establishes and sustains authentic voice.</p> <p>f. Uses a variety of techniques and events that build upon one another to maintain the whole of the story. Sequence and build events to meet the needs of the audience.</p> <p>g. Establishes appropriate style, voice, mood, tone, etc.</p> <p>h. Uses a variety of styles to implement plot shift and changes.</p> <p>i. Uses a wide range of vocabulary and figurative language to create vivid descriptions and sensory images.</p> <p>j. Includes a conclusion that resolves the sequence of events</p> <p>k. Uses the editing process.</p>	<ul style="list-style-type: none"> ○ Using novels or a variety of personal narratives, have students analyze the various components of the narrative. i.e. sequence, rising action, conflict, setting, character development, etc. ○ NMSI: Characters and Characterization. Module 2: <i>Shipping News</i> ○ Read “Teacher Who Changed my Life” Nicholas Gage. ○ Write an Educational Awakening Essay”
<p>W.9-10.4 Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>1. Produce formal writing that includes: introduction, thesis, examples, explanations/details, transitions and conclusion.</p>	<ul style="list-style-type: none"> ○ Write an essay on any topic ○ Write a eulogy ○ Write a wedding toast ○ Write a 6-word memoir ○ Smith Magazine publications ○ NPR segment on the super short story
<p>Production and Distribution of Writing</p>		
<p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p>	<p>1. Produce a formal piece of writing designed for a specific purpose that follow the writing process i.e. brainstorm, outline, rough draft, revise, edit, final product.</p>	<ul style="list-style-type: none"> ○ Produce formal writing that may not follow a formula (such as the five-paragraph essay) ○ Write a letter to the editor or an OpEd ○ Write a letter to the principal ○ Write a student government proposal.
<p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>1. Use computer, keyboard, media to produce, publish, and share various works.</p>	<ul style="list-style-type: none"> ○ Production tools: <ul style="list-style-type: none"> ○ Noodle tools ○ Son of Citation ○ Publication tools: <ul style="list-style-type: none"> ○ Moodle ○ Google Docs ○ EdModo ○ Prezi ○ ActivInspire ○ PowerPoint

Research to Build and Present Knowledge		
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.	<ol style="list-style-type: none"> 1. Conduct independent research to answer student-generated questions and/or solve problems. <ol style="list-style-type: none"> a. Narrow or broaden the inquiry when appropriate b. Synthesize multiple sources on the subject c. Demonstrate an understanding of the subject. 	<ul style="list-style-type: none"> ○ T-Chart (Step Up to Writing) ○ Google Scholar ○ SLED ○ Take students to a presentation on research done by the school's Library/Media Specialist
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.	<ol style="list-style-type: none"> 1. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. 2. Assess the usefulness of each source in answering a research question. 3. Integrate information into the text selectively and effectively to maintain the flow of ideas. 4. Cite information appropriately, following a standard format (such as MLA) for citation. 	<ul style="list-style-type: none"> ○ SLED/Academic Search Premier ○ Google Scholar ○ Library of Congress ○ OWL at Purdue for MLA formatting
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research; <ol style="list-style-type: none"> a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”); b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”). 	<ol style="list-style-type: none"> 1. Cite specific evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> ○ OWL at Purdue for MLA formatting
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.	<ol style="list-style-type: none"> 1. Write for a range of tasks, purposes, and audiences over an extended period of time. 	<ul style="list-style-type: none"> ○ Quickwrites ○ Timed writes ○ Exit tickets ○ Journals ○ Timed essays ○ EdModo.com ○ Short/Long Answer

Speaking and Listening Standards

Comprehension and Collaboration

<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively;</p> <p>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;</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed;</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions;</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<ol style="list-style-type: none"> 1. Initiate and participate in a range of collaborative discussions about classroom topics, texts, and issues. 2. Use textual materials to contribute to class discussions in a way that encourages further discussion. 3. Work with peers to set rules for discussion and decision-making. 4. Ask clarifying questions 5. Give verbal and nonverbal feedback to the speaker. 6. Respond thoughtfully to other perspectives and ideas, building on peers’ comments and discussion. 7. Summarize his or her or others’ points-of-view and offer new connections or analysis based on different perspectives. 	<ul style="list-style-type: none"> ○ Socratic seminar ○ Capturing Kids’ Hearts ○ Social Contracts ○ Assign leadership roles (leader, scribe, timekeeper, spokesperson, on-task person)
<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.</p>	<ol style="list-style-type: none"> 1. Track a speaker’s argument, evaluating the credibility and accuracy of his or her sources of information. 2. Note discrepancies among different sources of data or information. 3. Make a claim based on the integration of multiple sources of information presented in diverse media or formats. 	<ul style="list-style-type: none"> ○ TED Talks ○ Presidential addresses ○ Gubernatorial addresses
<p>SL.9-10.3 Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<ol style="list-style-type: none"> 1. Identify and evaluate a speaker’s: <ol style="list-style-type: none"> a. Point of view or reasoning. b. Use of evidence and rhetoric. c. Use of logical fallacies and/or exaggerated or distorted evidence. 	<ul style="list-style-type: none"> ○ SOAPSTone (subject, occasion, audience, purpose, speaker, and tone) ○ Journalism

Presentation of Knowledge and Ideas		
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<ol style="list-style-type: none"> 1. Deliver an oral presentation that: <ol style="list-style-type: none"> a. Includes presentation of information, findings, and supporting evidence b. Is clear, concise and logical c. Is organized so that listeners can follow the line of reasoning, organization and development of ideas. 	<ul style="list-style-type: none"> ○ How-to speech ○ Research project presentation
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ol style="list-style-type: none"> 1. Create an oral presentation that: <ol style="list-style-type: none"> a. Uses digital media to enhance understanding of findings, reasoning and evidence and to add interest. 	<ul style="list-style-type: none"> ○ PowerPoint ○ Prezi ○ ActivInspire ○ YouTube.com clips
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	<ol style="list-style-type: none"> 1. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<ul style="list-style-type: none"> ○ Formal presentations ○ Informal presentations ○ One-minute speeches (Capturing Kids’ Hearts: Explore)
Language Standards		
Conventions of Standard English		
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <ol style="list-style-type: none"> 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. *refer to appendix 	<ol style="list-style-type: none"> 1. Analyze and evaluate the effect of parallel structure 2. Communicate using a variety of phrases or clauses to vary sentence structure. 	<ul style="list-style-type: none"> ○ Article: <i>On Nuclear Disarmament</i> ○ Have students analyze the author’s purpose and effect of structure. ○ Have students analyze the usage of various phrases and clauses for effect.
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Analyze and utilize relationships between independent and dependent clauses 2. Correctly use semi-colon, comma, period, capitalization, and transitions (conjunctive adverbs). 	<ul style="list-style-type: none"> ○ Using either fiction or non-fiction, have students analyze and edit for various sentence structures and variety in their own writing. ○ Practice combining sentences using comma, semi-colon and colon.
Vocabulary Acquisition and Use		
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. 	<ol style="list-style-type: none"> 1. Evaluate and use print and digital style manuals (e.g. MLA Handbook) for various writing applications. 2. Student will purposely use diction, syntax and grammar in combination to contribute to style and meaning. 	<ul style="list-style-type: none"> ○ After evaluating the vocabulary of documentation manuals, students will use correct documentation; ○ Students will write formal research papers of various length with in-text citation, footnotes, and works cited or bibliography. ○ OWL at Purdue for MLA formatting

<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies;</p> <p>a. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues 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., analyze, analysis, analytical; advocate, advocacy);</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>	<ol style="list-style-type: none"> 1. Generate meaning by identifying various contextual clues using: <ol style="list-style-type: none"> a. Roots and affixes: b. Cultural derivations c. General context d. Dialectical context e. Idiomatic expressions f. Syntax (placement of the word within the sentence) 2. Identify the part of speech and meaning based on the word's ending 3. Identify precise meaning and part of speech of a word. 4. Use various forms of words 5. Use dictionaries, glossaries, and thesauruses in both print and digital form to: <ol style="list-style-type: none"> a. Determine the meaning of unknown words b. Find a word's pronunciation, part of speech, and/or etymology. 	<ul style="list-style-type: none"> ○ Using a variety of vocabulary strategies, have students uncover meaning through context ○ <i>Huck Finn Of Mice and Men</i> ○ <i>Poetry</i> ○ <i>Don Quixote</i> ○ <i>Julius Caesar</i>
<p>L.9-10.5 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 denotation (definition) or determine the meaning of analogies.</p>	<ol style="list-style-type: none"> 1. Using either fiction or non-fiction, analyze the role of figures of speech in creating meaning within texts. 	<ul style="list-style-type: none"> ○ Using a variety of vocabulary strategies, have students identify allusion, allegory, analogy, irony, extended metaphor, denotation/ connotation, parallelism, diction, proverb, etc.
<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.</p>	<ol style="list-style-type: none"> 1. Choose and employ vocabulary and diction appropriately for different purposes. 2. Demonstrate independence in the analysis and acquisition of new vocabulary when encountering content-based text. 	<ul style="list-style-type: none"> ○ Using a variety of non-fiction have students define vocabulary within various genres. Have students research a college or career requiring job-specific vocabulary.