

COURSE STANDARDS AND ANCHORS	
COURSE: Introduction to Literature and Composition	GRADE: 9
STRAND: Reading Informational Text	TIME FRAME: Year-long

PA COMMON CORE STANDARD
<b>1.2 Reading Informational Text</b> Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT
<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• <b>Main Idea:</b> <ul style="list-style-type: none"> <li>• <u>CC1.2.9-10.A:</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.</li> </ul> </li> <li>• <b>Text Analysis:</b> <ul style="list-style-type: none"> <li>• <u>CC1.2.9-10.B:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</li> <li>• <u>CC1.2.9-10.C:</u> Apply appropriate strategies to analyze, interpret, and evaluate how an 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.</li> </ul> </li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• <b>Point of View</b> <ul style="list-style-type: none"> <li>• <u>CC1.2.9-10.D:</u> Determine an author's particular point of view and analyze how rhetoric advances the point of view.</li> </ul> </li> <li>• <b>Text Structure</b> <ul style="list-style-type: none"> <li>• <u>CC1.2.9-10.E:</u> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</li> </ul> </li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• <u>CC1.2.9-10.F:</u> Analyze how words and phrases shape meaning and tone in texts.</li> </ul> </li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• <b>Integration of Evaluation Evidence, Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>• <u>CC1.2.9-10.G:</u> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account</li> </ul> </li> <li>• <b>Integration of Knowledge and Ideas Analysis Across Texts</b> <ul style="list-style-type: none"> <li>• <u>CC1.2.9-10.H:</u> Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</li> </ul> </li> <li>• <b>Integration of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>• <u>CC1.2.9-10.I:</u> Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</li> </ul> </li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>• <u>CC1.2.9-10.J:</u> 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.</li> <li>• <u>CC1.2.9-10.K:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</li> </ul>

### Range of Reading

- **CC.1.2.9-10. L:** Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

### KEYSTONE ASSESSMENT ANCHORS

#### READING FOR MEANING--NONFICTION:

- L.N.1.1: Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2: Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3: Use appropriate strategies to comprehend literature during the reading process.

#### ANALYZING AND INTERPRETING LITERATURE--NONFICTION

- L.N.2.1: Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2: Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3: Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4: Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5: Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

### KEYSTONE ELIGIBLE CONTENT OBJECTIVES

- **Author's Purpose**
  - L.N.1.1.1: Identify and/or analyze the author's intended purpose of a text.
  - L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
  - L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
  - L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.
- **Vocabulary**
  - L.N.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.
  - L.N.1.2.2: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
  - L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
  - L.N.1.2.4: Draw conclusions about connotations of words.
- **Comprehension**
  - L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
  - L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.
  - L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- **Interpretation & Analysis**
  - **Make & Support Interpretations**
    - L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.
    - L.N.2.1.2: Cite evidence from a text to support generalizations.
  - **Compare, Analyze, and Evaluate Literary Forms**
    - L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
    - L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
  - **Compare, Analyze, and Evaluate Literary Elements**

- L.N.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography.
  - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
  - the relationship between characters and other components of a text
  - the development of complex characters and their roles and functions within a text
- L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:
  - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action
- L.N.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
  - the relationship between the theme and other components of a text
  - comparing and contrasting how major themes are developed across genres
  - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
  - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
  - the relationship between the tone, style, and/or mood and other components of a text
  - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
  - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
  - the point of view of the narrator as first person or third person point of view
  - the impact of point of view on the meaning of a text as a whole
- **Identify and Analyze Text Organization and Structure**
  - L.N.2.4.1: Identify, analyze, and evaluate the structure and format of complex informational texts.
  - L.N.2.4.2: Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
  - L.N.2.4.3: Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
  - L.N.2.4.4: Make connections between a text and the content of graphics and charts.
  - L.N.2.4.5: Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- **Identify and Analyze Essential and Nonessential Information**
  - L.N.2.5.1: Differentiate between fact and opinion.
  - L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
  - L.N.2.5.3: Distinguish essential from nonessential information.
  - L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
  - L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
  - L.N.2.5.6: Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

STRAND: Reading Literature Text	TIME FRAME: Year-long
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PA COMMON CORE STANDARD
<b>1.3 Reading Literature</b> Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT
<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• <b>Theme:</b> <ul style="list-style-type: none"> <li>• <u>CC.1.3.9-10.A</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.</li> </ul> </li> <li>• <b>Text Analysis:</b> <ul style="list-style-type: none"> <li>• <u>CC.1.3.9-10.B</u>: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</li> </ul> </li> <li>• <b>Literary Elements:</b> <ul style="list-style-type: none"> <li>• <u>CC.1.3.9-10.C</u>: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul> </li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• <b>Point of View</b> <ul style="list-style-type: none"> <li>• <u>CC.1.3.9-10.D</u>: Determine an author's particular point of view and analyze how rhetoric advances the point of view.</li> </ul> </li> <li>• <b>Text Structure</b> <ul style="list-style-type: none"> <li>• <u>CC.1.3.9-10.E</u>: Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</li> </ul> </li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• <u>CC.1.3.9-10.F</u>: Analyze how words and phrases shape meaning and tone in texts.</li> </ul> </li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• <b>Sources of Information</b> <ul style="list-style-type: none"> <li>• <u>CC.1.3.9-10.G</u>: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</li> </ul> </li> <li>• <b>Text Analysis</b> <ul style="list-style-type: none"> <li>• <u>CC.1.3.9-10.H</u>: Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</li> </ul> </li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>• <b>Strategies</b> <ul style="list-style-type: none"> <li>• <u>CC.1.3.9-10.I</u>: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</li> <li>• <u>CC.1.3.9-10.J</u>: Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.</li> </ul> </li> </ul> <p><b>Range of Reading</b></p> <ul style="list-style-type: none"> <li>• <u>CC.1.3.9-10.K</u>: Read and comprehend literary fiction on grade level, reading independently and proficiently.</li> </ul>

KEYSTONE ASSESSMENT ANCHORS
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### READING FOR MEANING--FICTION:

- L.F.1.1: Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.F.1.2: Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.F.1.3: Use appropriate strategies to comprehend literature during the reading process.

### ANALYZING AND INTERPRETING LITERATURE—FICTION

- L.F.2.1: Use appropriate strategies to make and support interpretations of literature.
- L.F.2.2: Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.F.2.3: Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.F.2.4: Use appropriate strategies to identify and analyze text organization and structure in literary fiction.
- L.F.2.5: Use appropriate strategies to identify and analyze essential and nonessential information in literary fiction.

### KEYSTONE ELIGIBLE CONTENT OBJECTIVES

- **Author's Purpose**
  - L.F.1.1.1: Identify and/or analyze the author's intended purpose of a text.
  - L.F.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
  - L.F.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- **Vocabulary**
  - L.F.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.
  - L.F.1.2.2: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
  - L.F.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
  - L.F.1.2.4: Draw conclusions about connotations of words.
- **Comprehension**
  - L.F.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
  - L.F.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.
- **Interpretation & Analysis**
  - **Make & Support Interpretations**
    - L.F.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.
    - L.F.2.1.2: Cite evidence from a text to support generalizations.
  - **Compare, Analyze, and Evaluate Literary Forms**
    - L.F.2.2.1: Analyze how literary form relates to and/or influences meaning of a text.
    - L.F.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary fiction.
    - L.F.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
    - L.F.2.2.4: Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
  - **Compare, Analyze, and Evaluate Literary Elements**
    - L.F.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator, speaker, or subject of a biography.
      - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfiction text
      - the relationship between characters and other components of a text
      - the development of complex characters and their roles and functions within a text

- L.F.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
  - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action
- L.F.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
  - the relationship between the theme and other components of a text
  - comparing and contrasting how major themes are developed across genres
  - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
  - the way in which a work of literature is related to the themes and issues of its historical period
- L.F.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
  - the relationship between the tone, style, and/or mood and other components of a text
  - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
  - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.F.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
  - the point of view of the narrator as first person or third person point of view
  - the impact of point of view on the meaning of a text as a whole
- **Identify and Analyze Text Organization and Structure**
  - L.F.2.4.1: Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- **Identify and Analyze Essential and Nonessential Information**
  - L.F.2.5.1: Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
  - L.F.2.5.2: Identify, explain, and analyze the structure of poems and sound devices.
  - L.F.2.5.3: Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

<b>COURSE:</b> Introduction to Literature and Composition	<b>GRADE(S):</b> 9
<b>STRAND:</b> Writing	<b>TIME FRAME:</b> Year-Long

<b>PA COMMON CORE STANDARD</b>
<b>1.4 Writing</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

<b>ESSENTIAL CONTENT</b>
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- **Informative/Explanatory**
  - **CC.1.4.9-10.A:** Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
    - **Focus**
      - **CC.1.4.9-10.B:** Write with a sharp distinct focus identifying topic, task, and audience.
    - **Content**
      - **CC.1.4.9-10.C:** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
    - **Organization**
      - **CC.1.4.9-10.D:** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
    - **Style**
      - **CC.1.4.9-10.E:** Write with an awareness of the stylistic aspects of composition.
        - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
        - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
        - Establish and maintain a formal style.
    - **Conventions of Language**
      - **CC.1.4.9-10.F:** Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.
- **Opinion/Argumentative**
  - **CC.1.4.9-10.G:** Write arguments to support claims in an analysis of substantive topics.
    - **Focus**
      - **CC.1.4.9-10.H:** Write with a sharp distinct focus identifying topic, task, and audience.
        - Introduce the precise claim.
    - **Content**
      - **CC.1.4.9-10.I:** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.
    - **Organization**
      - **CC.1.4.9-10.J:** Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
    - **Style**
      - **CC.1.4.9-10.K:** Write with an awareness of the stylistic aspects of composition.
        - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
        - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
        - Establish and maintain a formal style.
    - **Conventions of Language**
      - **CC.1.4.9-10.L:** Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.
- **Narrative**
  - **CC.1.4.9-10.M:** Write narratives to develop real or imagined experiences or events.

- **Focus**
  - CC.1.4.9-10.N: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
- **Content**
  - CC.1.4.9-10.O: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- **Organization**
  - CC.1.4.9-10.P: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **Style**
  - CC.1.4.9-10.Q: Write with an awareness of the stylistic aspects of writing.
    - Use parallel structure.
    - Use various types of phrases and clauses to convey meaning and add variety and interest.
- **Conventions of Language**
  - CC.1.4.9-10.R: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.
- **Response to Literature**
  - CC.1.4.9-10.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- **Production & Distribution of Writing**
  - **Writing Process**
    - CC.1.4.9-10.T: 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.
  - **Technology & Publication**
    - CC.1.4.9-10.U: 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.
  - **Conducting Research**
    - CC.1.4.9-10.V: 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.
  - **Credibility, Reliability, and Validity of Sources**
    - CC.1.4.9-10.W: 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.
  - **Range of Writing**
    - CC.1.4.9-10.X: 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 discipline-specific tasks, purposes and audiences.



## ASSESSMENT ANCHORS

- **Exposition**
  - C.E.1.1: Write informative pieces that describe, explain, or summarize information or ideas.
  - C.E.2.1: Revise writing to improve style, meaning, word choice, and sentence variety.
  - C.E.3.1: Use conventions of standard written language.
- **Persuasion**
  - C.P.1.1: Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods.
  - C.P.2.1: Revise writing to improve style, meaning, word choice, and sentence variety.
  - C.P.3.1: Use conventions of standard written language.

## KEYSTONE ELIGIBLE CONTENT OBJECTIVES

- **Exposition**
  - C.E.1.1.1 Write with a sharp controlling point and an awareness of the audience and expository task.
  - C.E.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.
  - C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).
  - C.E.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.
  - C.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.
  - C.E.2.1.1 Use a variety of sentence structures.
  - C.E.2.1.2 Use precise language to create clarity, voice, and tone.
  - C.E.2.1.3 Revise to eliminate wordiness and redundancy.
  - C.E.2.1.4 Revise to delete irrelevant details.
  - C.E.2.1.5 Use the correct form of commonly confused words; use logical transitions.
  - C.E.2.1.6 Combine sentences for cohesiveness and unity.
  - C.E.2.1.7 Revise sentences for clarity.
  - C.E.3.1.1: Spell all words correctly.
  - C.E.3.1.2: Use capital letters correctly.
  - C.E.3.1.3: Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).
  - C.E.3.1.4: Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
  - C.E.3.1.5: Demonstrate correct sentence formation.
- **Persuasion**
  - C.P.1.1.1: Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.
  - C.P.1.1.2: Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints.
  - C.P.1.1.3: Organize the argument using effective strategies to develop a strong, well-supported position.
  - C.P.1.1.4: Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.
  - C.P.1.1.5: Write with control of grammar, mechanics, spelling, usage, and sentence formation.
  - C.P.2.1.1 Use a variety of sentence structures.
  - C.P.2.1.2 Use precise language to create clarity, voice, and tone.
  - C.P.2.1.3 Revise to eliminate wordiness and redundancy.
  - C.P.2.1.4 Revise to delete irrelevant details.
  - C.P.2.1.5 Use the correct form of commonly confused words; use logical transitions.
  - C.P.2.1.6 Combine sentences for cohesiveness and unity.
  - C.P.2.1.7 Revise sentences for clarity.

- C.P.3.1.1 Spell all words correctly.
- C.P.3.1.2 Use capital letters correctly.
- C.P.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).
- C.P.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
- C.P.3.1.5 Demonstrate correct sentence formation.

<b>COURSES:</b> Introduction to Literature and Composition	<b>GRADE(S):</b> 9
<b>STRAND:</b> Speaking & Listening	<b>TIME FRAME:</b> Year Long

#### PA COMMON CORE STANDARD

##### 1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

#### ESSENTIAL CONTENT

##### Comprehension and Collaboration

- **Collaborative Discussion**
  - CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **Evaluating Information**
  - CC.1.5.9-10.B Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **Critical Listening**
  - CC.1.5.9-10.C Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

##### Presentation of Knowledge and Ideas

- **Purpose, Audience, and Task**
  - CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- **Context**
  - CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.
- **Multimedia**
  - CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

##### Conventions of Standard English

- CC.1.5.9-10.G Demonstrate command of the conventions of Standard English when speaking based on grade 9- 10 level and content.

#### ASSESSMENT ANCHORS

- Pending Creation of PDE document—Currently not a Keystone Exam module

#### KEYSTONE ELIGIBLE CONTENT OBJECTIVES

- Pending Creation of PDE document—Currently not a Keystone Exam module

## UNITS

Order of completion  
Must follow

MP 1 - Start of school to Winter Break - The Human Connection StudySync Gr.10 Unit 4

January - MP 2 - Empathy StudySync Gr. 9 Unit 1 and Research Paper (may be started here)

MP 3 - Dreams and Aspirations StudySync Gr. 9 Unit 3 and Research Paper (must be completed by end of MP3)

MP 4 - Leadership StudySync Gr. 9 Unit 2

<b>Course: Introduction to Literature &amp; Composition</b>	<b>Grade: 9</b>
<p><b><u>Unit: The Human Connection</u></b></p> <p><b>Unit Overview:</b> While studying different human interactions—between a son and his father or between a humanitarian and the refugees she saved—students learn about how our interactions with others shape our characters. This unit prompts students to consider different kinds of interactions, such as those we share with other human beings and those we experience with our environment, and what these interactions reveal about ourselves. The unit opens with excerpts from <i>Plutarch's Lives</i> that provide three separate accounts of Julius Caesar's funeral in order to explore what two famous leaders' interactions with citizens reveal about their characters. Other selections explore the possibility and struggle of connection, including <i>The Book Thief</i>, in which Death becomes unusually intrigued with a human being in the course of performing his duties; <i>Night</i>, in which Holocaust survivor Elie Wiesel recounts his experiences in a Nazi concentration camp; and <i>Catch the Moon</i>, in which the main character, a troubled youth, is powerfully impacted by his encounters with a young girl.</p> <p><b>Unit Driving Question(s):</b> How do our interactions with those around us and with the larger world make us who we are?</p>	<p><b>Time Frame: MP 1 - Start of school to Winter Break - The Human Connection StudySync Gr.10 Unit 4</b></p>
<b>Unit Objectives:</b>	
<p><b>Blasts:</b></p> <ul style="list-style-type: none"> <li>• Explore <ul style="list-style-type: none"> <li>o background information about the influence of civilization on human interaction.</li> <li>o background information about the value of optimism.</li> <li>o background information about genocide, historical examples of genocide and how people survive genocide.</li> <li>o background information about the enduring impact of family on people's lives.</li> <li>o preliminary understanding of vocabulary through context clues.</li> <li>o background information about human collaboration, from local efforts to international ones.</li> </ul> </li> </ul>	

- o background information about different approaches to the 2015 California drought to consider what it reveals about human interactions with the environment.
- Research
  - o using hyperlinks to a range of information about human interaction, including video, audio, text, and images.
  - o using hyperlinks to a range of information about optimism, including news reports, news analysis, opinion, essay, and different perspectives.
  - o using hyperlinks to learn more about genocide including articles, a conversation, video, and survivor perspectives.
  - o using hyperlinks to a range of information on the impact of family.
  - o with hyperlinks to a range of information about the drought, including informational sites, an editorial, and a video.
  - o using hyperlinks to a range of information about collaboration, including audio, video, images, and text.

#### From Selections:

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Learn the definition of
  - o central or main idea.
  - o compare and contrast.
  - o Media
  - o cultural context.
  - o story structure.
  - o Tone
  - o Connotation and denotation
  - o character
  - o figurative language
- Learn and practice strategies for
  - o correctly using semicolons.
  - o correctly using semicolons and colons.
- Practice defining vocabulary words using context.
- Practice acquiring and using academic vocabulary correctly.
- Practice strategies for identifying the correct use of colons.
- Practice analyzing how the medium in which a work of literature is presented affects its content.
- Practice using concrete strategies for
  - o analyzing characters and their motivations.
  - o identifying and interpreting figurative language.
  - o identifying tone.
- Practice using concrete strategies for
  - o identifying the central or main idea.
  - o comparing and contrasting a work of literature and its original background source.
  - o identifying cultural context
  - o identifying and analyzing story structure.
  - o identifying tone.
  - o identifying connotation and denotation
- Practice and apply concrete strategies for
  - o identifying central or main idea in an excerpt from *Plutarch's Lives*.
  - o comparing and contrasting setting, character, plot, and theme in a key scene from *Julius Caesar* and its source material in Plutarch's *Lives* and identifying the impact of medium on message.
  - o identifying cultural context in *Civil Peace*.
  - o identifying and analyzing story structure in an excerpt from the screenplay for *Hotel Rwanda*.
  - o identifying connotative and denotative language in Matthew Arnold's poem "Dover Beach." identifying tone.

- o identifying and analyzing character in "Catch the Moon."
- o identifying and interpreting figurative language in an excerpt from *An American Childhood*.
- o identifying and analyzing tone
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Complete a close reading of
  - o an informational passage.
  - o a passage of literature.
  - o a passage of nonfiction
  - o a poem
  - o a passage of literary nonfiction
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Use textual evidence to show understanding of a first read of "An American Childhood."

**Assessed Skills: Assessment #1: The Human Connection (administered at the end of the unit)**

- Main Idea
- Compare/Contrast
- Story Structure
- Character
- Connotation and Denotation
- Figurative Language
- Cultural Context
- Rhetoric
- Introductions

**Key Reading Skills:**

- Central or Main Idea
- Character
- Compare and Contrast
- Connotation and Denotation
- Cultural Context
- Figurative language
- Media
- Story Structure
- Tone

**Key Grammar Skills:**

- Misplaced and Dangling Modifiers
- Noun Clauses
- Noun Suffixes
- Parallel Construction
- Semicolons
- Semicolons and Colons

**Additional Grammar Practice:**

- Basic Spelling Rules I
- Colons
- Misplaced and Dangling Modifiers
- Noun Clauses
- Parallel Structure
- Prefixes and Suffixes
- Semicolons

**Key Writing Skills for Constructed Responses:**

- Audience, Purpose, and Style
- Conclusions
- Descriptive Details
- Introductions
- Narrative Techniques and Sequencing
- Organize Narrative Writing
- Transitions
- Writing Dialogue

**LITERARY TEXT:**

**Selections/Genres:**

**Required:**

**Selections from**

- *Night by Elie Wiesel* (Full-text summer reading for honors; StudySync excerpt or full text for academic) Transitioning to CommonLit
- *The Book Thief by Markus Zusak* (honors requirement) (Choice of full text or suggested prologue and epilogue as excerpts) Transitioning to CommonLit
- *Julius Caesar by William Shakespeare* (Choice of full text or StudySync excerpt) Transitioning to CommonLit

Additional unit selections as found in the StudySync Workbook and online in StudySync and CommonLit. For pairing suggestions, review the Pacing Guide in StudySync and CommonLit.

- Informational Text: Plutarch's Lives Pairs with *Julius Caesar*; see StudySync pacing guide for more information
- Memoir: An American Childhood
- Poem: Dover Beach
- Poem: Those Winter Sundays
- Screenplay: Hotel Rwanda Pairs with *Julius Caesar* as a comparison of genres: drama and screenplay
- Short Story: Catch the Moon
- Short Story: Civil Peace- Pairs with *Night*; see StudySync pacing guide for more information

Additional related pairings may be found by searching the StudySync and CommonLit libraries.

<p><b>Course: Introduction to Literature &amp; Composition</b></p> <p><b>Unit: Literary Elements - Empathy</b></p> <p><b>Unit Overview:</b>          Empathy, the ability to understand and share the thoughts and feelings of others, is an important part of our humanity. These will help students experience the hardships of early twentieth-century immigrants, the struggle and despair of migrant families during the Great Depression, and the unrest and turbulence that threatened the United States during the 1960s. Your students will analyze classic works of literature and powerful informational texts in which a wide variety of human experiences demonstrate the importance of developing compassion for others.</p> <p><b>Unit Driving Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do we best express empathy?</li> <li>• How does showing and accepting compassion help inform our understanding of the world?</li> </ul>	<p><b>Grade: 9</b></p> <p><b>Time Frame: January - MP 2 - Empathy StudySync Gr. 9 Unit 1</b></p>
<p style="text-align: center;"><b>Unit Objectives:</b></p> <ul style="list-style-type: none"> <li>• Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.</li> <li>• Explore preliminary understanding of vocabulary through context clues.</li> <li>• Practice             <ul style="list-style-type: none"> <li>• defining vocabulary words using context.</li> <li>• acquiring and using academic vocabulary correctly.</li> <li>• using strategies to identify how a character's decisions advance plot and contribute to a story's themes</li> </ul> </li> <li>• Learn the meaning of Greek and Latin affixes and roots.</li> <li>• Learn and practice strategies for using dictionaries to confirm and clarify meaning, and using context to check the inferred meaning of a word.</li> <li>• Learn the definition of             <ul style="list-style-type: none"> <li>• Tone.</li> <li>• textual evidence.</li> <li>• figurative language.</li> <li>• argument and claim.</li> <li>• author's purpose and author's point of view.</li> <li>• informational text elements.</li> <li>• central or main idea.</li> <li>• media.</li> <li>• cultural context.</li> <li>• story structure.</li> </ul> </li> <li>• Learn how authors use and develop characters.</li> <li>• Practice using concrete strategies for             <ul style="list-style-type: none"> <li>• using Greek and Latin affixes and roots as clues to the meanings of words.</li> <li>• identifying and analyzing tone in written song lyrics.</li> <li>• drawing inferences from textual evidence.</li> <li>• identifying figurative language.</li> <li>• identifying arguments and claims</li> </ul> </li> </ul>	



- analyzing informational text elements
- identifying the central or main idea
- identifying author's purpose and point of view
- analyzing media.
- Complete a close reading of
  - a short story.
  - a passage of literature, short story, poetry, informational text and drama.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Provide students with a usable framework for identifying cultural context.
- Research
  - o using a range of information, including video, audio, text, and images.
  - o using a range of information, including news reports, news analysis, opinion, essay, and different perspectives.
  - o using a range of information about collaboration, including audio, video, images, and text.
  - o a teacher selected topic following PMSD scope and sequence for research writing
  - o A teacher selected topic producing

**Assessed Skills: Assessment #2: Empathy (administered at the end of the unit)**

- Compare/Contrast
- Character
- Fig. Lang
- Theme
- Tone
- Cultural Context
- Plot
- Sources & Citations: Research paper

**Key Reading Skills:**

- Arguments and Claims
- Author's Purpose and Author's Point of View
- Character
- Figurative Language
- Greek and Latin Affixes and Roots
- Textual Evidence
- Theme
- Tone

**Key Grammar Skills:**

- Compound Words
- Italics
- Possessives

**Additional Grammar Practice:**

- Apostrophes
- Basic Spelling Rules II
- Dashes and Hyphens
- Personal and Possessive Pronouns

- Plural and Possessive Nouns
- Quotation Marks and Italics

**Key Writing Skills for Constructed Responses:**

- Audience, Purpose, and Style
- Body Paragraphs and Transitions
- Conclusions
- Introductions
- Organize Argumentative Writing
- Supporting Details
- Thesis Statement

## LITERARY TEXTS

**Selections/Genres:**

Required novel *Of Mice & Men* by John Steinbeck (*Choice of full text or StudySync or CommonLit excerpts*) may be included in this unit or the Dreams & Aspirations unit.

Additional unit selections as found in StudySync Workbook and online. For pairing suggestions review the Pacing Guide in StudySync. *Transitioning to CommonLit.*

- Drama: The Elephant Man
- Informational: Endangered Dreams: The Great Depression in California\* Pairs with *Of Mice and Men*, background
- Informational: Living to Tell the Tale
- Informational: Statement on the Assassination of Martin Luther King, Jr.
- Informational: The Harvest Gypsies Pairs with *Of Mice and Men*, background; see StudySync pacing guide Unit 3 for more information
- Poetry: Lift Every Voice and Sing
- Poetry: Mending Wall
- Short Story: Marigolds Pairs with *Of Mice and Men*, background and setting
- Short Story: Tuesday Siesta

**Additional related pairings may be found by searching the StudySync and CommonLit libraries.**

<p><b>Course: Introduction to Literature &amp; Composition</b></p> <p><b>Unit: 3 Dreams &amp; Aspirations</b></p> <p><b>Unit Overview:</b> Throughout this unit, students will explore the various dreams and aspirations of fictional and historical figures, including those whose fulfillment of their dreams made a lasting impact on others. Selections in this unit include short stories, poems, essays, biographies, speeches, and other informational texts that will guide students in addressing the Essential Question.</p> <p><b>Unit Driving Question(s):</b> What makes a dream worth pursuing?</p>	<p><b>Grade: 9</b></p> <p><b>Time Frame: MP 3 - Dreams and Aspirations StudySync Gr. 9 Unit 3</b></p>
<p style="text-align: center;"><b>Unit Objectives:</b></p> <p><b>Blasts:</b></p> <ul style="list-style-type: none"> <li>• Explore background information about dreams, aspirations, and motivations.</li> <li>• Research using hyperlinks to a range of information about dreams and aspirations, including articles, a biography, an interview, and a video interview.</li> </ul> <p><b>Selections:</b></p> <ul style="list-style-type: none"> <li>• Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.</li> <li>• Learn the definition of <ul style="list-style-type: none"> <li>o Theme.</li> <li>o textual evidence.</li> </ul> </li> <li>• Learn about and practice the comprehension strategy of summarizing.</li> <li>• Practice defining vocabulary words using context.</li> <li>• Practice acquiring and using academic vocabulary correctly</li> <li>• Practice using concrete strategies for <ul style="list-style-type: none"> <li>o identifying theme.</li> <li>o analyzing textual evidence to make inferences</li> <li>o identifying textual evidence</li> <li>o identifying and analyzing theme.</li> </ul> </li> <li>• Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.</li> <li>• Complete a close reading of a passage of literature.</li> <li>• Prewrite, plan, and produce clear and coherent writing in response to a prompt.</li> <li>• Research <ul style="list-style-type: none"> <li>o using a range of information, including video, audio, text, and images.</li> <li>o using a range of information, including news reports, news analysis, opinion, essay, and different perspectives.</li> <li>o using a range of information about collaboration, including audio, video, images, and text.</li> <li>o a teacher selected topic following PMSD scope and sequence for research writing</li> <li>o A teacher selected topic producing</li> </ul> </li> </ul>	
<p><b>Assessed Skills: Assessment #3: Dream and Aspirations (administered at the end of the unit)</b></p>	

- Main Idea
- Compare/Contrast
- Connotation/Denotation
- Figurative Language
- Text.Evidence
- Theme
- Arguments/Claims
- Author's Purpose
- Informational Text
- Research Project

#### **Key Reading Skills:**

- Arguments and Claims
- Author's Purpose and Author's Point of View
- Central or Main Idea
- Character
- Compare and Contrast
- Connotation and Denotation
- Figurative Language
- Informational Text Elements
- Informational Text Structure
- Rhetoric
- Technical Language
- Textual Evidence
- Theme

#### **Key Grammar Skills:**

- Adjective Clauses
- Adjective Phrases
- Double Consonants
- Parallel Construction
- Semicolons and Colons
- Suffixes -ize, -ise, -yze

#### **Additional Grammar Practice:**

- Adjective Clauses
- Basic Spelling Rules II
- Colons
- Parallel Structure
- Prefixes and Suffixes
- Prepositions and Prepositional Phrases
- Semicolons

#### **Key Writing Skills for Constructed Responses:**

- Audience, Purpose, and Style
- Introductions and Conclusions
- Organize Informative/Explanatory Writing
- Research and Note-Taking
- Research Paper/Project
- Sources and Citations
- Supporting Details
- Thesis Statement
- Transitions

#### **Literary Texts:**

#### **Selections/Genres:**

- Required novel *Of Mice and Men* by John Steinbeck (*Choice of full text or StudySync excerpt*) may be completed in this unit or the Empathy unit.

**Additional unit selections as found in StudySync Workbook and online. For pairing suggestions review the Pacing Guide in StudySync *Transitioning to CommonLit*.**

- Autobiographical Essay: Only Daughter Pairs with *Of Mice and Men*, character study; see StudySync pacing guide for more information
- Biography Excerpt: The Voice That Challenged a Nation
- Informational Text: Letter to the Editor: Susan B. Anthony
- Informational Text: United States v Susan B. Anthony: Justice Ward Hunt's Court Ruling -
- Novel Excerpt: *Know Why the Caged Bird Sings* Pairs with *Of Mice and Men*, chapter 2; see StudySync pacing guide for more information
- Novel Excerpt: *The Joy Luck Club* Pairs with *Of Mice and Men*, chapter 3; see StudySync pacing guide for more information
- Poetry: Sympathy
- Short Story: The Necklace
- Speech: After Being Convicted of Voting in the 1872 Presidential Election
- Speech: We Choose to Go to the Moon

**Additional related pairings may be found by searching the StudySync and CommonLit libraries.**

<b>Course: Introduction to Literature &amp; Composition</b>	<b>Grade: 9</b>
<b>Unit: 2 Leadership</b>  <b>Unit Overview:</b> <p>LEADERSHIP <i>This unit focuses on the epic poem as a literary form and explores the unifying theme of leadership.</i> Throughout this unit, your students will explore classic works of literature and informational texts that explore the responsibilities and consequences that come from having and using various aspects of power, including examples of leaders who used their power for the greater good or who caused great suffering by misusing their power. A comparison of the author's treatment of power and responsibility in two literary works, Homer's <i>The Odyssey</i>, Book XII and Orwell's <i>1984</i>, will provide the basis for students to develop an argumentative essay related to the Essential Question. In addition, students will learn about how people in power have affected society by exploring what happens when leaders become enamored of their power. Students will research a variety of sources, including scientific studies, biographies, and reflective essays, related to appropriate and inappropriate uses of power. In all, this unit offers students the opportunity to explore a question that is relevant to our times.</p> <b>Unit Driving Question(s):</b> What are the responsibilities of power?	<b>Time Frame: MP 4 - Leadership StudySync Gr. 9 Unit 2</b>
<b>Unit Objectives:</b>	
<ul style="list-style-type: none"> <li>● Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.</li> <li>● Explore preliminary understanding of vocabulary through context clues.</li> <li>● Learn the definition of             <ul style="list-style-type: none"> <li>○ story structure.</li> <li>○ various figures of speech</li> <li>○ theme</li> <li>○ alliteration, consonance, and assonance</li> <li>○ central or main idea</li> <li>○ tone</li> <li>○ compare and contrast</li> <li>○ rhetoric</li> <li>○ cultural context</li> <li>○ plot</li> <li>○ character</li> <li>○ oxymoron, paradox, and euphemism.</li> <li>○ informational elements (important ideas and key details)</li> <li>○ character</li> <li>○ word meaning</li> <li>○ argument, claim, and persuasion</li> <li>○ reasons and evidence</li> </ul> </li> <li>● Practice defining vocabulary words using context.</li> </ul>	

- Learn and practice strategies for using and understanding clauses and phrases.
- Practice acquiring and using academic vocabulary correctly.
- Practice using concrete strategies for
  - identifying and analyzing story structure.
  - recognizing and interpreting figures of speech.
  - identifying central or main idea and summarizing texts
  - identifying tone
  - comparing and contrasting historical documents
  - analyzing rhetoric in an informational text
  - analyzing point of view and its effects on storytelling
  - identifying and interpreting oxymorons, paradoxes, and euphemisms in literary texts.
  - identifying informational elements
  - analyzing a work based on another source and for comparing two versions of a story.
  - identifying word meanings
  - identifying an argument
  - identifying reasons and evidence in informational or argumentative text
  - identifying arguments, claims, reasons, and evidence
- Practice using strategies for
  - analyzing the theme of a poem.
  - identify and analyze the impact of alliteration, consonance, and assonance in poetry.
  - examining plot.
  - identifying and analyzing character.
- Practice and apply concrete strategies for
  - identifying and analyzing story structure.
  - identifying main idea and tone.
  - analyzing rhetoric in an excerpt from a seminal historical document.
  - comparing and contrasting across seminal historical documents.
- Practice and apply strategies for
  - identifying and interpreting figurative language.
  - identifying theme in an excerpt of a poem and for analyzing the impact of the sound devices of assonance, consonance and alliteration on the poem.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Guide students through a close reading of a literary text.
- Use textual evidence to show understanding of a first read of an excerpt.
- Identify different types of point of view.
- Provide students with a usable framework for identifying cultural context.
- Complete a close reading of
  - two persuasive essays.
  - a passage of literature and informational text

**Assessed Skills: Assessment #4: Leadership (administered at the end of the unit)**

- Compare/Contrast
- Character
- Figurative Language
- Theme
- Tone
- Cultural Context
- Plot

- Sources & Citations

#### **Key Reading Skills:**

- Alliteration/Assonance/Consonance
- Argument and Claims
- Central or Main Idea
- Character
- Compare and Contrast
- Cultural Context
- Figurative Language
- Informational Text Elements
- Informational Text Structure
- Plot
- Point of View
- Reasons and Evidence
- Rhetoric
- Story Structure
- Theme
- Tone
- Word Meaning

#### **Key Grammar Skills:**

- Absolute Phrases
- Adjective Clauses
- Adverb Clauses
- Clauses and Phrases
- Colons
- Italics
- Main and Subordinate Clauses
- Noun Clauses
- Parallel Construction
- Parallel Structure
- Participles and Participial Phrases
- Prepositions and Prepositional Phrases
- Quotation Marks and Italics
- Semicolons and Colons
- Verb Phrases

#### **Key Writing Skills for Constructed Responses:**

- Audience and Purpose
- Body Paragraphs and Transitions
- Conclusions
- Introductions
- Organize Argumentative Writing
- Sources and Citations
- Style
- Supporting Details
- Thesis Statement



**Selections/Genres:**

**REQUIRED LITERARY WORKS:**

*The Odyssey* (Choice of full text or StudySync excerpt) Graphic novel available; full book text is Robert Fagel's translation; full StudySync text is Samuel Butler's translation

Additional unit selections as found in StudySync Workbook and online. For pairing suggestions review the Pacing Guide in StudySync *Transitioning to CommonLit*.

- Informational text: Ancient Greece: A Political, Social, and Cultural History Pairs with *The Odyssey*; see StudySync pacing guide for more information
- Informational text: Four Freedoms Address
- Informational text: History of the Peloponnesian War: Pericles' Funeral Oration
- Informational text: Mandatory Military Service in America
- Informational Text: Washington's Farewell Address Pairs with *The Odyssey*; see StudySync pacing guide for more information
- Informational Text: Washington's Thanksgiving Proclamation Pairs with *The Odyssey*; see StudySync pacing guide for more information
- Literature Novel (excerpt): *1984* Pairs with *The Odyssey*; see StudySync pacing guide for more information
- Literature Novel (excerpt): *In the Time of the Butterflies* Pairs with *The Odyssey*; see StudySync pacing guide for more information
- Poem: Ozymandias
- Short Story: The Lady, or the Tiger?

Additional related pairings may be found by searching the StudySync and CommonLit libraries.

**APPLICABLE TO ALL UNITS**

<p><b>ACTIVITIES:</b></p> <p>Formative Assessment</p> <ul style="list-style-type: none"><li>• Independent &amp; Guided Practice</li><li>• Direct Instruction</li><li>• Discussion</li><li>• Question &amp; Answer</li><li>• Short Answer Response</li></ul> <p>Summative Assessment</p> <ul style="list-style-type: none"><li>• Unit Assessment</li><li>• Passage Assessment</li><li>• Project Based Learning</li><li>• Text Dependent Analysis</li><li>• Research Project</li></ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"><li>• StudySync (ending 2025; <i>Transitioning to CommonLit</i>)</li><li>• Turn It In</li><li>• Achieve 3000</li><li>• BrainPop</li><li>• Discovery Education</li><li>• Teacher Developed Resources</li><li>• Teacher Developed Technology Resources</li><li>• Quill</li></ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"><li>• Written assignments</li><li>• Class and group participation</li><li>• Creative projects</li><li>• Group and individual presentations</li><li>• Completion of assigned tasks</li><li>• End of unit assessments</li></ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"><li>• One-on-one instruction</li><li>• Independent research</li><li>• Alternative evaluation</li><li>• As per student handbook</li></ul> <p><b>DIFFERENTIATION:</b></p> <ul style="list-style-type: none"><li>• Content-based</li><li>• Process-based</li><li>• Product based</li><li>• Learning environment</li></ul>
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## SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

Grade 7	Grade 8
Ask research questions as an individual based on personal and/or academic interests.	Ask research questions as an individual based on personal and/or academic interests and generate related research questions.
Brainstorm sources and choose the best sources dependent on the topic.	Brainstorm sources and choose the best sources dependent on the topic.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access the library's online databases and perform keyword searches for research topics.	Access the library's online databases and perform keyword searches for research topics.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research. Formal written research paper should be 1-2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with peers and the school community as appropriate. Formal written research paper should be at least 2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.

## SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

Grades 9-10	Grades 11-12
Ask research questions as an individual based on personal and academic interests, generate related research questions, and narrow or broaden those questions as a result of research.	Ask research questions as an individual based on personal and academic interests and generate related research questions, and narrow or broaden those questions as a result of research to develop and refine a research plan.
Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources.	Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources and revising searches.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.) according to an individualized research plan.
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.	Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information and address strengths and weaknesses of sources.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations, annotated works cited and final works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community as appropriate. Formal written research paper should be at least 3 pages in length and include at least 4 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community and larger communities when appropriate. Formal written research paper should be at least 3 pages in length and include at least 5 cited sources and a works cited page. Formal presentations should be at least 5 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.

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