Summit Public Schools  
Summit, New Jersey  
Grade Level: 9 & 10 / Content Area: English  
Length of Course: Semester / Full Year  

Reading & Writing Strategies

Course Description: Freshman and sophomores assigned to this class are arranged for small group instruction to help students develop a mastery of fundamental language and writing skills to both assist in conventional language practice and pass the High School Proficiency Assessment. The literacy component of the program integrates thinking, reading, writing, speaking, and listening in order to prepare students to learn, make decisions, solve problems, communicate, and work both cooperatively and independently. The program improves students’ reading comprehension, critical thinking strategies, and ability to use the conventions of Standard English Language to express their thoughts clearly and effectively.

Anchor Standard—Reading:  
Text Complexity and the Growth of Comprehension

Key Ideas and Details:
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:
10. Read and comprehend complex literary and informational texts independently and proficiently.

Big Ideas: Course Objectives / Content Statement(s)
The reading process requires readers to relate to prior knowledge and personal experiences to written texts; respond to texts in aesthetic and critical ways; recognize and appreciate print as a cuing system for meaning; and understand words, their variations, and their contexts. Students will be able to reconstruct meaning as they examine their own reading along with the writer’s shaping of text and the cultural, historical, and psychological contexts for composing.

Essential Questions  
What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings  
What will students understand about the big ideas?
• What techniques/strategies do authors use to get their point across?
• What do readers do when they don’t understand what they are reading?
• What are the different literary forms?

Students will understand that…

Good readers analyze word choice, writing structure and other writing techniques (e.g., formal/informal tone, pacing, flashbacks, figurative language, persuasive language) in order to identify the author’s purpose.

It is important to analyze titles, subtitles, and or headings in a piece of writing in order to generate inferences and use prior knowledge to assist in comprehension.

When having a difficult time comprehending, strong readers analyze word choice, sentence structure, and connotation, in order to determine the meaning of the words and the author’s claims.

Readers should evaluate the form in which a story is told (oral storytelling, fiction, memoir, newspaper articles, short story, novel, poem) and understand which details are emphasized through the given structure.

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<td><strong>Key Ideas and Details</strong></td>
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<td>LIT/INF Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Accessing the viable newspapers online, students will learn to understand the general format of an informative piece of text and respond to it. This mode of reading is one that is seen consistently on standardized state testing. They will learn to read a headline and discuss its many interpretations. They will learn to look at subheadings and the importance of captions on pictures in order to access prior knowledge and connect to the text. Next, they will learn the general format, the upside-down pyramid, in which articles are written. Additionally, they can then decipher whether the piece is more informative and factually based or persuasive, thus understanding the author’s overall point. These are skills that can help in all facets of critical reading.</td>
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<td>LIT/INF 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.</td>
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<td>LIT 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.</td>
<td>For each article, carefully chosen by the teacher, students will complete an article analysis handout that lists a series of questions, beginning with frontloading questions, then asking the students to find the main idea, list factually based words or persuasive words, and then highlight important topics brought up in the article. These handouts should be collected and class discussions can then ensue.</td>
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<td>INF Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<td>LIT 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)</td>
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<tr>
<td>LIT Analyze how an author’s choices</td>
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Concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**LIT** 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.

**INF** 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).

**INF** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**INF** Determine an author’s point of view and purpose in a text and Analyze how an author uses rhetoric to advance that point of view or purpose.

**Integration of Knowledge and Ideas**

**LIT** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

**LIT** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**INF** 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.

**INF** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**INF** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

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

**Sample Assessments:**
- **Informal Assessments:** Student engagement with the article with participation grade for class discussion.
- **Formal Assessments:** Handouts can be collected for class grades. Key words such as title, subtitle, main idea, context clues, vocabulary from the article, quotes, transition words, and other persuasive language, can all formally be assessed as well.

**Instructional Strategies**

**Interdisciplinary Connections**
- The journalism teacher can be invited into the classroom to discuss the general format of newspaper articles.
- Viewing the film, *All the President’s Men*, can give students insight into how important the written word can be and the historical changes it can prompt.

**Technology Integration/ Media Literacy Integration**
- Use of the NYTimes online, Summit Patch, and NJ.com can better inform students what reliable online newspaper sources consist of.

**Global Perspectives**
- Within this unit, students become aware of both national and global issues. Article should be chosen that both inform and connect to the student population.

**Instructional Focus:** Fact Versus Opinion

In this unit, students will be able to differentiate whether statements are facts or opinions and understand how authors use both to develop their main ideas. These skills will help with overall comprehension throughout a variety of different modes (i.e., written language, oral language, performance). After completing a scaffolded short unit defining fact and opinion, students should have a better understanding of what is fact and what is opinion. Then by using a website, such as ProCon.org, the teacher will choose a controversial topic and print out both sides of the argument. The class is divided into two groups, one group will read the Pro article while the other reads the Con article. Using the T-chart graphic organizer, students will work together to record the main idea of the article and to differentiate between statements of fact and opinion. Either a formal or informal
debate can follow, where students identify the rhetoric used by the author to defend his or her claim/main idea. Students can then evaluate the specific claims and assess the validity of it (again, this can be done either orally or through written assessment).

**Sample Assessments:**

- Completion of the T-chart can be assessed
- Participation in the class dialogue can be either formally or informally assessed
- Formal debate participation and oral practice
- Written piece evaluating the author’s claim and its validity.

**Instructional Strategies:**

**Interdisciplinary Connections**

- Public speaking can be practiced in this unit as students present the main arguments made by the author
- Current economical/political issues can be discussed

**Technology Integration/ Media Literacy Integration**

- Access to the school’s internet network
- Online databases can be accessed, such as EBSCO, Opposing Viewpoints, and/or JSTOR for students who wish to continue their research on the topic

**Global Perspectives**

- Subtopics found on ProCon include: Science & Technology, Sex & Gender, Entertainment, Monday & Business, Sports, World/International, etc.

By the end of grade 10, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.**

**21st Century Skills:**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

**21st Century Themes (as applies to content area):**

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
Anchor Standard—Writing:  
Text Types, Responding to Reading and Research

Text Type and Purposes:
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

Production and Distribution of Writing:
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
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.

Big Ideas: Course Objectives / Content Statement(s)
Proficient writers have a repertoire of strategies that enables them to vary forms, style and conventions in order to write for different audiences, contexts, and purposes. Through writing, students are able to describe experiences, examine and organize their perceptions of them, and link them to events and experiences in the lives of others. Additionally, effective writers should be able to write for a variety of purposes and engage fully in the writing process and all its steps.

Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?

- Why write?
- What writing techniques/strategies can enhance my writing?
- How can I write to reach specific audiences?

Enduring Understandings
What will students understand about the big ideas?

- Writing can persuade, entertain, teach, inform, record, respond, and solve problems.
- There are many strategies/techniques that can be used to enhance fluid writing, such as compound sentences, transition words, varied sentence structure, etc., that help communicate thoughts and ideas.
- Appropriate syntax, grammar, usage, punctuation, and figurative language help establish purpose of a written piece and reach specific audiences.

Areas of Focus: Proficiencies
Examples, Outcomes, Assessments

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**Students will:**

### Text Types and Purpose

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

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.

- 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.
- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 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 and conventions of the discipline in which the students are writing.

### Instructional Focus: HSPA Open-Ended Questions and Edmodo

Using HSPA prep materials and other short reading samples, students will practice answering open-ended questions using the HSPA rubric as a writing guide on the class social media system, Edmodo. By creating a community for the class on Edmodo, the class can read a common literary piece, as each student is prompted different types of open ended questions. Students can either send their responses via private message to the teacher for immediate response, or they can post their responses to the class “Wall” for peer assessment. They must be able to develop claims and supply evidence in their writing. Additionally they should recognize the importance of formal style and objective tone, while including proper transitions, beginning with a strong opening, and concluding their writing fully.

### Sample Assessments:

- Using the HSPA open-ended rubric students can be assessed on their writing.
- Students can be assessed for peer editing.
- Writing grades can be given for completing the writing process, including a draft, editing, rewriting and then publishing.
- Writing workshops can be conducted to elicit conversation between student and teacher.

### Instructional Strategies:

#### Interdisciplinary Connections

- A variety of different literary and non-fiction pieces can be supplied to students, across different disciplines.
- Writing for publication is practiced.
- Effective communication is encouraged during writer’s workshop.

#### Technology Integration/ Media Literacy Integration

- The use of Edmodo and understanding its functionality are imperative for this unit.
- Understanding that the Internet is a public record of writing is crucial to acknowledge.
- Practicing formal communications through the use of “Messages” to the teacher should be discussed and enforced.

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objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Global Perspectives

- Such activities allow students to read a variety of texts, some of which are non-fiction and global in subject. Additionally, the practice of formal writing on a web source is critical for these students as this is becoming the most prominent means of communication.

Instructional Focus: Class Letters Journal

In this ongoing unit, students are encouraged to write letters to the teacher bi-weekly about a myriad of topics. They can write about struggles and/or successes they are experiencing outside of the classroom. They should respond to readings done in the class or discussions prompted during class time. In these letters students can reflect on subject matters they have learned or something they’ve viewed on any media source. Teachers then write back to the students in their journal, responding to their thoughts and engaging in further conversation. Additionally, students can buddy up and begin writing letters to one another about similar topics or generate formal emails to each other. Emails should be printed out and pasted into the journal for teacher assessment.

Sample Assessments:

- Class participation grades for in-class writing prompts and letters
- Students can be assessed on their formal writing skills and letter format.
- Students should be encouraged to reach a minimum amount of writing in order to challenge them to write with detail and to expand their thoughts through the written word.

Instructional Strategies:

Interdisciplinary Connections

- Students should be able to share information about topics they are learning in other classes. They should practice writing with the language used in those classes and subject areas.
- Students can reflect on articles read in newspapers that should range in subject matter.

Technology Integration / Media Literacy Integration

- Access to an email server
| 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. | • Practice the formalities of email writing by assessing their tone of language and syntax |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. | Global Perspectives |
| • Teacher can present documentaries and other “worldly” forms of media to students to encourage formal writing. |

**Range of Writing**

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.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

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**Anchor Standard—Speaking and Listening: Flexible Communication and Collaboration**

**Comprehension and Collaboration:**

1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas:**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Big Ideas:** *Course Objectives / Content Statement(s)*

Language literacy develops when students in large and small groups engage in discourse and dialogue about literature, nonfiction, and topics of current concern and interest. Students should be given the opportunities to use language for a variety of real purposes, including questioning and sharing information, for specific audiences. Students should recognize what they hear, write, read, and view contributes to the content and quality of their oral language.
### Essential Questions

**What provocative questions will foster inquiry, understanding, and transfer of learning?**

- How do good speakers express their thoughts and feelings? What makes a good speaker easy to follow?
- What does a good listener listen for?
- What does effective communication look and sound like?

### Enduring Understandings

**What will students understand about the big ideas?**

Students will understand that…

- Good speakers come to discussions prepared with research, organized notes, questions to pose and consider, and composure.
- Good speakers present ideas in an organized manner, much like a piece of writing, main ideas are established, transition words are used, and warranted research is presented.
- Good listeners can summarize topics being discussed and respond with new insight.
- Effective communication involves both good listening and strong speaking skills. Discussions work best when peers listen to one another and respond formally at the right time.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

**Examples, Outcomes, Assessments**

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<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Instructional Focus: Podcast led Socratic Seminar (an adaptation of Socratic Seminar)</th>
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| **Comprehension and Collaboration**                           | In this unit, students are provided a series of short stories that have a common theme (i.e. loss of innocence). Each student is assigned one story to lead a Socratic style seminar. The leader creates a podcast where he organizes his thoughts about the short story. (Teacher can provide a handout to help with the organization.) The podcast should finish with two higher level thinking questions. These questions should be prompted to the class on a handout provided by the leading student.  
Students will then be given a few minutes to jot down their thoughts on the paper. This allows them to organize their answers, time to justify their reactions, and/or even find quotes to validate their positions.  
In a small circle, the leader can then lead a Socratic Seminar. The class is invited to share their organized thoughts. They can practice good listening skills and strong oral communication techniques. | **Sample Assessments:**  
- Lead student can be assessed using a formal rubric on his or her podcast: organization, tone, speed, intonation, posed questions, and even body language |
| Reasoning presented. | - Student completed handouts can be collected for participation grade  
| Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | - Students can be formally assessed on their participation in the Socratic seminar: overall participation, validation of thoughts, eye contact, listening to other, etc.  
| Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | - Lead student can also be assessed on his or her ability to lead the more formal discussion.  

**Presentation of Knowledge and Ideas**

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 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.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Technology Integration/Media Literacy Integration
  - Use of podcasts to allow students to listen to and practice their own oral presentation. They can view and re-record any material that they are not comfortable with.
  - Listening and viewing a podcast requires two major skills—this is pushed when students are then asked to respond to that material view. They must internalize, summarize, and deduce interpretations as they would with most media outlets today (i.e. YouTube videos, most apps, and interactive television).

**Instructional Strategies:**

**Interdisciplinary Connections**

- Teacher can assist leading students with outside sources that may help them generate stimulating and thoughtful podcasts.
- Short stories can be of a variety of topics, such as culture. For example, one group of reading could be: several vignettes from *House on Mango Street*, “Country Lovers,” “Veronica,” “The Schoolteacher’s Guest,” and “Vendetta.”

**Instructional Focus:** I-Search Project with PowerPoint/Prezi

Students will choose a topic that they feel invested in and have a natural curiosity for (i.e. the best point and shoot camera on the market, viewer retention for reality shows, the iPhone 5 capabilities, success rates of athletic coaches, etc.)

Teacher will scaffold the research where students access both school databases and the Internet to locate reliable sources. Once the material is collected, and the students have made some finds to expand their topic, they then will organize the information found and
prepare to present it to the class in a timed oral presentation accompanied by either PowerPoint or Prezi.

**Sample Assessments:**

- Oral Presentation rubric assessing: pace, logical order of information presented, and command of language, etc.
- A second rubric can assess the strategic use of the digital media: Did the Powerpoint or Prezi presentation aid or distract? Was all the writing edited?
- Class participation grade: Ask students viewing to complete a survey responding to the information provided.

**Instructional Strategies:**

**Interdisciplinary Connections:**

- Student can choose from a variety of topics across multiple disciplines, ie, art, history, current events, global occurrences

**Technology Integration/ Media Literacy Integration**

- Students will learn how to use media sources to help aid and enhance a presentation
- Students will refine their skills on programs such as PowerPoint and Prezi.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

**21st Century Skills:**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

**21st Century Themes (as applies to content area):**

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

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**Anchor Standard—Language:**

**Conventions, Effective Use and Vocabulary**

**Conventions of Standard English:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language:**

Revised: August, 2012
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use:**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of 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.

### Big Ideas: Course Objectives / Content Statement(s)

Students should understand that Standard English grammar and usage, syntax, and punctuation can function differently. Choosing to use the correct conventions can aid in the overall meaning of the work. Additionally, when reading, it is often the case that students will come across language they do not understand. It is imperative that they are given the proper tools to overcome such obstacles. Likewise, in a world so dependent on technology, students should be aware of how language be used to reach a specific targeted audience.

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- How can I successfully understand a passage or a speech if I don’t know all of the words?
- What techniques can help me when writing or speaking to show more vivid images?
- What does it mean to demonstrate command of the conventions of Standard English grammar and usage?

Students will understand that...

- Tone and intonation, syntax and phrasing can help decipher the overall message of a written or orally presented piece.
- Using context clues and inference can offer a more general idea of what unknown vocabulary words may mean or signify.
- Combining sentences, using hyperboles, similes, metaphors, alliteration, etc. can be used to help instill images or thoughts into the minds of the intended audience.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

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<th>Conventions of Standard English</th>
<th>Knowledge of Language</th>
<th>Vocabulary Acquisition and Usage</th>
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<tbody>
<tr>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
<td>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.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Instructional Focus: Vocabulary Acquisition</th>
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</thead>
<tbody>
<tr>
<td>Vocabulary Cards</td>
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</tbody>
</table>

Students are assigned vocabulary words, or can choose their own from a reading, and generate vocabulary words that consist of the word in bold, an image that directly associates with the definition of the word, the part of speech, and a sample sentence.

**Sample Assessments:**

- Students can be assessed on the “appropriateness” of the image and how it helps provide a visual for the picture.
- Students can also be assessed on the original sentence; not only for its usage but the teacher can offer a challenge and ask students to generate complex sentences,
<table>
<thead>
<tr>
<th>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</th>
<th>Include a simile or metaphor, and/or successfully include specific grammatical conventions.</th>
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<tbody>
<tr>
<td>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.</td>
<td><strong>Instructional Strategies:</strong></td>
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<tr>
<td></td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary list are composed of terms from any content-area course.</td>
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<tr>
<td></td>
<td>Media Literacy Integration</td>
</tr>
<tr>
<td></td>
<td>• Searching for images in magazines, newspapers, and/or the internet.</td>
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<tr>
<td></td>
<td>Global Perspectives</td>
</tr>
<tr>
<td></td>
<td>• Often, vocabulary in a short story may be particular to a specific culture. Students should be aware of these culturally relevant words as well.</td>
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</tbody>
</table>

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.  

<table>
<thead>
<tr>
<th>21st Century Skills:</th>
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<tbody>
<tr>
<td>• Creativity and Innovation</td>
</tr>
<tr>
<td>• Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td>• Communication and Collaboration</td>
</tr>
<tr>
<td>• Information Literacy</td>
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<tr>
<td>• Media Literacy</td>
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<tr>
<td>• Life and Career Skills</td>
</tr>
</tbody>
</table>

21st Century Themes (as applies to content area):  

| Financial, Economic, Business, and Entrepreneurial Literacy |
| Civic Literacy |
| Health Literacy |