

Week	Marking Period 1	Week	Marking Period 2
1	Opening Benchmark/Autobiography Project/ Test Skills Diagnostic /Grammar Skills Diagnostic/Independent Reading Choices/ Nonfiction Selection 1/ Lit Elements 1/SSR/ Reader Response 1	6	Voc 5/Grammar 4/Test Prep: Narrative Writing/Nonfiction Selection 6/Lit Elements Project Due
2	Autobiography Presentations/Test 1 Prep /Vocab 1/ Nonfiction Selection 2 with Socratic Seminar/Lit Elements 2/Short Narrative Selection 1/SSR/Reader Response 2/Grammar 1/“Moovly” Project and Presentations	7	Voc 6/Grammar 5/Nonfiction selection 7/Short Narrative Selection 3/Lit Analysis Timed Writing/SSR/Exploration of chosen Controversial Issue/Research skills
3	Test 2 Prep/Vocab 2, Part 1/Nonfiction Selection 3/Lit Elements 3/Short Narrative Selection 2/SSR/Reader Response 3/Grammar 2/Intro to Controversial Issues Project (to be completed at end of Marking Period 2)	8	Voc 7/Test 5 Prep/Grammar 6/Nonfiction Selection 8 with Socratic Seminar/SSR/Writing about Research/Plagiarism Lesson/Lit Analysis- Research Paper Writing
4	Vocab 3/Nonfiction Selection 4 with Socratic Seminar/ Test 3 Prep/Lit Elements 4/SSR/Reader Response 4/Grammar 3/Controversial Issue Debate/Intro to Lit Elements Project	9	Voc 8/Test Prep: Timed Writing/Nonfiction Selection 9/Research and Writing
5	Vocab 4/Nonfiction Selection 5/Lit Elements 5/SSR/Reader Response 5/Lit Elements Project	10	Review of skills and vocab/Benchmark/Lit Analysis-Research Papers Due

<b>Time Frame</b>	<b>5 Weeks; 82 min blocks</b>
<b>Topic</b>	
Reading Narrative and Informational Texts Preparation for Various Tests	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are the purposes for reading narrative texts?</li> <li>• What literary elements are used within narrative texts?</li> <li>• How do literary elements aid in developing a story?</li> <li>• How are literary elements used in questions on standardized tests?</li> <li>• How do readers find the author’s message, theme or purpose of writing in fiction and non-fiction texts?</li> <li>• How do skilled readers use various strategies when taking standardized texts?</li> <li>• What are the purposes for reading a variety of types of non-fiction text?</li> <li>• How does varied vocabulary help the reader with comprehension and analysis?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Readers apply reading strategies to comprehend both fiction and non-fiction texts</li> <li>• Learners are able to take their understanding of literary terms and find their purpose through various narrative short texts as well as their own reading selection</li> <li>• Inferences are made through analysis of narrative texts and can be supported with textual evidence</li> <li>• Context clues and word part analysis can be used to determine the meaning of unfamiliar words and phrases in both fiction and non-fiction texts</li> <li>• Various reading purposes are acquired: reading for pleasure through SSR, reading to learn through narrative and information texts, and reading to answer questions for various standardized tests</li> <li>• Students are able to assess their own performance with a variety of practice activities and writing assignments</li> </ul>	
<b>Alignment to NJSLS</b>	
<b><u>Reading Literature</u></b>	
<b>Key Ideas and Details</b>	
<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>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>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.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate</p>	

elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**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).

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.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**Integration of Knowledge and Ideas:**

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Range of Reading and Level of Text Complexity:**

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.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

**Reading Informational Text****Key Ideas and Details:**

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 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.

RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**Craft and Structure:**

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.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

**Range of Reading and Level of Text Complexity:**

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above

**Writing**

**Texts Types and Purposes**

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.

**Speaking and Listening**

**Comprehension and Collaboration:**

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.9-10.1. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Presentation of Knowledge and Ideas:**

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5 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.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

**Language**

**Conventions of Standard English**

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.A Observe hyphenation conventions.

L.11-12.2.B Spell correctly.

**Vocabulary Acquisition and Use:**

**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.

**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.

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, 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.

**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, its etymology, or its standard usage.

**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).

**Key Concepts and Skills**

- Apply strategies for comprehension and analysis of fiction and nonfiction texts
- Identify the author's tone, theme, and purpose within texts
- Analyze how the author established the tone and purpose within a text
- Use textual evidence in order to back up their claims
- Use content specific vocabulary to analyze fiction and nonfiction texts
- Use context clues and partword analysis to define meanings of unknown words
- Understand the use of literary elements in fiction texts
- Use knowledge of literary techniques in order respond to a variety of standardized test questions and writing prompts
- Understand the layout, scoring, and strategies associated with a variety of standardized tests relevant to students, including: ACT, ACCUPLACER, ASVAB, PARCC, and SAT
- Participate in small and large group discussions
- Prepare for discussions through reading assigned material
- Use creativity to produce an original piece of writing that draws on the elements of narrative writing

**Learning Activities**

- Autobiography Project as an icebreaker, oral presentation, and offers a baseline for their ability to analyze literature. They are asked to find songs in which the words/tone/mood of the song is directly related to important events in their life, and give an explanation why.
- Vocabulary words from two books: *VocabuLit* and *Greek and Latin Roots*. The *VocabuLit* books offer words and activities that relate to common words used in everyday language and on standardized tests. The *Greek and Latin Roots* book offers skills for students to help them determine the meaning of unknown words by looking for their root.
- Creation of Kahoot! and Google Slide vocabulary presentations are created each week by students to enhance their understanding of the words, their parts, and usage.
- Newsela assignments and quizzes that assess the reader's ability to find the central theme of an article, important moments in the article that helped develop the theme (using textual evidence), the author's tone, define unknown vocabulary words through context clues, and give a brief summary of the main idea.
- TedTalk assignments in which students are asked to watch a TedTalk and find the theme of the TedTalk, the tone of the presenter, the presenters overall purpose, and the moments/techniques the presenter uses in order to help the audience understand this purpose.

- UpFront Magazine assignments that assess the reader’s ability to find the central theme of an article, important moments in the article that helped develop the theme (using textual evidence), the author’s tone, define unknown vocabulary words through context clues, and give a brief summary of the main idea.
- Socratic Seminars designed around response to various non-fiction assignments. These seminars are meant to help further develop understanding of the texts at hand and to help all students reach a maximum level of analysis.
- SSR independent reading selections are chosen at the beginning of the quarter and are read throughout the course.
- Reader Responses #1-5 related to their SSR novel and the literary elements learned that week (completed on Google Classroom)
- Literary Elements Project: based on the students independent reading novel, they are to create either a children’s book or a “book trailer” that conveys their understanding of all the literary terms
- Students each create a “Moovly” by using the interactive website to recreate important moments in a short story. The Moovly will show their understanding of literary terms and give the students a chance to be creative.

### Assessments

- Opening Benchmark
- Vocabulary Quizzes
- Multimedia presentations
- Do-Now, Exit Card
- Practice Tests
- Projects
- Discussions and Participation
- Reader Responses
- Non-Fiction assignments and quizzes

### 21<sup>st</sup> Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

### Interdisciplinary Connections

- Science
- History
- Technology
- Art
- Music

### Technology Integration

**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 C. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

<b>Time Frame</b>	<b>5 Weeks; 82 min blocks</b>
<b>Topic</b>	
Analyzing Literature Conducting Research and Writing about Research Reading Informational Texts Preparation for Various Tests	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are the purposes for reading narrative texts?</li> <li>• How do authors convey the theme of their story?</li> <li>• What connections do literary texts have to modern society?</li> <li>• What is a credible source?</li> <li>• How do writers avoid plagiarism?</li> <li>• How do skilled readers/writers use various strategies when taking standardized tests and responding to prompts?</li> <li>• What are the purposes for reading a variety of types of non-fiction texts?</li> <li>• How does varied vocabulary help the reader with comprehension and analysis?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Readers apply reading strategies to comprehend both fiction and non-fiction texts</li> <li>• Learners are able to draw conclusions from texts based on the information given</li> <li>• Students are able to connect their independent reading to modern day society and its controversial issues.</li> <li>• Inferences are made through analysis of narrative texts and can be supported with textual evidence</li> <li>• Context clues and word part analysis can be used to determine the meaning of unfamiliar words and phrases in both fiction and non-fiction texts</li> <li>• Students possess the understanding of “credible sources” and uses this knowledge to find appropriate research.</li> <li>• Students are able to delineate their research to create their own thesis and build connections with a novel of their choices.</li> <li>• Students show their ability to write over extended time frames to produce a completed essay that connects research with literature.</li> <li>• Students are able to assess their own performance with a variety of practice activities and writing assignments</li> </ul>	
<b>Alignment to NJSLs</b>	
<b><u>Reading Literature</u></b>	
<b>Key Ideas and Details</b>	
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.	
<u>RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
<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.	
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the	

text leaves matters uncertain.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### **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).

### **Range of Reading and Level of Text Complexity:**

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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## **Reading Informational Text**

### **Key Ideas and Details:**

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 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.

RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

### **Craft and Structure:**

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.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### **Integration of Knowledge and Ideas:**

RI.11-12.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

**Range of Reading and Level of Text Complexity:**

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction at grade level text- complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

**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. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing:**

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

W.11-12.4 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.11-12.6 Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

W.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**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.

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)..

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

### **Range of Writing:**

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Speaking and Listening**

### **Comprehension and Collaboration:**

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.9-10.1.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.

### **Presentation of Knowledge and Ideas:**

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5 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.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

## **Language**

### **Conventions of Standard English**

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.A Observe hyphenation conventions.

L.11-12.2.B Spell correctly.

### **Vocabulary Acquisition and Use:**

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.

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.

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, 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.

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, its etymology, or its standard usage.

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).

## **Key Concepts and Skills**

- Apply strategies for comprehension and analysis of fiction and nonfiction texts
- Identify the author's tone, theme, and purpose within texts
- Analyze how the author established the tone and purpose within a text
- Use textual evidence in order to back up their claims
- Use content specific vocabulary to analyze fiction and nonfiction texts
- Use context clues and partword analysis to define meanings of unknown words
- Participate in small and large group discussions
- Prepare for discussions through reading assigned material
- Use knowledge of research to conduct research on a controversial issue in today's society
- Deeply analyze a text for its connection to modern society and its relevant issues
- Write over extended time frames in order to produce a coherent, organized, and original research paper
- Use the standard conventions of the English language to produce coherent and thoughtful responses to writing prompt and explanation of research

## **Learning Activities**

- Students will practice their grammar skills through activities in their *WriteSource* skills books.
- Vocabulary words from two books: *VocabuLit* and *Greek and Latin Roots*. The *VocabuLit* books offer words and activities that relate to common words used in everyday language and on standardized tests. The *Greek and Latin Roots* book offers skills for students to help them determine the meaning of unknown words by looking for their root.
- Creation of Kahoot! and Google Slide vocabulary presentations are created each week by students to enhance their understanding of the words, their parts, and usage.
- Newsela assignments and quizzes that assess the reader's ability to find the central theme of an article, important moments in the article that helped develop the theme (using textual evidence), the author's tone, define unknown vocabulary words through context clues, and give a brief summary of the main idea.

- TedTalk assignments in which students are asked to watch a TedTalk and find the theme of the TedTalk, the tone of the presenter, the presenters overall purpose, and the moments/techniques the presenter uses in order to help the audience understand this purpose.
- UpFront Magazine assignments that assess the reader's ability to find the central theme of an article, important moments in the article that helped develop the theme (using textual evidence), the author's tone, define unknown vocabulary words through context clues, and give a brief summary of the main idea.
- Socratic Seminars designed around response to various nonfiction assignments. These seminars are meant to help further develop understanding of the texts at hand and to help all students reach a maximum level of analysis.
- Students continue to read their SSR selections and fill out a reading journal each day. This reading journal will help them track important moments in their stories, the pages, and quotes. They will refer back these journals while writing their research papers
- The learners Literary Analysis paper is meant for the student to take their independent reading novel and relate it to a current controversial issues. They will decide on this issue early on in the quarter and track the issue throughout the course as they read their novel. Their final paper will be a comparison of this issue portrayed in both fiction (novel) and nonfiction (research) texts

### Assessments

- Benchmark
- Vocabulary Quizzes
- Multimedia presentations
- DoNow, Exit Card
- Practice Tests
- Projects/Paper
- Discussions and Participation
- Reader Responses
- NonFiction assignments and quizzes

### 21<sup>st</sup> Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

### Interdisciplinary Connections

- Science
- History
- Technology
- Art
- Music

### Technology Integration

**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 E. Research and Informational Fluency:** Students apply digital tool to gather, evaluate, and use information.

DEPARTMENT English

COURSE: LA Test Prep (Quarter)