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Grade English

er(s):

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or the year (The critical questions and tensions to explore across the year):

Does literature reflect and impact the world around us?

Does reading literature alter our perspective and inform our decisions?

or the year (The big ideas grounding the exploration across the year):

Literature grows out of particular historical, political, and cultural contexts.

Fiction and nonfiction can be used to reveal truths, trends, or perspectives about the world in which it was written.

Authors convey specific messages in literature.

Readers bring their particular perspectives to literature that influence their interpretations.

Ultimately, reading can influence and alter the way that people see the world.

Big skill strands/genres prioritized in your course:

Reading critically

- Annotating
- Setting deliberate intentions for one's reading
- Asking relevant questions as you read

Discussion

- Developing informal claims and evidence
- Articulating questions and ideas to an audience
- Listening
- Synthesizing perspectives
- Evaluating perspectives
- Revising thinking

Writing

- Composing claims
- Selecting evidence
- Elaboration
- Context
- Significance

ng categories and percentages that reflect these priorities:

Work Habits

- Homework
- Classwork
- Listening

Reading

- Comprehension
- Textual Analysis

Writing

- Claim
- Introduction
- Evidence
- Elaboration
- Conclusion / Reflection

Discussion

- Depth of thought
- Selection of evidence
- Preparation

Essential ion/s &	Key topics & concepts	Common Core Learning	Name the transferable &	Authentic summative	Key formative & assessment	Differentiate texts, resour
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time frame	covered that should be captured in the performance task(s) and repeatable stuff	Standards / NGSS hit	repeated stuff (i.e. skill spiral buckets from Dept, literary genres, cross cutting concepts and/or enduring understandings) that house the common core & content /concept introduced, repeated, or elevated in the unit (note which) to be applied to performance task/s	performance task/s that frame the learning in unit - think gradebook categories:).	opportunities for the skills and content along the way to performance task/s - think gradebook categories :). <u>Capturing Classwork</u> <u>Brainstorm</u>	and tools
<p>zing n mber)</p> <p><i>loes the ent of it behavior rt stories the values society in they are n?</i></p>	<p>Annotation</p> <p>Critical Reading</p> <p>Discussion</p> <p>Evidence selection</p> <p>Elaboration</p> <p>Claim</p>	<p><u>RL 9.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><u>RL 9.5</u> Analyze</p>	<p>Examine and explore the basic and more complex elements of a short story/ fictional text</p> <p>Practice writing and reading stamina</p>	<p>Mock Trial in response to Tell Tale Heart (discussion)</p> <p>Literary Essay</p> <p>Reading Component</p> <p>Writing Component</p>	<p>Socratic seminars</p> <p>Annotations</p> <p>Reading quizzes</p> <p>Informal writing (homework)</p> <p>Exit cards</p>	<p>Charts of skill learned in middle school that strong readers use while reading (annotation strategies and questions they should ask themselves)</p>

<p><i>ociety's job :" or those who conform ural ?</i></p>		<p>how an author's choices concerning how to structure a text, order or events within it, and manipulate time create such effects such as mystery, tension, or surprise.</p> <p><u>RL 9.2</u> Analyze how complex characters develop over the course of the text, interact with other characters and advance the plot or develop a theme</p> <p><u>W 9.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately</p>	<p>Work collaboratively on different projects and discussions</p> <p>Develop creative thinking skills and then apply them to Socratic Seminars and writing pieces.</p> <p>Create annotation styles for themselves that are helpful and push their thinking.</p> <p>Explore themes, author's purpose, and narration styles.</p> <p>Craft and defend initial claims</p>		<p>In class essays</p>	<p>Sentence star for discussion</p> <p>Graphic organizers for discussion pr</p> <p>Word banks / frontloaded vocabulary</p> <p>"Miriam" "Tell Tale Heart" "A Haunted House" "A Rose for Emily"</p>
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through the effective selection, organization and analysis of content.

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, or trying a new approach, focusing on addressing what is most significant for a

specific purpose and audience.

W 9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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>ction ng and nent ng ber / nber)</p> <p><i>lo writers ading and ch to i their on of topic velopment itions?</i></p> <p><i>lo I select st evidence port my from e, ble s?</i></p> <p><i>lo I rate in hat ide s of the y of my n?</i></p>	<p>Nonfiction reading</p> <p>Annotation</p> <p>Discussion / debate</p> <p>Claim</p> <p>Evidence selection</p> <p>Elaboration</p> <p>Context (intro and conclusion)</p> <p>Responsible citation</p>	<p><u>RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>RI.9-10.5</u> Analyze in detail how an author's ideas or claims are developed</p>	<p>Practice reading and writing stamina</p> <p>Employ strategies to facilitate comprehension of complex texts</p> <p>Summarize reading thoughtfully and accurately</p> <p>Use discussion to raise questions, test theories, and absorb various perspectives</p> <p>Use writing to track multiple perspectives</p> <p>Develop and revise claims throughout the research process</p> <p>Select the best evidence in</p>	<p>Argument essay</p> <p>Reading (nonfiction) Component</p> <p>Writing Component</p> <p>Presentation</p> <p>Fishbowl/ debate</p>	<p>Socratic seminars</p> <p>Annotations</p> <p>Notes</p> <p>Informal writing (homework)</p> <p>Summaries / comparisons of texts</p> <p>Exit cards</p>	<p>NewsELA differentiated sources</p> <p>Differentiated topics (small selection of topics for this round) with intentional selection of heterogeneous grouping</p> <p>Frontloaded vocabulary</p> <p>Nonfiction reading lessons + reference charts (in the room and printed for binders)</p> <p>Small groups needed</p>
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		<p>and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><u>RI.9-10.6</u> 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.</p> <p><u>W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>support of one's claim</p> <p>Elaborate to help readers see the relevance and significance of evidence and arguments</p> <p>Draft introductions and conclusions that engage readers and provide necessary context</p>			
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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, or trying a new approach, focusing on addressing what is most significant for a

specific purpose and audience.

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

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.				
Studies mber - mber) <i>lo we use clues in lay life to ret the around</i> <i>lo zic stylistic s produce n tone or uate a r ge?</i> <i>it ways is</i>	Literary Claim Evidence selection Elaboration Comparative Analysis Context (intro and conclusion) Collaborative discussion Visual interpretation Tone,	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	Understand how images and sound convey messages in visual media. Analyze the author's message through analysis of tone, dialogue, character portrayal, and point of view. Compare and contrast films and texts as they relate to the aforementioned skills.	Literary essay Reading component Writing Component Small group fishbowl discussion	Short responses to scenes (nightly homework + in class essays) Small group discussions of book club texts and films Socratic seminars re: author's craft in shared texts Annotations and viewing notes Reading quizzes	Excerpts from <i>The Virgin Suicides</i> Book clubs: <i>The Outsider</i> , <i>Perks of Bein Wallflower</i> , <i>Push</i> , <i>Lovely Bones</i> , <i>The Help</i> , <i>Friday Night Lights</i>

<p><i>milar to fferent rint text? oes ing” them er ce our ective on</i></p>	<p>characterization, point of view, dialogue.</p>	<p>place; how it sets a formal or informal tone).</p> <p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work</p> <p>W.9-10.9 Draw evidence from literary or informational</p>	<p>Participate in small and large discussions related to the interpretation of print and visual media both individually and in comparison to one another.</p> <p>Select and elaborate on evidence to substantiate interpretations of author’s craft in frequent formal and informal written assignments.</p> <p>Elevate analysis and writing through ongoing process of revision and peer review.</p>		<p>/ summary checks</p> <p>Exit cards</p>	
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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.

SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and

		<p>accuracy of each source.</p> <p>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.</p>				
<p>y ary / ary)</p> <p>oes tive ge allow s to s ideas uld not be</p>	<p>Annotation</p> <p>Close reading</p> <p>Discussion</p> <p>Revision of theories</p> <p>Selection of</p>	<p>RL.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.</p>	<p>Identify use of literary devices and the impact on readers</p> <p>Develop interpretations of author's message in complex poetry</p>	<p>Poet Clubs Mini Discussions</p> <p>Reading Poetry Component</p> <p>Discussion Component</p> <p>Poetry Portfolio</p> <p>Draft</p> <p>Poetry Portfolio</p>	<p>Frequent informal short writes on author's craft (homework)</p> <p>In class essays in defense of analytical claims</p>	<p>Variety of shared texts, scaffolded for student access selection</p> <p>Author study leveled group for appropriate difficulty of</p>

<p><i>used revised?</i></p> <p><i>Options are made race, and r in ure?</i></p> <p><i>loes g poetry h critical shift our about the ?</i></p> <p><i>ations the world pe to in my riting, and an I make rate ic choices act my s?</i></p>	<p>evidence</p> <p>Elaboration</p> <p>Creative writing</p> <p>Critical lenses: feminist, Marxist, racial equity</p> <p>Figurative language and metaphor</p> <p>Alliteration, assonance, juxtaposition, imagery, repetition, hyperbole</p>	<p>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).</p> <p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in</p>	<p>Elaborate on specific details in support of literary claims</p> <p>Read poems closely, multiple times, in order to interpret them through various critical lenses</p> <p>Practice the use of figurative language in a process of ongoing creative writing and revision</p> <p>Articulate the purpose of one's own stylistic choices when composing creative writing</p>		<p>Exit cards</p> <p>Small group discussions</p> <p>Socratic seminars</p> <p>Annotations</p>	<p>analysis</p> <p>Frontloaded vocabulary</p> <p>Charts and reference materials for close reading (transfer of sl from middle school as well film unit) as as annotation strategies</p> <p>Background author's lives and careers to contextualize information</p> <p>Teacher model of both interpretive / analytical work AND creative writing tasks</p> <p>Range of supports (from more to less scaffolded) to</p>
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		<p>the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>W.9-10.2</u> 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><u>W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective</p>				<p>choose from when it comes structure of creative writing (graphic organizers, outlines, models, guidelines)</p>
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technique, well-chosen details, and well-structured event sequences.

W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.9

		Draw evidence from literary or informational texts to support analysis, reflection, and research.				
ction ng and nent ng uary / h)* lar to the rgument out more d on ch. ct to on in light AT 2	Nonfiction reading AND research Annotation Discussion / debate Evaluation of sources Claim Evidence selection Elaboration Counterclaim Context (intro and conclusion) Responsible citation	<u>RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective	Evaluating sources Conducting independent research Considering author's bias and message Identifying misleading / irrelevant info Selecting the <u>best</u> evidence Developing and defending	Annotated bibliography (whole class model topic and self-selected) Argument essay Presentation	Notes on sources / summaries Informal writing (homework) In class essays / flash drafts Comparisons of multiple viewpoints / sources Exit cards Small group discussions Socratic seminars	Greater range topics but with supports in place as needed NewsELA for scaffolded sources Review of past resources / charts / graph organizers for elaboration, counterclaim claim, etc. with increased expectation of independent selection and implementation Lessons of source bias and responsible

		<p>summary of the text.</p> <p><u>RI.9-10.6</u> 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.</p> <p><u>RI.9-10.8</u> Delineate 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 fallacious reasoning.</p>	<p>nuanced claims</p> <p>Anticipating counterarguments and addressing them proactively in both writing and discussion / debate</p> <p>Using conversation to challenge and enhance understanding of a topic and the range of viewpoints on it.</p> <p>Presenting one's findings in a clear, cohesive, and logical way.</p>			<p>selection of reputable materials</p> <p>Small groups needed for vocab, chunk and other nonfiction re: strategies</p>
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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.

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, 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 here.)

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

		<p>appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><u>SL.9-10.1</u> 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>				
of the Social ology (/ May)	Literary analysis Annotation of a novel /	<u>RL.9-10.2</u> Determine a theme or central idea of a text	Participate in discussion of a complex text in order to reflect	Synthesis essay uniting LOTF and a major historical event	Reading quizzes Annotations / notes	Chapter summaries / recaps

<p><i>is the relationship dynamic and its nature? orals and or nt?</i></p> <p><i>is the plot of the novel compelling? How does this powerful novel bring it in the foreground?</i></p> <p><i>How do motifs contribute to our understanding of symbolism? What purpose do they serve?</i></p> <p><i>Can we increase our understanding of historical actions and</i></p>	<p>development of a personal tracking system</p> <p>Discussion Characterization</p> <p>Motif</p> <p>Symbolism</p> <p>Social Psychology</p> <p>Historical Connections</p>	<p>and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>.RL.9-10.3</u> 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.</p> <p><u>RL.9-10.5</u> Analyze how an</p>	<p>concrete understanding as well as to enhance / challenge interpretations</p> <p>Develop theories and claims in response to symbols and motifs in the text</p> <p>Contextualize reading within history</p> <p>Draw connections between events within and outside of the text</p> <p>Develop and define nuanced claims to synthesize life and literature with appropriate evidence selection and analysis</p>	<p>Collaborative projects on motif and symbol</p>	<p>Socratic seminars</p> <p>Exit cards</p> <p>Informal theory / claim driven responses at various points in the novel</p> <p>Longer, in class essays as needed to track thinking about developing symbols and motifs</p> <p>Notes in response to social psych</p> <p>Research log / annotated bib for historical context</p>	<p>Frontloaded vocab</p> <p>Use of film</p> <p>Graphic organizers / reference materials / ch</p> <p>Guidance in selection and maintenance tracking system as needed</p>
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author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2.C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.D

Use precise language and

domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2.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).

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.

SL.9-10.1.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

		<p>discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><u>SL.9-10.1.D</u> 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>				
<p>ethnography / June)</p> <p><i>is the ownership on my own</i></p>	<p>Structure</p> <p>Characterization</p> <p>Motif / Symbolism</p>	<p>W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts,</p>	<p>Ability to use one's own experience as a text and a piece of literature</p>	<p>Complete autoethnography : introduction to contextualize cultural identity and social</p>	<p>Notes / brainstorming / informal writing</p> <p>Research notes</p>	<p>Choice of structures for each vignette (plus outlines guidelines as needed)</p>

<p><i>ence and ure?</i></p> <p><i>oes my xperience 'society?</i></p> <p><i>an I ate my xperience ng skills d from authors?</i></p> <p><i>lo my own ial ences with l construct l align/ t with al norms?</i></p>	<p>Critical Lens</p> <p>Cultural identity</p> <p>Social construct</p> <p>Research</p> <p>Narrative writing</p> <p>Reflection</p> <p>Revision</p>	<p>and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p> <p><u>W.9-10.3.A</u> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view,</p>	<p>Reflection on experience as research</p> <p>Contextualizing these experiences within larger social frameworks</p> <p>Creative integration of literary elements studied within one's own writing</p> <p>Defense of stylistic choices for particular impact on the reader</p>	<p>construct, four related vignettes focusing on discrete skills, conclusion reflecting research, findings, and intended impact on audience</p>	<p>Explorations of social constructs</p> <p>Vignettes (rough and revised)</p> <p>Small group discussions</p> <p>Exit cards</p>	<p>Teacher mod (always two different kind for inspiratio and guidance</p> <p>Published models of memoirs and autobiograph</p> <p>Reintegration past referenc materials / ch / lessons</p>
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and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3.D

Use precise

words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.