

## Grade 10 English Language Arts, Quarter 1, Unit 1.1

# Argumentation—Meaning and Tone

### Overview

**Number of instructional days:** 20-25 (1 day = 45 minutes)

Many times, writers feel very strongly about a controversial issue, but they do not feel that a traditional argument essay or "position paper" is the only means to learn argumentation. In this unit, students read and analyze a variety of literary and informational texts to discover how to craft multi-draft arguments that support strong and textual evidence explicitly and inferentially drawn from the text. Students distinguish which evidence is most relevant, create organization that establishes relationships of all sides of the arguments, and begin crafting individual meaning and tone.

Leading up to the argumentative writing, students read literary texts and informational texts, learning through modeling with in-class discussion how to cite strong and thorough textual evidence to support analysis of the text. In addition, students evaluate the power and beauty of words through the elements of figurative, connotative, and technical language. In conjunction with the major writing, students may also write short responses to text-dependent prompts, and have collaborative conversations around meaning and structure. To reinforce this type of writing, teachers begin to introduce students to some of the conventions of standard English grammar, such as parallel structure, phrases, and clauses.

Because argumentation is the foundation of all other writing and content delivered in the sophomore year, students need to learn the tools and processes of argumentation from the very start. Students reinforce skills in defending claims with textual evidence on literary and informational texts through the use of scaffolded lessons on argumentation and arguments in mentored text.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the text they read.

### Concepts to Be Learned and Skills to Be Used

- CITE strong and thorough **textual evidence** to **support analysis** of what the text says explicitly as well as **inferences** drawn from the text.
- 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**.
- 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**.
- 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.
- PRODUCE **clear** and **coherent writing** in which the **development, organization,** and style are appropriate to **task, purpose,** and **audience**.
- DEMONSTRATE **command** of the **conventions of standard English grammar and usage** when writing or speaking.
  - USE **parallel structure**.
  - USE various types of **phrases** (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and **clauses** (independent, dependent; noun, relative, adverbial) to convey **specific meanings** and ADD **variety** and **interest** to **writing** or **presentations**.
- 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.
  - IDENTIFY and correctly USE **patterns of word changes** that indicate different meanings or parts of speech.

## Essential Questions

- What is the relationship between evidence and an effective argument?
- How can we use evidence from literary and informational text to show our understanding of that text? How can we determine word meanings from context?
- How are informational and literary texts products of, or indicative of, the time in which they are written? How does a reader/viewer determine the validity of an informational text?

- How do persuasive messages, both explicit and implicit, shape our ideas, values, beliefs, and/or behaviors?
- How do specific choices authors make with words shape tone and meaning? How does tone and style relate to meaning?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Craft and Structure

- RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

### Reading Standards for Informational Text

#### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Craft and Structure

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**Writing Standards****Text Types and Purposes**

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.

**Language Standards****Conventions of Standard English**

- L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use parallel structure.\*
  - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**Vocabulary Acquisition and Use**

- L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

*The following standards **reinforce and/or support** the unit of study focus standards:*

### **Writing Standards**

#### **Production and Distribution of Writing**

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

*The following standards **recur** through many/all of the units of study:*

### **Reading Standards for Literature**

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

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

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

### **Reading Standards for Informational Text**

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

RI.9-10.10 By the end of grade 9, 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.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

### **Writing Standards**

#### **Range of Writing**

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

### **Speaking and Listening Standards**

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

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 [of the full ELA Common Core State Standards document] for specific expectations.)

## Language Standards

### Vocabulary Acquisition and Use

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**— RL.9-10.1 In grade 8, students were expected to cite textual evidence that most strongly supported an analysis of what the text was saying explicitly as well as inferentially. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students are now citing strong and thorough textual evidence that supports analysis of what the text is saying explicitly as well as inferentially.** In grade 11, students should have a solid understanding of citing strong evidence of what the text is saying explicitly as well as inferentially, but will learn how to determine where the text leaves matters uncertain.

RL.9-10.4 In grade 8, students determined the meaning of contextual words and phrases, and analyzed the impact of specific word choices on meaning and tone. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students are still determining the meaning of contextual words and phrases and analyzing the impact of specific word choices on meaningful tone. However, in grade 10, students are analyzing the cumulative impact and how the language evokes a sense of time and place and addresses formality of tone.** In grade 11, students will already have knowledge of the skill, but will analyze the impact of word choices, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

**RI**— RI.9-10.1 In grade 8, students were taught to cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Grade 9 re-enforces this basic skill. **In grade 10, we expect students to use strong and thorough textual evidence to support claims.** Students advancing to grades 11 and 12 will be expected to refine the basic practice, to the point where students can recognize ambiguous or incomplete texts.

RI.9-10.4 In grade 8, students deepened their analysis of informational texts, starting with determining the meaning of words and phrases, then incorporating analysis of word choice on meaning and tone. They also learned to recognize analogies and allusions. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students are expected to analyze the cumulative impact of specific word choices and to compare word choice in different types of informational text.** In grades 11 and 12, students will be expected to also analyze technical meaning and to analyze how an author develops and refines the meaning of key terms throughout a text.

**W**— W.9-10.1 In grade 8, students were asked to write arguments to support claims with clear reasons and relevant evidence. In grade 9, the same skills have been learned, but in less depth. **In grade 10,**

**students are expected to write on substantive topics using valid reasoning and sufficient evidence.** In future grades, students will still be expected to write on substantive topics, but in more depth.

W.9-10.1a Grade 8 students acknowledged and distinguished the claims from alternate or opposing claims and organized the reasons and evidence logically. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students are expected to make precise claims and distinctions among claims.** When they reach grades 11 and 12, students must establish the significance of claim and make decisions about the sequences of such claims.

W.9-10.1b Grade 8 students supported claims logically and with solid evidence using believable sources and showing that they understood the topic. In grade 9, the same skills have been learned, but in less depth. **By grade 10, students must develop claims and counterclaims fairly, supplying evidence and understanding the limitations of such evidence in anticipation of the target audience.** In future grades, students must anticipate more carefully audience background, experience, values, and possible biases.

W.9-10.1c In grade 8, students were expected to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. In grade 9, the same skills have been learned, but in less depth. **While students are required to maintain skills from grades 8-9, students now use words and phrases to link the major sections of the text, between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.** By grades 11 and 12, students should maintain all other skills and include varied syntax to link the major sections of the texts.

W.9-10.1d In grade 8, students established and maintained a formal style. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students must also attend to the norms and conventions of the discipline in which they are writing.** In future grade, students will be expected to develop these skills in more depth.

W.9-10.1e In grade 8, students learned to develop the conclusion that follows from and supports their argument. This continues more in-depth with future grade levels.

W.9-10.4 In grade 8, students produced clear and coherent writing in which the development, organization, and style were appropriate to task, purpose, and audience. In grade 9, the same skills have been learned, but in less depth. **This standard continues in future grade, and is dependent on grade specific expectations for writing type.**

**SL**—No focus standards at this time.

**L**— L.9-10.1 In grade 8, students demonstrated a command of the convention of the standard English grammar and usage when writing or speaking. **This does not change in future grades.**

L.9-10.1a Students have had extensive introduction to parts of speech in elementary levels, such as in grade 3 working with the functions of parts of speech and verb tenses in grades 4 and grade 5. By grade 7, students learn about the functions of phrases and clauses and types of sentences (compound, complex, compound-complex) **In grade 10, students will learn about parallel structure by building upon**

**previous grade level skills and conventions of Standard English. This skill is required in higher grades as they are applied to increasingly sophisticated writing and speaking.** In grade 11, students will apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.9-10.1b In grade 7, students wrote simple, compound, complex, and compound-complex sentences to signal differing relationships. In grade 9, the same skills are learned as will be taught in grade 10, but in less depth. **In grade 10, students use various types of phrases and clauses to convey the specific meaning applying earlier skills in sentence structure.** In grade 11, students will learn to resolve issues of complex and contested usage.

L. 9-10.4 In grade 3, students began to determine and clarify the meaning of unknown and multiple meaning word and phrases, using knowledge gleaned from earlier lessons on parts of speech. This skill was continually built upon throughout grades 4 through 9, just in less depth than the grade 10 requirements. **In grade 10, students will determine or clarify the meaning of unknown and multiple meaning words or phrases, choosing flexibility from a range of strategies based on grade 10 reading and content.** This standard continues for each grade, just changes based on the content learned in each grade.

L.9-10.4b Starting in grade 4, students used common, grade-appropriate Greek and Latin affixes and roots, as clues to the meaning of the words. By the end of grade 8, students continued to use common grade-appropriate Greek or Latin affixes and roots as the clues to the meaning of a word, just with more complexity. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students identify and use patterns of word changes that indicate different meaning or parts of speech.** Grade 11 is the same skills, but at a higher level of challenge.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

*Argument (pp. 23-24)*

### Appendix B: Text Exemplars and Sample Performance Tasks

#### *Stories*

- Homer. *The Odyssey*
- Ovid. *Metamorphoses*
- Gogol, Nikolai. “The Nose.”
- De Voltaire, F. A. M. *Candide, Or The Optimist*
- Turgenev, Ivan. *Fathers and Sons*
- Henry, O. “The Gift of the Magi.”

- Kafka, Franz. *The Metamorphosis*
- Steinbeck, John. *The Grapes of Wrath*
- Bradbury, Ray. *Fahrenheit 451*
- Olsen, Tillie. “I Stand Here Ironing.”
- Achebe, Chinua. *Things Fall Apart*
- Lee, Harper. *To Kill A Mockingbird*
- Shaara, Michael. *The Killer Angels*
- Tan, Amy. *The Joy Luck Club*
- Alvarez, Julia. *In the Time of the Butterflies*
- Zusak, Marcus. *The Book Thief*

### ***Drama***

- Sophocles. *Oedipus Rex*
- Shakespeare, William. *The Tragedy of Macbeth*
- Ibsen, Henrik. *A Doll’s House*
- Williams, Tennessee. *The Glass Menagerie*
- Ionesco, Eugene. *Rhinocero*
- Fugard, Athol. “*Master Harold*”...and the boys

### ***Informational Texts***

- Henry, Patrick. “Speech to the Second Virginia Convention.”
- Washington, George. “Farewell Address.”
- Lincoln, Abraham. “Gettysburg Address.”
- Lincoln, Abraham. “Second Inaugural Address.”
- Roosevelt, Franklin Delano. “State of the Union Address.”
- Hand, Learned. “I Am an American Day Address.”
- Smith, Margaret Chase. “Remarks to the Senate in Support of a Declaration of Conscience.”
- King, Jr., Martin Luther. “Letter from Birmingham Jail,”
- King, Jr., Martin Luther. “I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963.”
- Angelou, Maya. *I Know Why the Caged Bird Sings*
- Wiesel, Elie. “Hope, Despair and Memory.”
- Reagan, Ronald. “Address to Students at Moscow State University.”
- Quindlen, Anna. “A Quilt of a Country.”

## Suggested Local Resources

- [www.lessonplanet.com/lesson-plans/tone](http://www.lessonplanet.com/lesson-plans/tone)
- Elements of Literature: Setting pp. 54-55\*
- (SS)Bradbury, Ray, “The Pedestrian” pp.56-63\*
- (SS) Walker, Alice, “Everyday Use for your Grandmama” pp. 102-113\*
- (SS)Godwin, Tom, “The Cold Equations” pp. 197-217, 219-220\*
- (P) Hongo, Garrett, “The Legend” pp. 551-556\*
- (IT) Orwell, George, “ Shooting an Elephant” Riverside Reader p. 64
- (IT) Angelou, Maya, “My Name is Margaret” Riverside Reader p. 29

\*Holt, Reinhart and Winston, Elements of Literature *Fourth Course* 2007

## Terminology

- Active and passive voice: Active voice is when the subject of the sentence performs the action expressed in the verb; while passive voice is used when the subject is the receiver of the action. Generally, active choice is preferred in writing and considered the norm.
- Figurative meaning and connotative meaning: A connotative meaning is one that is implied by, and additional to the exact meaning of a word or phrase. A figurative meaning is one that covers exaggerations like similes and metaphors.
- Objective tone: An objective tone is created by the writer’s wording so that the piece of writing seems to be unbiased and unemotional.
- Parallel structure: Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level.

## Challenging Concepts

### Active and Passive Voice

- Ensure students understand both connotative and figurative language. Share a simple example such as, if I say that someone is **overweight**, the exact meaning is that he weighs more than he should. That word does not have a clear connotation. If I say that someone is **fat** then that word has the connotation that he is unattractive and remarkably overweight.
- As students master this activity, they should practice finding words and explain both the connotative and figurative language behind it.

### Parallel Structure

- Help students recognize parallel structure when they see it. Provide a clear explanation, such as the one taken from [chompchomp.com](http://chompchomp.com)

Whenever you include a list of actions or items, you must use equal grammatical units. If the first item is a noun, then the following items must also be nouns; if the first action is a simple past tense verb, then make the other items simple past tense verbs as well.

Nonparallel structure looks like this:

Students , , and  .

Students capped their pens, were closing their notebooks, and zipped their book bags as they tried to alert Professor Jones, rambling at the lectern, that the end of class had arrived.

Capped and zipped are both simple past tense verbs, but were closing is past progressive, wrecking the parallelism.

Parallel structure, the correct way to write, looks like this:

Students , , and  .

Students , , and  .

To establish parallelism, you can use all simple past tense verbs:

Students capped their pens, closed their notebooks, and zipped their book bags as they tried to alert Professor Jones, rambling at the lectern, that the end of class had arrived.

Or you can revise the sentence so that all of the items in the list are nouns:

Students gathered their pens, notebooks, and book bags as they tried to alert Professor Jones, rambling at the lectern, that the end of class had arrived.

**Be especially careful with correlative conjunctions.**

Not only ... but also, either ... or, and neither ... nor all require special attention when you are proofreading for parallelism. These correlative conjunctions require equal grammatical units after both parts of the conjunction. You can have two main clauses like this:

Not only did Professor Jones give the class a withering look, but he also assigned 20 extra pages of homework as punishment for their impatience to leave.

Or you can use two verbs:

Professor Jones not only gave the class a withering look but also assigned them 20 extra pages of homework as punishment for their impatience to leave.

Or you can have two nouns as this version does:

Professor Jones gave the class not only a withering look but also 20 extra pages of homework as punishment for their impatience to leave.

- **Play a review game or provide practice with sentences that have disjointed parallel structure.**
- **Have students identify parallel structure problems within their own writing.**

## Online Resources

### *Common Core State Standards, Appendices, and PARCC Assessments*

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### *Other Websites with CCSS Information, Strategies, or Lessons*

#### States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

#### General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>

**Grade 10 English Language Arts, Quarter 1, Unit 1.2**  
**Comprehension and Collaboration—Sources**  
**Working Together**

**Overview**

**Number of instructional days:** 20-25 (1 day = 45 minutes)

We live in an age overflowing with sources of information. With so many information sources at our fingertips, knowing where to start, sorting through it all; and finding what we want can be overwhelming! In this unit of study, students conduct short research projects to answer questions (including a self-generated question) or solve problems; narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Students will understand the key words in a question and produce a question of their own choice to help solve the problem. In their research, they demonstrate the ability to edit their work when needed, either by lengthening it or shortening it. A clear use of spelling and grammar must be evident in the final project. Students also research and understand evidence from different sources from which they are gathering information; these helps in completion of the project. The final project demonstrates full comprehension of the question, including a comprehensive and developed project, an evident knowledge of the subject, knowledge of language, and knowledge of how to choose and utilize resources.

In the process of learning how to produce the final research project, students synthesize the question by consulting a dictionary on key terms and understanding the main idea of the question. Students write short informative and explanatory texts to help them in the process, but the main instructional focus is synthesizing information. Students attain a full understanding of how to research and utilize research facilities on the school campus, including online sources. A project-in-process rough draft is produced by the student and used as a guideline in writing their final project. Short assignments are given to help students with syntax and word choice. A comprehensive study of what constitutes good research is included, as students also learn how to discern what needs to be used from the text of sources. Students are guided in the structure of writing the final project including paragraph formation and topic sentences. Students analyze an array of complex texts to help this process. Individual and collaborative activities aid the students in completing their work.

This unit is relevant to the students because it builds on prior skills learned in earlier grades and provides a stair-step approach in conducting a research project that will be helpful in utilizing the key concepts learned in the next and consequent grade levels. Because research is a necessary tool for all areas of life, students need to learn the tools and processes of researching early on to be successful in the future.

As in all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging to them, with support from the instructor as necessary, and texts that they can read fluently. Additionally,

students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts used.

## Concepts to Be Learned and Skills to Be Used

CONDUCT short **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.

DEMONSTRATE **understanding of the subject** under investigation.

DRAW EVIDENCE from literary or informational texts to support **analysis, reflection, and research**.

APPLY *grades 9–10 Reading standards* to literary nonfiction.

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**.

INITIATE AND PARTICIPATE effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on **grades 9–10 topics, texts, and issues**, building on others' ideas and expressing their own clearly and persuasively.

PREPARE for **discussions**, having read and researched material under study.

DRAW ON that preparation explicitly, by referring to **evidence** from texts and other research on the topic or issue to stimulate a **thoughtful, well-reasoned exchange of ideas**.

WORK with **peers** to set rules for **collegial discussions** and **decision-making** (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

PROPEL conversations by posing and responding to **questions** that relate the **current discussion** to **broader themes** or larger ideas.

ACTIVELY INCORPORATE others into the discussion.

CLARIFY, VERIFY, OR CHALLENGE ideas and conclusions.

RESPOND thoughtfully to **diverse perspectives**.

SUMMARIZE **points of agreement and disagreement**.

QUALIFY OR JUSTIFY (when warranted) their own views and understanding and make **new connections** in light of the evidence and reasoning presented.

DEMONSTRATE command of the conventions of standard English **capitalization, punctuation, and spelling** when writing.

USE a **semicolon** (and perhaps a conjunctive adverb) to link two or more **closely related independent clauses**.

USE a **colon** to introduce a **list or quotation**.

SPELL correctly.

## Essential Questions

- How does the organization of information impact the effectiveness of its communication?
- How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
- How does new information influence how I think and act?
- How can I impact social change? How can I persuade others or work with them to bring about social change?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Informational Text

#### Integration of Knowledge and Ideas

- RI.9-10.8 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.

### Writing Standards

#### Research to Build and Present Knowledge

- W.9-10.7 Conduct short ~~as well as more sustained~~ research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “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”).

**Speaking and Listening Standards****Comprehension and Collaboration**

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Language Standards****Conventions of Standard English**

- L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - b. Use a colon to introduce a list or quotation.
  - c. Spell correctly.

*The following standards reinforce and/or support the unit of study focus standards:*

**Reading Standards for Literature****Key Ideas and Details**

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Craft and Structure**

- RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

<b>Reading Standards for Informational Text</b>
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**Key Ideas and Details**

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Craft and Structure**

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

<b>Writing Standards</b>
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**Text Types and Purposes**

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

*The following standards recur through many/all of the units of study:*

<b>Reading Standards for Literature</b>
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**Range of Reading and Level of Text Complexity**

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

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

## Reading Standards for Informational Text

### Range of Reading and Level of Text Complexity

RI.9-10.10 By the end of grade 9, 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.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

## Writing Standards

### Range of Writing

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

## Speaking and Listening Standards

### Presentation of Knowledge and Ideas

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 [of the full ELA Common Core State Standards document] for specific expectations.)

## Language Standards

### Vocabulary Acquisition and Use

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Clarifying the Standards

**Key:** *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

**RL**—No focus standards at this time.

**RI**—No focus standards at this time.

**W**— W 9-10.7 In grades 7 and 8, students are expected to conduct brief research projects in answer to questions they are given (or in seventh grade are self-generated); students draw on several different sources and create their own focused questions for further research. **Tenth graders complete more sustained projects, to narrow or broaden their inquiry where appropriate, and to synthesize a variety of sources in order to demonstrate comprehension of their subject of research.** In grade 9, the same skills have been learned, but in less depth. This standard does not change for grades 11-12.

W 9-10.9 In previous grades, students learned to use evidence from literary or informational texts to bolster analysis, reflection, and research, applying grade appropriate reading standards to literary

nonfiction, **In grade 10 (as in all grades), students apply their grade-level reading standard (9-10) to literary or informational texts to support analysis and research.** Students in grades 11-12 will have to apply evidence from texts and respond to prompts aligned to grade 11 and 12 reading standards.

**SL**— SL 9-10.1 In eighth grade, students were expected to participate effectively in collaborative discussions (in groups, one-on-one, and teacher-led), grappling with appropriate eighth grade topics, texts, and issues, building on partners' ideas, and expressing their own ideas clearly. Ninth graders learned the forthcoming skills, in less depth than will be expected from tenth graders. **Students in grade 10 will not only participate in but initiate such discussions with appropriate grade 10 topics, texts, and issues.** Grades 11 and 12 will also initiate and participate in such discussions, using grade-appropriate texts.

SL.9-10.1a Students at earlier grades were taught to come to class prepared for discussions; in eighth grade, they should have read or researched study material, and will have been taught to draw explicitly on assigned materials, referring to such evidence to probe and reflect on ideas under discussion. Ninth grade students, as always, learned the same skills about to be discussed for 10 graders, only in less depth. **Tenth graders will apply their preparations explicitly, in order to stimulate a thoughtful, well-reasoned exchange of ideas.** Students in grades 11-12 will continue to follow the same standard.

SL.9-10.1b Students in eighth grade learned to follow rules for collegial discussions and decision-making, make progress on specific goals follow specific deadlines, and define individual roles as needed. Ninth graders learned the tenth grade skills, in less detail. **In tenth grade, students work with each other to set their own rules for discussion and decision-making (by voting or assessing group consensus), establishing their own clear goals, deadlines, and individual roles.** Students in grades 11-12 will further be expected to set a civil and democratic tone for discussions and decision-making.

SL.9-10.1c Eighth graders were expected to generate questions in which they connect others' ideas, and further to respond to others' questions and comments with topical evidence and commensurate participation. Ninth graders learned tenth grade skills, in less detail. **Tenth graders move in-class discussions forward by generating and responding to questions, connecting the immediate topic to broader themes and ideas, soliciting ideas from classmates, and enhancing or intelligently challenging these ideas.** Students in grades 11-12 will further enhance discussions by creating space for a full range of positions and promoting disparate and creative perspectives.

SL.9-10.1d Eighth graders were expected to acknowledge new ideas or information expressed by others, and, if necessary, to modify or re-enforce their own positions because of such information. Ninth graders learned tenth grade skills, in less detail. **Tenth graders learn to make thoughtful responses to a variety of perspectives, summarizing points of agreement or disagreement; they modify or defend their own views when needed, making new associations of their own on the basis of the evidence and reasoning presented by others.** Eleventh and twelfth grade students will further learn to synthesize claims surrounding any issue, to attempt to resolve apparent contradictions, and to ask what additional information may be required to complicate an investigation or complete a task.

**L**— L 9-10.2 Students at all levels should demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. In previous years, students have learned to use punctuation to separate ideas or indicate a break (they should have worked with commas in grades 6-8, progressing from separating non-restrictive elements to distinguishing complex, coordinate adjectives -- as was just done; students also used dashes in grade 6 and 8, and...in grade 8 only, used ellipses.) Ninth graders learned tenth grade skills, in less depth. **Tenth graders have learned all of this; therefore, they**

**will practice on semicolons and conjunctive adverbs to link closely related (independent) clauses.** Eighth graders learned to use ellipses to signify omission; **the tenth grade skill: using colons to introduce lists or quotes.**

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

#### *Informational/Explanatory Writing*

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

## Appendix B: Text Exemplars and Sample Performance Tasks

### *Informational Texts: English Language Arts*

- Henry, Patrick. “Speech to the Second Virginia Convention.”
- Washington, George. “Farewell Address.”
- Lincoln, Abraham. “Gettysburg Address.”
- Lincoln, Abraham. “Second Inaugural Address.”
- Roosevelt, Franklin Delano. “State of the Union Address.”
- Hand, Learned. “I Am an American Day Address.”
- Smith, Margaret Chase. “Remarks to the Senate in Support of a Declaration of Conscience.”
- King, Jr., Martin Luther. “Letter from Birmingham Jail.”
- King, Jr., Martin Luther. “I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963.”
- Angelou, Maya. *I Know Why the Caged Bird Sings*
- Wiesel, Elie. “Hope, Despair and Memory.”
- Reagan, Ronald. “Address to Students at Moscow State University.”
- Quindlen, Anna. “A Quilt of a Country.”

### *Informational Texts: History/Social Studies*

- Brown, Dee. Bury My Heart at Wounded Knee:
- An Indian History of the American West
- Connell, Evan S. Son of the Morning Star: Custer and the Little Bighorn
- Gombrich, E. H. The Story of Art, 16th Edition
- Kurlansky, Mark. Cod: A Biography of the Fish That Changed the World
- Haskins, Jim. Black, Blue and Gray: African Americans in the Civil War
- Dash, Joan. The Longitude Prize
- Thompson, Wendy. The Illustrated Book of Great Composers
- Mann, Charles C. Before Columbus: The Americas of 1491

### *Informational Texts: Science, Mathematics, and Technical Subjects*

- Euclid. *Elements*
- Cannon, Annie J. “Classifying the Stars.”
- Walker, Jearl. “Amusement Park Physics.”

- Preston, Richard. *The Hot Zone: A Terrifying True Story*
- Devlin, Keith. *Life by the Numbers*
- Hoose, Phillip. *The Race to Save Lord God Bird*
- Hakim, Joy. *The Story of Science: Newton at the Center*
- Nicastro, Nicholas. *Circumference: Eratosthenes and the Ancient Quest to Measure the Globe*
- U.S. Environmental Protection Agency/U.S. Department of Energy.
- *Recommended Levels of Insulation*

### Suggested Local Resources

- Writing Workshop: Writing a Research Paper pp. 800-819\*
- (IT) Addley, Esther “Taste-The Final Frontier” pp. 221-225\*
- [www.readwritethink.org/classroom-resources/lesson-plan/wading-through-teaching-internet-983.html](http://www.readwritethink.org/classroom-resources/lesson-plan/wading-through-teaching-internet-983.html)- Wading through teaching the internet
- <http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/literacyenglishlanguagearts/ELAResources/Documents/argument%20and%20persuasion%20PP%20by%20Debbie%20Dean.pptx> –The Common Core and Argument Writing

### Terminology

- Synthesize: Putting information from several sources together so that you can better understand a subject. A synthesis occurs as a reader summarizes what has happened and gives it personal meaning
- Diverse perspectives: Multiple and varied points of view.

### Challenging Concepts

#### *Synthesis*

- Model a lesson similar to <http://www.west.asu.edu/johnso/synthesis/learners.html>

### Online Resources

#### *Common Core State Standards, Appendices, and PARCC Assessments*

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

***Other Websites with CCSS Information, Strategies, or Lessons***

**States' Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

**General Sites**

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>



## Grade 10 English Language Arts, Quarter 2, Unit 2.1

# Establishing Theme and Central Idea

### Overview

**Number of instructional days:** 20-25 (1 day = 45 minutes)

Theme or central idea is the central, unifying element of the story, which ties together all of the other elements of fiction used by the author to tell the story. The central idea can be best described as the dominant impression or the universal, generic truth found in the story. Central ideas reflect the discoveries, emotions, conflicts, and experiences of a story's main character. They are commentaries about the way the world works and or how the author views human existence. Central ideas are always supportable. Students receive scaffolded instruction focused on determining a central idea of a text and analyzing its development over the course of the text. They also learn how to establish how the theme emerges and how it is shaped and refined by specific details. Although students are expected to provide an objective summary of the text, it is a secondary task to determining theme.

The central idea or theme of a story is an author's comment, usually implied, on the subject of his narrative. It is insufficient to say that the central idea of a story is about "pride" or "power." For example, a poorly written central idea for the story of Julius Caesar would say: "*Julius Caesar* is the story of a man who wants to become king and how people want to remove him from power." On the other hand, a well-written central idea would say something like "*Julius Caesar* is the story of how pride is the harbinger of destruction." For the Wizard of Oz, instead of saying it is "about a girl named Dorothy who learns to appreciate the life that she has," a better theme would be "The Wizard of Oz reveals that when people lose sight of reality, they sometimes forget to appreciate the beauty of their everyday lives."

A skill that students struggle with, but is essential for academic advancement, is the citing of strong and thorough evidence to support analysis of theme through the use of inferences drawn from a text. Students are able to establish a theme and central idea, but find it difficult to support their claim with contextual evidence. Often, students fall back into the easier task of summarizing a text.

Once students practice and are able to identify a central idea and theme of an assigned text, writing informative/explanatory text that examines complex ideas, concepts, and information becomes easier to achieve. Students are then able to introduce a concept, organize ideas, including well-chosen, relevant supporting detail while using appropriate transitions to link the major concepts. This is a skill that is scaffolded to other types of writing and is a necessity for successful writing in grades 11-12.

Because students have already received lessons over argumentation and research skills, this unit follows naturally in the order of instruction. Students will continue to apply what they have learned in previous units, while acquiring higher levels of think through rigorous and relevant practice.

As in all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging to them, with support from the instructor as necessary, and texts that they can read fluently. Additionally,

students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts used.

## Concepts to Be Learned and Skills to Be Used

- CITE strong and thorough **textual evidence** to **support analysis** of what the text says explicitly as well as **inferences** drawn from the text.
- DETERMINE a **theme** or **central idea** of a text.
  - 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.
- DETERMINE a **central idea** of a text.
  - 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.
- 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**.
  - CLARIFY the **relationships** among **complex ideas** and **concepts**.
- 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**.
- 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** as appropriate to **purpose, audience, and task**.
- 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.
  - USE **context** as a clue to the **meaning** of a **word** or **phrase**.

- CONSULT **general** and **specialized reference materials** (e.g., dictionaries, glossaries, thesauruses), both **print** and **digital**, to find the **pronunciation** of a word or determine or clarify its precise meaning, its **part of speech**, or its **etymology**.
- VERIFY the **preliminary determination** of the **meaning** of a **word** or **phrase**.

## Essential Questions

- Why is it important for readers to understand the central idea or theme of a piece of literature? What is the relationship between a theme, the reader, and the world?
- Why is it important for readers to understand the central idea of informational text?
- How do writers effectively convey complex ideas?
- How do readers determine the meaning of unknown and multiple meaning words encountered in our reading?
- Why is it important to employ a range of strategies when determining the meaning of unknown vocabulary?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### Reading Standards for Informational Text

#### Key Ideas and Details

- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Writing Standards****Text Types and Purposes**

- W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 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.

**Production and Distribution of Writing**

- W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54 [of the full ELA Common Core State Standards document].)

**Speaking and Listening Standards****Presentation of Knowledge and Ideas**

- SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Language Standards****Vocabulary Acquisition and Use**

- L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

*The following standards reinforce and/or support the unit of study focus standards:*

### Writing Standards

#### Production and Distribution of Writing

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

### Language Standards

#### Vocabulary Acquisition and Use

- L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

### Reading Standards for Literature

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

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

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

### Reading Standards for Informational Text

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

~~RI.9-10.10 By the end of grade 9, 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.~~

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

## Writing Standards

### Range of Writing

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

## Speaking and Listening Standards

### Presentation of Knowledge and Ideas

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 [of the full ELA Common Core State Standards document] for specific expectations.)

## Language Standards

### Vocabulary Acquisition and Use

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Clarifying the Standards

**Key:** *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

**RL**— RL.9-10.1 In grade 8, student were expected to cite textual evidence that most strongly supports an analysis of what the text is saying explicitly as well as inferentially. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students are now citing strong and thorough textual evidence that supports analysis of what the text is saying explicitly as well as inferentially.** In grade 11, students should have a solid understand of citing strong evidence of what the text is saying explicitly as well as inferentially, but will learn how to determine where the text leaves matters uncertain.

RL.9-10.2 In grade 8, students determined a theme or central idea of a text and analyzed its development over the course of the text, including its relationship to the characters, setting, and plot. They also provided an objective summary of the text. In grade 9, the same skills have been learned, in more depth than prior years but less depth than grade 10. **In grade 10, the same skill is reinforced; however, students now must analyze in detail the theme’s developments and explain how it emerges and is shaped and refined by specific details. They will continue to write summaries of the text.** In grade 11, students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; continuing to provide an objective summary of the texts.

**RI**— RI.9-10.2 Students in grade 6, determined a central idea of a text and how it is conveyed through particular details. They provided a summary of the text, distinct from personal opinions or judgments. In grade 7, they advanced their skills by determining two or more central ideas in a text. They also provided an objective summary. In grade 8, the difference is that the students included the central theme's relationship to supporting ideas. In grade 9, the students continued to practice these skills, just in less depth than they do in grade 10. **In grade 10, students continue to determine the 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; throughout all grades they will continue to write objective summaries.** In grade 11, they will continue to do what they learned in grade 10, but will identify two or more central ideas.

**W**— W.9-10.2 In grade 8, students were asked to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. In grade 9, the same skills have been learned, but in less depth than grade 10. **In grade 10, students are still asked to write informative/explanatory texts, but this time they are to convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** In grade 11, the core standard is the same. Students are still expected to write informatively, but in more depth and maturity.

W.9-10.2a Grade 8 students introduced a topic clearly, previewing what is to follow; organizing ideas, concepts, and information into broader categories. Students include formatting, graphics, and multimedia when useful to aiding comprehension. In grade 9, the same skills have been practiced, but in less depth than will be learned in grade 10. **In grade 10, students introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions. Students continue to include formatting, graphics, and multimedia when useful to aiding comprehension.** In grade 11, students will still be expected to introduce a topic and complex ideas in an organized manner, so that each new element builds on that which precedes it to create a unified whole. Students are still including visual aids, when appropriate to aiding comprehension.

W.9-10.2b In grade 8, students developed a topic with relevant, well-chosen facts, definitions, concrete details, equations, or other information and examples. In grade 9, the same skills have been practiced, but in less depth than will be learned in grade 10. **While students are required to maintain skills from eighth and ninth grade, students now develop topics with criteria appropriate to the audience's knowledge of the topic.** By grades 11 and 12, students should maintain all other skills just add more depth and maturity.

W.9-10.2c In grade 8, students used appropriate and varied transitions to create cohesions and clarify the relationships among ideas and concepts. In grade 9, the same skills have been practiced, but in less depth than will be learned in grade 10. **In grade 10, students are still required to maintain the former skills, but use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.** In grade 11, students should maintain all other skills and include varied transitions and syntax to link the major sections of the texts.

W.9-10.5 In grade 8, students developed and strengthened writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been

addressed. In grade 9, the same skills have been practiced, but in less depth than will be learned in grade 10. **In grade 10, students still 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.** Students are expected to maintain these skills in grades 11-12, but to grow in maturity and depth.

**SL**— SL.9-10.4 In grade 8, students presented claims and findings, emphasizing salient points in a focus, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; they used appropriate eye contact, adequate volume, and clear pronunciation. In grade 9, the same skills have been practiced, but in less depth than will be learned in grade 10. **In grade 10, students 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.** In grades 11-12, students will still present information, findings, and supporting evidence, but now conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**L**— L. 9-10.4 In grade 3, students began to determine and clarify the meaning of unknown and multiple meaning word and phrases, using knowledge gleaned from earlier lessons on parts of speech. This skill is continually built upon throughout grades 4 through 9, just in less depth than the grade 10 requirements. **In grade 10, students determine or clarify the meaning of unknown and multiple meaning words or phrases, choosing flexibility from a range of strategies based on grade 10 reading and content.** This standard continues for each grade, just changes based on the content learned in each grade.

L.9-10.4a In grade 3, students were introduced to the concept of using sentence level context as a clue to the meaning of a word or phrase. They continued this skill in grade 4. In grade 5, students used context, such as cause/effect relationships and comparisons in texts. **In grades 6-10, the overall meaning of a sentence or paragraph and a word's position or function in a sentence are added as a clue to the meaning of a word or phrase just progressing in difficulty.** This continues in grade 11-12, with even more complexity.

L.9-10.4c In grade 3, students were expected to use a known root word as a clue to the meaning of an unknown word with the same root. In grades 4 and 5, students began to practice consulting reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. In grades 6,7, and 8, they continued to practice with this skill, but included the identification of the word's part of speech. In grade 9, the same skills have been practiced, but in less depth than will be learned in grade 10. **By grade 10, students are now consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.** This continues in grade 11-12, with even more complexity.

L.9-10.4d In grade 3, students used glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. There is no standard L.9-10.4d in grades 4 and 5. **In grades 6-10, students verify the preliminary determination of the meaning of a**

**word or phrase by checking the inferred meaning in context or in a dictionary.** In grades 11-12, this practice continues, but with greater complexity.

## **Resources: References to Appendices A–C and Other Resources**

### **Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms**

#### ***Informational/Explanatory Writing***

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

## Appendix B: Text Exemplars and Sample Performance Tasks

### *Stories*

- Homer. *The Odyssey*
- Ovid. *Metamorphoses*
- Gogol, Nikolai. “The Nose.”
- De Voltaire, F. A. M. *Candide, Or The Optimist*
- Turgenev, Ivan. *Fathers and Sons*
- Henry, O. “The Gift of the Magi.”
- Kafka, Franz. *The Metamorphosis*
- Steinbeck, John. *The Grapes of Wrath*
- Bradbury, Ray. *Fahrenheit 451*
- Olsen, Tillie. “I Stand Here Ironing.”
- Achebe, Chinua. *Things Fall Apart*
- Lee, Harper. *To Kill A Mockingbird*
- Shaara, Michael. *The Killer Angels*
- Tan, Amy. *The Joy Luck Club*
- Alvarez, Julia. *In the Time of the Butterflies*
- Zusak, Marcus. *The Book Thief*

### *Drama*

- Sophocles. *Oedipus Rex*
- Shakespeare, William. *The Tragedy of Macbeth*
- Ibsen, Henrik. *A Doll’s House*
- Williams, Tennessee. *The Glass Menagerie*
- Ionesco, Eugene. *Rhinocero*
- Fugard, Athol. “*Master Harold*” ...and the boys

### *Informational Texts*

- Henry, Patrick. “Speech to the Second Virginia Convention.”
- Washington, George. “Farewell Address.”
- Lincoln, Abraham. “Gettysburg Address.”
- Lincoln, Abraham. “Second Inaugural Address.”

- Roosevelt, Franklin Delano. “State of the Union Address.”
- Hand, Learned. “I Am an American Day Address.”
- Smith, Margaret Chase. “Remarks to the Senate in Support of a Declaration of Conscience.”
- King, Jr., Martin Luther. “Letter from Birmingham Jail,”
- King, Jr., Martin Luther. “I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963.”
- Angelou, Maya. *I Know Why the Caged Bird Sings*
- Wiesel, Elie. “Hope, Despair and Memory.”
- Reagan, Ronald. “Address to Students at Moscow State University.”
- Quindlen, Anna. “A Quilt of a Country.”

### Suggested Local Resources

- Elements of Literature: Theme pp. 264-265\*
- (SS) Malamud, Bernard, “The First Seven Years” pp. 266-278\*
- (SS) Wetherell, W.D., “The Bass, the River, and Sheila Mant” pp.291-298\*
- (P)Brautigan, Richard, “It’s Raining in Love” p.299\*
- (SS) Allende, Isabel, “And of Clay Are We Created” pp. 304-314\*
- (IT) Graham, Bradley, “Ill-Equipped Rescuers Dig Out volcano Victims: Aid Slow to Reach Colombian Town,” p. 315-317\*
- <http://nhs.rowlandschools.org/ourpages/auto/2011/8/28/56928067/And%20of%20Clay%20AND%20Ill%20Equiped.pdf>
- (SS)Rosenblatt, Roger, “The Man in the Water,” pp. 320-325\*
- (IT) “The Parable of the Good Samaritan” pp. 326\*
- (IT) Hoyle, John, “A State Championship Versus Runner’s Conscience” pp. 327-329\*
- (ITS) Allred, Gloria and Bloom, Lisa, “ If Decency Doesn’t, Law Should Make Us Samaritans,” and Sjoerdsma, Ann, “ Good Samaritans U.S.A. Are Afraid to Act” pp. 332-339\*

### Terminology

- Textual evidence: When writing about literature, the text is the primary source of evidence. To present a convincing and persuasive analysis, the essay writer must demonstrate a thorough knowledge of the text by presenting carefully chosen, pertinent quotations which support each point the essay writer makes.
- Theme: The central idea or insight about human experience insight revealed in a work of literature.
- Informative/explanatory texts: Refers to a type of discourse characterized by ideas, information, directions, explanations, and options which are reinforced by quality details and elaboration. Expository/informative writing involves providing information to the reader about a particular topic

by sequencing steps, comparing and contrasting, categorizing, reporting, defining, describing, explaining why, or expressing an opinion.

- Etymology: The origin of the word and its development over time.

## Challenging Concepts

### *Theme*

What exactly is this elusive thing called theme?

The theme of a fable is its moral. The theme of a parable is its teaching. The theme of a piece of fiction is its view about life and how people behave.

In fiction, the theme is not intended to teach or preach. In fact, it is not presented directly at all. You extract it from the characters, action, and setting that make up the story. In other words, you must figure out the theme yourself.

The writer's task is to communicate on a common ground with the reader. Although the particulars of your experience may be different from the details of the story, the general underlying truths behind the story may be just the connection that both you and the writer are seeking.

### *Finding the Theme*

Here are some ways to uncover the theme in a story: Check out the title. Sometimes it tells you a lot about the theme.

Notice repeating patterns and symbols. Sometimes these lead you to the theme.

What allusions are made throughout the story?

What are the details and particulars in the story? What greater meaning may they have?

How do characters respond to challenges, and what happens to them as a result? How do they grow or change?

Remember that theme, plot, and structure are inseparable, all helping to inform and reflect back on each other. Also, be aware that a theme we determine from a story never completely explains the story. It is simply one of the elements that make up the whole.

The play version of Susan Glaspell's "A Jury of Her Peers" is called *Trifles*. What do both titles suggest about the theme?

## Online Resources

### *Common Core State Standards, Appendices, and PARCC Assessments*

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

***Other Websites with CCSS Information, Strategies, or Lessons***

**States' Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

**General Sites**

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>



## Grade 10 English Language Arts, Quarter 2, Unit 2.2

# Analyzing Structure and Choice

### Overview

**Number of instructional days:** 20-25 (1 day = 45 minutes)

When analyzing structure, students learn that authors make deliberate choices about how to present information and how the text is structured. Readers evaluate a variety of text structures. Identifying the structure of a text helps readers read efficiently. Readers select specific comprehension strategies that fit a particular text based on knowledge of how the information is organized. Readers can anticipate what information will be revealed in a selection when they understand text structure. Understanding the pattern of the text helps readers organize ideas for synthesizing and summarizing.

Students study the writing style and tone of a variety of authors with a focus on analyzing structure, writing conventions of the time, and comprehension of text. Students can, for example, compare and contrast and evaluate not just the structure chosen by an author, but why the author made those specific choices. Students also apply skills that are newly acquired from the tenth-grade year in addition to previous content knowledge to determine how the author organizes the text to be “reader-friendly,” and will delineate if the reasoning is valid and the evidence is relevant and sufficient.

In addition to the analysis of texts for author’s choice of structure, students also continue to practice writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. In the prior unit, students focused on the sub skills of introducing a topic, developing the topic, and using appropriate and varied transitions to link the major sections of a text. Building upon these skills, students now focus on using precise language and domain-specific vocabulary, establishing and maintain a formal style and objective tone, and providing a concluding statement or section.

Now that students have examined a variety of literature throughout the year with guided instruction, students have acquired a knowledge base of how to cite textual evidence and now have the tools to be able to analyze author’s choices. Students practice analyzing, in specific detail, how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. In addition, the students delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifying false statements and fallacious reasoning. The foundation for this skill set was provided in the instruction of argumentation presented in the first unit of the year.

As in all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging to them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts used.

## Concepts to Be Learned and Skills to Be Used

- CITE strong and thorough **textual evidence** to **support analysis** of what the text says explicitly as well as **inferences** drawn from the text.
- ANALYZE how an **author's choices** concerning how to **structure** a **text**, **order events** within it (e.g., parallel plots), and **manipulate time** (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 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).
- 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**.
- 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.
  - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
- 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.
  - WRITE and EDIT work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the **discipline** and **writing type**.
- 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**.
  - 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 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).
- APPLY **knowledge of language** to:
  - UNDERSTAND how **language functions** in different contexts.
  - MAKE effective choices for **meaning** or **style**.
  - COMPREHEND more fully when reading or listening.
- WRITE and EDIT work so that it conforms to the **guidelines** in a **style manual** appropriate for the discipline and writing type.
- 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.
  - USE **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

## Essential Questions

- How does understanding a text’s structure help a reader determine its meaning?
- Why do readers need to pay attention to a writer’s choices?
- How can organization influence meaning and clarity in a piece of writing?
- What does it mean to be organized in writing?
- How do active readers determine the meaning of words and phrases in text?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Key Ideas and Details

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Craft and Structure

RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### Reading Standards for Informational Text

#### Craft and Structure

RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

#### Integration of Knowledge and Ideas

RI.9-10.8 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.

**Writing Standards****Text Types and Purposes**

- W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Language Standards****Vocabulary Acquisition and Use**

- L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
- L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

*The following standards **reinforce and/or support** the unit of study focus standards:*

**Writing Standards****Production and Distribution of Writing**

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54 [of the full ELA Common Core State Standards document].)

**Research to Build and Present Knowledge**

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

- a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

<b>Speaking and Listening Standards</b>
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**Presentation of Knowledge and Ideas**

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

*The following standards recur through many/all of the units of study:*

<b>Reading Standards for Literature</b>
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**Range of Reading and Level of Text Complexity**

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

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

<b>Reading Standards for Informational Text</b>
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**Range of Reading and Level of Text Complexity**

RI.9-10.10 ~~By the end of grade 9, 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.~~

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

<b>Writing Standards</b>
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**Range of Writing**

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

## Speaking and Listening Standards

### Presentation of Knowledge and Ideas

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 [of the full ELA Common Core State Standards document] for specific expectations.)

## Language Standards

### Vocabulary Acquisition and Use

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Clarifying the Standards

**Key:** *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

**RL**— RL.9-10.1 In grade 8, student were expected to cite textual evidence that most strongly supports an analysis of what the text is saying explicitly as well as inferentially. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students are now citing strong and thorough textual evidence that supports analysis of what the text is saying explicitly as well as inferentially.** In grade 11, students should have a solid understand of citing strong evidence of what the text is saying explicitly as well as inferentially, but will learn how to determine where the text leaves matters uncertain.

RL.9-10.5 In grade 8, students compared and contrasted the structure of two or more texts and analyzed how the differing structure of each text contributes to its meaning and style. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students no longer compare structure across texts, but will analyze the author’s choices concerning how to structure a text, order events within it, and manipulate time to create such effects as mystery, tension, or surprise.** By grade 11, the students will continue practicing with analyzing structure of a text but now they are examining how an author’s choices contribute to the text’s overall structure and meaning as well as its aesthetic impact.

**RI**— RI.9-10.5 In grade 8, students analyzed in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. In grade 9, the same skills have been learned, but in less depth. **By grade 10, students now analyze how an author’s ideas or claims are developed and refined by particular sentence, paragraphs, or larger portions of a text.** In grade 11, students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.9-10.8 In grade 8, students delineated and evaluated the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient. They recognized when irrelevant evidence is introduced. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students continue to practice and maintain skills, while identifying false statements and**

**fallacious reasoning.** By grade 11, students will delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

**W**— W.9-10.2 In grade 8, students were asked to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. In grade 9, the same skills have been learned, but in less depth than grade 10. **In grade 10, students are still asked to write informative/explanatory texts, but this time they are to convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** In grade 11, the core standard is the same. Students are still expected to write informatively, but in more depth and maturity.

W.9-10.2d In grade 8, students began to use precise language and domain-specific vocabulary to inform about or explain the topic. In grade 9, the same skills have been learned, but in less depth. **By grade 10, students continue to use precise language and domain-specific vocabulary, this time to manage the complexity of the topic.** By grade 11, students will maintain their use of precise language and domain-specific vocabulary, but now will include techniques such as metaphor, simile, and analogy, to manage the complexity of the topic.

W.9-10.2e In grade 8, students established and maintained a formal style. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students continue to establish and maintain a formal style, but increase their skill by adding an objective tone while attending to the norms and conventions of the discipline in which they are writing.** Grade 11 students will continue to practice and maintain this skill.

W.9-10.2f In grade 8, students learned how to provide a concluding statement or section that follows from and supports the information or explanation presented. In grade 9, the same skills have been learned, but in less depth. **By grade 10, students continue to practice with writing concluding statements that follow from and support the information or explanation present.** Grade 11 and grade 12 will continue to hone this skill, while adding maturity to the writing.

**SL**—No focus standards at this time.

**L**—L.9-10.3: Prior to grade 10, students have learned many skills to help them develop their knowledge of the use of language. They have worked extensively with verb voice and mood as well as varying sentence patterns and style to achieve particular effects. **The focus of this standard shifts in grades 9 and 10 so that students are now learning to write and edit their work so that it conforms to style guidelines, such as those published by MLA.** In grade 12, students will return to study of varying the language they use. The term “syntax” is introduced in grades 11-12, and students are supposed to use guides as a reference when needed.

L. 9-10.4 In grade 3, students began to determine and clarify the meaning of unknown and multiple meaning word and phrases, using knowledge gleaned from earlier lessons on parts of speech. This skill is continually built upon throughout grades 4 through 9, just in less depth than the grade 10 requirements. **In grade 10, students will determine or clarify the meaning of unknown and multiple meaning words or phrases, choosing flexibility from a range of strategies based on grade 10 reading and content.** This standard continues for each grade, just changes based on the content learned in each grade.

L.9-10.4a In grade 3, students were introduced to the concept of using sentence level context as a clue to the meaning of a word or phrase. They continued this skill in grade 4. In grade 5, students use context, such as cause/effect relationships and comparisons in texts. **In grades 6-10, the overall meaning of a sentence or paragraph and a word’s position or function in a sentence are added as a clue to the meaning of a word or phrase just progressing in difficulty.** This continues in grade 11-12, with even more complexity.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

#### *Argument*

*The reason argument is included in the research supporting key elements of the standards is because students will be reading and analyzing arguments to determine fallacious arguments.*

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

#### *Informational/Explanatory Writing*

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a

coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

### ***Acquiring Vocabulary***

Words are not just words. They are the nexus—the interface—between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.

-- Marilyn Jager Adams (2009, p. 180)

The importance of students acquiring a rich and varied vocabulary cannot be overstated. Vocabulary has been empirically connected to reading comprehension since at least 1925 (Whipple, 1925) and had its importance to comprehension confirmed in recent years (National Institute of Child Health and Human Development, 2000). It is widely accepted among researchers that the difference in students’ vocabulary levels is a key factor in disparities in academic achievement (Baumann & Kameenui, 1991; Becker, 1977; Stanovich, 1986) but that vocabulary instruction has been neither frequent nor systematic in most schools (Biemiller, 2001; Durkin, 1978; Lesaux, Kieffer, Faller, & Kelley, 2010; Scott & Nagy, 1997).

Research suggests that if students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure in a variety of contexts to the words they are trying to learn. When students make multiple connections between a new word and their own experiences, they develop a nuanced and flexible understanding of the word they are learning. In this way, students learn not only what a word means but also how to use that word in a variety of contexts, and they can apply appropriate

senses of the word’s meaning in order to understand the word in different contexts (Landauer & Dumais, 1997; Landauer, McNamara, Dennis, & Kintsch, 2007; Nagy, Herman, & Anderson, 1985).

Initially, children readily learn words from oral conversation because such conversations are context rich in ways that aid in vocabulary acquisition: in discussions, a small set of words (accompanied by gesture and intonation) is used with great frequency to talk about a narrow range of situations children are exposed to on a day-to-day basis. Yet as children reach school age, new words are introduced less frequently in conversation, and consequently vocabulary acquisition eventually stagnates by grade 4 or 5 unless students acquire additional words from written context (Hayes & Ahrens, 1988).

Written language contains literally thousands of words more than are typically used in conversational language. Yet writing lacks the interactivity and nonverbal context that make acquiring vocabulary through oral conversation relatively easy, which means that purposeful and ongoing concentration on vocabulary is needed (Hayes & Ahrens, 1988). In fact, at most between 5 and 15 percent of new words encountered upon first reading are retained, and the weaker a student’s vocabulary is the smaller the gain (Daneman & Green, 1986; Hayes & Ahrens, 1988; Herman, Anderson, Pearson, & Nagy, 1987; Sternberg & Powell, 1983). Yet research shows that if students are truly to understand what they read, they must grasp upward of 95 percent of the words (Betts, 1946; Carver, 1994; Hu & Nation, 2000; Laufer, 1988).

The challenge in reaching what we might call “lexical dexterity” is that, in any given instance, it is not the entire spectrum of a word’s history, meanings, usages, and features that matters but only those aspects that are relevant at that moment. Therefore, for a reader to grasp the meaning of a word, two things must happen: first, the reader’s internal representation of the word must be sufficiently complete and well articulated to allow the intended meaning to be known to him or her; second, the reader must understand the context well enough to select the intended meaning from the realm of the word’s possible meanings (which in turn depends on understanding the surrounding words of the text).

Key to students’ vocabulary development is building rich and flexible word knowledge. Students need plentiful opportunities to use and respond to the words they learn through playful informal talk, discussion, reading or being read to, and responding to what is read. Students benefit from instruction about the connections and patterns in language. Developing in students an analytical attitude toward the logic and sentence structure of their texts, alongside an awareness of word parts, word origins, and word relationships, provides students with a sense of how language works such that syntax, morphology, and etymology can become useful cues in building meaning as students encounter new words and concepts (Beck, McKeown, & Kucan, 2008). Although direct study of language is essential to student progress, most word learning occurs indirectly and unconsciously through normal reading, writing, listening, and speaking (Miller, 1999; Nagy, Anderson, & Herman, 1987).

As students are exposed to and interact with language throughout their school careers, they are able to acquire understandings of word meanings, build awareness of the workings of language, and apply their knowledge to comprehend and produce language.

## Suggested Local Resources

- Elements of Literature: Plot pp.2-3\*
- (SS) Buzzati, Dino, “The Colomber,” pp.4-13\*
- (SS) Finney, Jack, “Contents of the Dead Man’s Pocket,” pp.14-27,29\*
- (P) Kock, Kenneth, “You want a social life, with friends” p. 28\*
- <http://www.ereadingworksheets.com/text-structure/>
- (SS) Erdrich, Louise, “ The Leap” p. 41-49,51\*
- (IT) Brown, R.J., “The Day the Clowns Cried” p. 50\*
- Elements of Literature: Evaluating Style p.636-637\*
- (IT) Myers, Norman, “Call of the Wild—Save Us!” pp. 669-677\*

## Stories

- Homer. *The Odyssey*
- Ovid. *Metamorphoses*
- Gogol, Nikolai. “The Nose.”
- De Voltaire, F. A. M. *Candide, Or The Optimist*
- Turgenev, Ivan. *Fathers and Sons*
- Henry, O. “The Gift of the Magi.”
- Kafka, Franz. *The Metamorphosis*
- Steinbeck, John. *The Grapes of Wrath*
- Bradbury, Ray. *Fahrenheit 451*
- Olsen, Tillie. “I Stand Here Ironing.”
- Achebe, Chinua. *Things Fall Apart*
- Lee, Harper. *To Kill A Mockingbird*
- Shaara, Michael. *The Killer Angels*
- Tan, Amy. *The Joy Luck Club*
- Alvarez, Julia. *In the Time of the Butterflies*
- Zusak, Marcus. *The Book Thief*

## Drama

- Sophocles. *Oedipus Rex*

- Shakespeare, William. *The Tragedy of Macbeth*
- Ibsen, Henrik. *A Doll's House*
- Williams, Tennessee. *The Glass Menagerie*
- Ionesco, Eugene. *Rhinocero*
- Fugard, Athol. "Master Harold" ...and the boys

### ***Informational Texts***

- Henry, Patrick. "Speech to the Second Virginia Convention."
- Washington, George. "Farewell Address."
- Lincoln, Abraham. "Gettysburg Address."
- Lincoln, Abraham. "Second Inaugural Address."
- Roosevelt, Franklin Delano. "State of the Union Address."
- Hand, Learned. "I Am an American Day Address."
- Smith, Margaret Chase. "Remarks to the Senate in Support of a Declaration of Conscience."
- King, Jr., Martin Luther. "Letter from Birmingham Jail,"
- King, Jr., Martin Luther. "I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963."
- Angelou, Maya. *I Know Why the Caged Bird Sings*
- Wiesel, Elie. "Hope, Despair and Memory."
- Reagan, Ronald. "Address to Students at Moscow State University."
- Quindlen, Anna. "A Quilt of a Country."

### **Terminology**

- Textual evidence: When writing about literature, the text is the primary source of evidence. To present a convincing and persuasive analysis, the essay writer must demonstrate a thorough knowledge of the text by presenting carefully chosen, pertinent quotations which support each point the essay writer makes.
- Fallacious reasoning: A fallacious argument is one that meets two conditions:
  - It lacks at least one of the two logical virtues. Thus fallacious arguments are often divided into two kinds: those that are mistaken because they don't meet the truth-of-reasons requirement (or, virtue), and those that are mistaken because they don't meet the properly-related-to-conclusion requirement (or, virtue).
  - It is of a fairly commonplace type. Some persuasive but bad arguments involve mistakes in reasoning that are somewhat unusual. Such arguments are not often categorized as fallacious. Fallacies involve mistakes in reasoning that are more or less everyday occurrences, because they have a definite tendency to fool people.

- Informative text/explanatory text: Refers to a type of discourse characterized by ideas, information, directions, explanations, and options which are reinforced by quality details and elaboration. Expository/informative writing involves providing information to the reader about a particular topic by sequencing steps, comparing and contrasting, categorizing, reporting, defining, describing, explaining why, or expressing an opinion.
- Domain-specific vocabulary: Consists of relatively low-frequency, content-specific words that appear in textbooks and other instructional materials; for example, *apex* in math, *escarpment* in geography, and *isobar* in science.
- Formal style: A stylized type of writing that has specific academic rules, such as but not limited to using precise language and effective words, presenting others' arguments fairly and with an appropriate tone, using active rather than passive voice, and using concise language
- Objective tone: Is impartial. It does not show any feelings for or against a topic; therefore, it is unbiased or neutral. Often objective tone uses higher level words and avoids pronouns such as *I* and *you*, creating a formal tone.

## Challenging Concepts

- See the section titled "Formal Style" from:
  - Swales, John M and Feak, Christine B. *Academic Writing for Graduate Students*, Second Edition. 2004. University of Michigan Press, Ann Arbor.

## Online Resources

### ***Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### ***Other Websites with CCSS Information, Strategies, or Lessons***

#### **States' Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

#### **General Sites**

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>

- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>

## Grade 10 English Language Arts, Quarter 3, Unit 3.1

# Analyzing Point of View

### Overview

**Number of instructional days:** 20-25 (1 day = 45 minutes)

An automobile accident occurs. Two drivers are involved. Witnesses include four sidewalk spectators, a policeman, a man with a video camera who happened to be shooting the scene, and the pilot of a helicopter that was flying overhead. Here we have nine different points of view and, most likely, nine different descriptions of the accident. Point of view is from whose vantage point the story is being told.

In this unit, students analyze point of view as it is reflected in a work of literature from outside the United States. Most sophomores have a limited knowledge base of events and experiences that happen outside their relevant cultural environment. Through exposing students to world literature and historical U.S. documents, students are able to compare and contrast differing world viewpoints, and determine author's point of view and purpose in a text. Throughout the units, examination of seminal U.S. documents serves the purpose of addressing related themes and concepts. Students write and reflect on how an author draws on and transforms source material. Once students have practiced the art of analyzing point of view, they apply their skills to writing narratives using effective techniques modeled after their readings, well-chosen details, and well-structured event sequences. Upon completion of writing, students share their narratives and evaluate their peers' points of view, reasoning, and use of evidence and rhetoric. Students pay particular attention to identifying any fallacious reasoning or exaggerated or distorted evidence.

This unit is taught at this point in the school year because the writing skills have been scaffolded through other writing units. While traditionally narrative writing is one of the more comprehensible form of writing for students to master, they require instruction on how to effectively engage and orient the reader by setting out a problem, establishing one or multiple point(s) of view, and creating a smooth progression of experiences or events. Students also need to have the foundation from lessons taught throughout the year that center on dialogue, pacing, description, reflection, and multiple plot lines to develop experiences.

As in all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging to them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts used.

### Concepts to Be Learned and Skills to Be Used

- 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.
- 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).

- DETERMINE an **author’s point of view** or **purpose** in a text.
  - ANALYZE how an author uses **rhetoric** to advance that **point of view** or **purpose**.
- ANALYZE **seminal U.S. documents** of **historical** and **literary significance** (e.g., Washington’s farewell address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, Martin Luther King Jr.’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- 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.
- Evaluate a speaker’s **point of view**, **reasoning**, and use of **evidence** and **rhetoric**.
  - IDENTIFY any **fallacious reasoning** or exaggerated or distorted **evidence**.
- DEMONSTRATE understanding of **figurative language**, **word relationships**, and nuances in **word meanings**.
  - INTERPRET **figures of speech** (e.g., euphemism, oxymoron) in context.
    - ANALYZE their **role** in the text.

## Essential Questions

- How does analyzing literary elements help us to better understand the text?
- How do I determine an author’s point of view?
- How do I analyze or compare/contrast the influence of varied points of view?
- How do I determine the way an author acknowledges and responds to conflicting evidence or viewpoints?
- Why does the author’s point of view and purpose shape and direct the text?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Craft and Structure

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

#### Integration of Knowledge and Ideas

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

### Reading Standards for Informational Text

#### Craft and Structure

RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Integration of Knowledge and Ideas

RI.9-10.9 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.

### Writing Standards

#### Text Types and Purposes

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

<b>Speaking and Listening Standards</b>
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**Comprehension and Collaboration**

SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<b>Language Standards</b>
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**Vocabulary Acquisition and Use**

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

*The following standards **reinforce and/or support** the unit of study focus standards:*

<b>Writing Standards</b>
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**Production and Distribution of Writing**

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54 [of the full ELA Common Core State Standards document].)
- W.9-10.7 Conduct short ~~as well as more sustained~~ research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

*The following standards recur through many/all of the units of study:*

### **Reading Standards for Literature**

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

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

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

### **Reading Standards for Informational Text**

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

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

RI.9-10.10 ~~By the end of grade 9, 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.~~

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

### **Writing Standards**

#### **Range of Writing**

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

### **Speaking and Listening Standards**

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

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 [of the full ELA Common Core State Standards document] for specific expectations.)

### **Language Standards**

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

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Clarifying the Standards

**Key:** *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

**RL**— RL.9-10.6 In grade 8, students analyzed how differences in the points of view of the characters and the audience or reader created such effects as suspense or humor. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students 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.** In grade 11 and grade 12, students will apply their analytical skills to a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

RL.9-10.9 In grade 8, students analyzed how a modern work of fiction draws on themes, patterns of events, or character types, from myths, traditional stories, or religious works, including describing how the material is rendered new. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students analyze how an author draws on and transforms source material in a specific work.** In grade 11, students will demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treats similar themes or topics.

**RI**— RI.9-10.6 In grade 8, students determined author's point of view or purpose in a text and analyzed how the author acknowledges and responds to conflicting evidence or viewpoints. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students continue to determine author's point of view or purpose in a text, but now they analyze how an author uses rhetoric to advance that point of view or purpose.** In grade 11, students will continue to determine an author's point of view or purpose in a text, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.9-10.9 In grade 8, analyzed a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students continue to analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.** By grade 11, students will analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States documents of historical and literary significance for their themes, purposes, and rhetorical features.

**W**— W.9-10.3 In grade 8, students wrote narratives to develop real or imagined experiences or events using effective technique, relative descriptive details, and well-structured event sequences. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students continue to write narratives to develop real or imagined experiences or events using effective technique and well-structured event sequences, but they add well-chosen details.** In future grades students will still be expected to write narratives, but with more depth and maturity.

W.9-10.3a Grade 8 students engaged and oriented the reader by establishing a context and point of view and introducing a narrator and/or characters. Students also organized an event sequence that unfolds naturally and logically. In grade 9, the same skills have been learned, but in less depth. **Grade 10 students 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.**

**Students also create a smooth progression of experiences or events.** Grade 11 students will continue maintain the writing skills.

W.9-10.3b Grade 8 students used narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or character. In grade 9, the same skills have been learned, but in less depth. **Grade 10 students continue to build upon writing narrative techniques, now focusing on multiple plot lines, to develop experiences, events, and /or characters.** Grade 11 students will continue to practice and maintain skills.

**SL**— SL.9-10.3 In grade 8, students delineated a speaker’s arguments and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.** In grade 11, students will evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone.

**L**— L.9-10.5 In grade 3, students were introduced to the concept of understanding the relationships and nuances in word meaning. In grade 4, students are introduced to the additional concept of figurative language. **This does not change in future grades.**

L. 9-10.5a. In grade 3, students distinguished the literal and nonliteral meanings of words and phrases in context. In grade 4, students explained the meaning of simple similes and metaphors. In grade 5, students interpreted figurative language, including similes and metaphors in context. In grade 6, 7, and 8, students interpreted grade-specific figures of speech in context. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students continue to interpret figures of speech in context, but now they are required to analyze their role in the text.** In grade 11, students will practice and maintain this skill.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

#### *Narrative Writing*

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

### ***Creative Writing beyond Narrative***

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

## **Appendix B: Text Exemplars and Sample Performance Tasks**

### ***Stories***

- Homer. *The Odyssey*
- Ovid. *Metamorphoses*
- Gogol, Nikolai. “The Nose.”
- De Voltaire, F. A. M. *Candide, Or The Optimist*
- Turgenev, Ivan. *Fathers and Sons*
- Henry, O. “The Gift of the Magi.”
- Kafka, Franz. *The Metamorphosis*
- Steinbeck, John. *The Grapes of Wrath*
- Bradbury, Ray. *Fahrenheit 451*
- Olsen, Tillie. “I Stand Here Ironing.”
- Achebe, Chinua. *Things Fall Apart*
- Lee, Harper. *To Kill A Mockingbird*
- Shaara, Michael. *The Killer Angels*
- Tan, Amy. *The Joy Luck Club*
- Alvarez, Julia. *In the Time of the Butterflies*
- Zusak, Marcus. *The Book Thief*

### ***Drama***

- Sophocles. *Oedipus Rex*
- Shakespeare, William. *The Tragedy of Macbeth*
- Ibsen, Henrik. *A Doll’s House*
- Williams, Tennessee. *The Glass Menagerie*
- Ionesco, Eugene. *Rhinocero*
- Fugard, Athol. “*Master Harold*” ...and the boys

### ***Informational Texts***

- Henry, Patrick. “Speech to the Second Virginia Convention.”
- Washington, George. “Farewell Address.”
- Lincoln, Abraham. “Gettysburg Address.”
- Lincoln, Abraham. “Second Inaugural Address.”
- Roosevelt, Franklin Delano. “State of the Union Address.”
- Hand, Learned. “I Am an American Day Address.”
- Smith, Margaret Chase. “Remarks to the Senate in Support of a Declaration of Conscience.”
- King, Jr., Martin Luther. “Letter from Birmingham Jail,”
- King, Jr., Martin Luther. “I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963.”
- Angelou, Maya. *I Know Why the Caged Bird Sings*
- Wiesel, Elie. “Hope, Despair and Memory.”
- Reagan, Ronald. “Address to Students at Moscow State University.”
- Quindlen, Anna. “A Quilt of a Country.”

### **Suggested Local Resources**

- Elements of Literature: Point of View pp.164-165\*
- (SS) Moaveni, Azadeh, “The Secret Garden” pp. 166-172\*
- (SS) Benet Stephen Benet, “By the Waters of Babylon” pp. 174-185\*
- (P) Frost, Robert “Fire and Ice” <http://www.poemhunter.com/poem/fire-and-ice/>
- (SS) Saki, “The Storyteller” pp. 188-194\*
- <http://www.lessonplanet.com/search?keywords=point+of+view&button=>

### **Terminology**

- Point of view: The vantage point from which a writer tells a story, including first-person, second-person, limited third-person, and omniscient third person.
- Rhetoric: Is the art of discourse, an art that aims to improve the capability of writers or speakers that attempt to inform, persuade, or motivate particular audiences in specific situations.
- Narrative techniques: Consists of four components: point of view, narration, speech and tense.

## Challenging Concepts

While students are able to memorize the main types of point of view, the challenge becomes when students must apply the actual analyzing point of view skill to a text. Information in the following link may aid in the instruction of this skill:

- Point of View for Dummies (<http://www.dummies.com/how-to/content/understanding-point-of-view-in-literature.html>)

## Online Resources

### ***Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### ***Other Websites with CCSS Information, Strategies, or Lessons***

#### **States' Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

#### **General Sites**

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>

## Grade 10 English Language Arts, Quarter 3, Unit 3.2

# Analyzing Complex Characters—Who’s Who?

### Overview

**Number of instructional days:** 20-25 (1 day = 45 minutes)

Characters are the most important part of the novel or short story. They drive the plot and the story forward. Most often, the author uses the character to generate the theme of the story. It is one element of literature that is most analyzed because through the characters, we can see the author’s intent. When making a critical analysis of a character in a story or novel, a student has to thoroughly read who and what these characters are and how they are related to the theme of the story. Also, students should keep in mind how an author unfolds the elements of a character, how they are introduced and developed, and the connections that are to be drawn between them. This type of analysis should result in students writing narratives to develop real or imagined experiences utilizing effective techniques.

To start an analysis on character, identify how the character is described in the story. What is the physical and psychological description of the character? What are his or her personality traits? When the personality of the character is identified, a student should then discover what his or her personality has to do with the plot. What kind of person is the character? What is his or her relation to the other important characters in the story? The next thing to look for is the environment in which the character lives. How is the character related to the environment and other people around him or her? Is there any comparison or contrast between the character and the environment? Does the character have any motive? Students will find out what drives the character or if he or she has any motivations. Are there any flaws to the character? What is the psychological makeup of the character? How is the character related to the theme? A student must determine why the author created that character.

This unit is taught at this point in the school year because students have been exposed to a large variety of literature that enables students to analyze complex characters. The skills for analyzing complex characters in this unit are complex enough to rely on the units that came before, but the skills are foundational to the units that come after. Practicing these skills will help students to understand skills and concepts in the subsequent units. Some of these skills include identifying characters as protagonist/antagonist, static/dynamic, key/support, and examining how they develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

## Concepts to Be Learned and Skills to Be Used

- 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.
- ANALYZE how the author **unfolds** an **analysis** or **series of ideas or events** in a **literary nonfiction** text, including the **order** in which the points are made, how they are **introduced** and **developed**, and the **connections** that are drawn between them.
- WRITE narratives to develop real or imagined **experiences** or **events** using effective **techniques**, well-chosen **details**, and well-structured **event sequences**.
  - 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.
- DEMONSTRATE understanding of **figurative language**, **word relationships**, and **nuances in word meanings**.
  - ANALYZE **nuances** in the **meaning** of words with **similar denotations**.

## Essential Questions

- How does literature reflect and affect our lives?
- What is the relationship between character and theme?
- How does the manner in which an author connects ideas or events impact a reader's understanding and experience of a text?
- What role does language play in relationships? In Conflict?
- How do our experiences influence our writing and our perceptions as well as our interpretation of literature?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Key Ideas and Details

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Reading Standards for Informational Text

#### Key Ideas and Details

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Writing Standards

#### Text Types and Purposes

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 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.

### Language Standards

#### Vocabulary Acquisition and Use

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Analyze nuances in the meaning of words with similar denotations.

*The following standards reinforce and/or support the unit of study focus standards:*

### Reading Standards for Informational Text

#### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Writing Standards

#### Text Types and Purposes

- W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.

#### Production and Distribution of Writing

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54 [of the full ELA Common Core State Standards document].)
- W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

### Speaking and Listening Standards

#### Comprehension and Collaboration

- SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Language Standards****Vocabulary Acquisition and Use**

- L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

*The following standards recur through many/all of the units of study:*

**Reading Standards for Literature****Range of Reading and Level of Text Complexity**

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

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**Reading Standards for Informational Text****Range of Reading and Level of Text Complexity**

~~RI.9-10.10 By the end of grade 9, 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.~~

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**Writing Standards****Range of Writing**

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

**Speaking and Listening Standards****Presentation of Knowledge and Ideas**

- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 [of the full ELA Common Core State Standards document] for specific expectations.)

<b>Language Standards</b>
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**Vocabulary Acquisition and Use**

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Clarifying the Standards**

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**— RL.9-10.3 In grade 8, students analyzed how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. In grade 9, the same skills have been learned that will be taught in grade 10, but in less depth. **In grade 10, students analyze complex characters and how they develop over the course of a text, interact with other characters, and advance the plot or develop the theme.** In grade 11 and grade 12, students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

**RI**— RI.9-10.3 In grade 8, students analyzed how a text made connections among and distinctions between individuals, ideas, or events. In grade 9, the same skills have been learned that will be taught in grade 10, but in less depth. **In grade 10, students 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.** In grade 11 and grade 12, students will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**W**— W.9-10.3 In grade 8, students wrote narratives to develop real or imagined experiences or events using effective technique, relative descriptive details, and well-structured event sequences. In grade 9, the same skills have been learned, but in less depth. **In grade 10, students continue to write narratives to develop real or imagined experiences or events using effective technique and well-structured event sequences, but will add well-chosen details.** In future grades students will still be expected to write narratives, but with more depth and maturity.

W.9-10.3c In grade 8, students used a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. In grade 9, the same skills have been learned that will be taught in grade 10, but in less depth. **In grade 10, students use a variety of techniques to sequence events so that they build on one another to create a coherent whole.** In future grades, students will use the same skills but will be building toward a particular tone and outcome.

W.9-10.3d In grade 8, students used precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. In grade 9, the same skills have been learned that will be taught in grade 10, but in less depth. **In grade 10, students continue to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the**

**experiences, events, setting, and/ or characters.** In grade 11 and 12 students will continue to use the same skills but with more depth.

W.9-10.3e In grade 8, students provided a conclusion that followed from and reflected on the narrated experiences or events. In grade 9, the same skills have been learned that will be taught in grade 10, but in less depth. **In grade 10, students provide a concluding statement or section that follows from and supports the argument presented.** In grade 11 and 12, students will continue to use the same skills but with more depth.

**SL**—No focus standards at this time.

**L**— L.9-10.5 In grade 3, students were introduced to the concept of understanding the relationships and nuances in word meaning. In grade 4, students were introduced to the additional concept of figurative language. **This does not change in future grades.**

L.9-10.5 b In grade 3, students demonstrated understanding of frequently occurring verbs and adjectives by relating them to their opposites. Students in grade 4 recognized and explained the meaning of common idioms, adages, and proverbs. In grade 5, students continued the same skills in more depth. In grade 6-8, students used the relationship between particular words to better understand each of the words. In grade 9, the same skills have been learned that will be taught in grade 10, but in less depth. **In grade 10, students analyze nuances in the meaning of words with similar denotations.** Students will continue these same skills in grades 11-12 but in greater depth.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

#### *Narrative Writing*

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

***Creative Writing beyond Narrative***

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

**Appendix B: Text Exemplars and Sample Performance Tasks*****Stories***

- Homer. *The Odyssey*
- Ovid. *Metamorphoses*
- Gogol, Nikolai. “The Nose.”
- De Voltaire, F. A. M. *Candide, Or The Optimist*
- Turgenev, Ivan. *Fathers and Sons*
- Henry, O. “The Gift of the Magi.”
- Kafka, Franz. *The Metamorphosis*
- Steinbeck, John. *The Grapes of Wrath*
- Bradbury, Ray. *Fahrenheit 451*
- Olsen, Tillie. “I Stand Here Ironing.”
- Achebe, Chinua. *Things Fall Apart*
- Lee, Harper. *To Kill A Mockingbird*
- Shaara, Michael. *The Killer Angels*
- Tan, Amy. *The Joy Luck Club*
- Alvarez, Julia. *In the Time of the Butterflies*
- Zusak, Marcus. *The Book Thief*

***Drama***

- Sophocles. *Oedipus Rex*
- Shakespeare, William. *The Tragedy of Macbeth*
- Ibsen, Henrik. *A Doll's House*
- Williams, Tennessee. *The Glass Menagerie*
- Ionesco, Eugene. *Rhinocero*
- Fugard, Athol. “*Master Harold*” ...and the boys

**Informational Texts**

- Henry, Patrick. “Speech to the Second Virginia Convention.”
- Washington, George. “Farewell Address.”
- Lincoln, Abraham. “Gettysburg Address.”
- Lincoln, Abraham. “Second Inaugural Address.”
- Roosevelt, Franklin Delano. “State of the Union Address.”
- Hand, Learned. “I Am an American Day Address.”
- Smith, Margaret Chase. “Remarks to the Senate in Support of a Declaration of Conscience.”
- King, Jr., Martin Luther. “Letter from Birmingham Jail,”
- King, Jr., Martin Luther. “I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963.”
- Angelou, Maya. *I Know Why the Caged Bird Sings*
- Wiesel, Elie. “Hope, Despair and Memory.”
- Reagan, Ronald. “Address to Students at Moscow State University.”
- Quindlen, Anna. “A Quilt of a Country.”

**Suggested Local Resources**

The following are all taken from *Elements of Literature*, 4<sup>th</sup> Course, Holt, Rinehart, and Winston, 2007:

- Leggett, John. “Elements of Literature: Character” pp. 84-85.
- (SS)Cheever, John. “The Opportunity.” pp. 86-101.
- (SS)Tan, Amy. “Two Kinds.” pp. 124-137.
- (SS)Rama Rau, Santha. “By Any Other Name.” pp. 138-146.
- Shakespeare, William. “Julius Caesar.” pp. 885-1006.
- (SS)Jackson, Shirley. “The Possibility of Evil.” pp. 364-369.
- (SS)Dahl, Roald. “Lamb to the Slaughter.” pp. 378-389.

**Terminology**

- Complex character: A character in a story who is as realistic as possible and possesses specific traits, memories, and experiences different aspects of life that may cause difficulty.
- Denotation: a word’s literal meaning(s), independent of any connotations – associations evoked by the work.
- Narrative techniques: Consists of four components: point of view, narration, speech, and tense.
- Nuances: A subtle difference in a shade of meaning, expression, or sound.

## Challenging Concepts

### *Analyzing Nuances in Meaning of Words with Similar Denotations*

#### Questions to Focus Learning

How does understanding the relationship among words in a sentence assist comprehension? Why is it important to know how words are related? Effective communicators understand and use figurative language, nuances in word meanings, and word relationships to clarify and express meaning.

#### Student Friendly Objectives

##### *Knowledge Targets*

- a. I know nuance means a subtle or slight degree of difference in meaning.
- b. I know what denotation means.

##### *Reasoning Targets*

- a. I can differentiate between words with similar meaning.
- b. I can make conceptual connections between words with similar meaning.
- c. I can interpret the precise, intended meaning of words with similar meaning.

## Online Resources

### *Common Core State Standards, Appendices, and PARCC Assessments*

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### *Other Websites with CCSS Information, Strategies, or Lessons*

#### States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

### General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>
- Analyzing How Complex Characters Develop Over the Course of a Text: [mcpsonline.org/index.php/Analyze](http://mcpsonline.org/index.php/Analyze).
- Analyzing Nuances in the Meaning of Words with Similar Denotations: [Doe.nv.gov/NDE\\_Offices/APAC/Nevada](http://Doe.nv.gov/NDE_Offices/APAC/Nevada).



Grade 10 English Language Arts, Quarter 4, Unit 4.1

# Researching and Making Connections Across Media

## Overview

**Number of instructional days:** 20-25 (1 day = 45 minutes)

Students read and analyze various accounts of a subject/key scene as told through different mediums. One example of this activity working in the classroom can be initiated at the beginning of the novel *Bless Me, Ultima*. Students who live in Hobbs, New Mexico, are familiar with Hobbs' landscape: dry and flat, with mesquite bushes, goat heads, and yucca. By looking at the unique landscapes from all over New Mexico, the "Land of Enchantment," students are able to analyze how the setting of the novel can be represented through different lenses by different artists. In addition, citing strong and thorough textual evidence is integral to determining and supporting what a text says explicitly as well as inferentially. Not only will students have to use this skill when working with the media of the subject, but when producing their individual writings of mini research projects to address a question.

This unit is taught at this point in the school year because the skills are complex enough to rely on the units that came before, but the skills are foundational to the units that come after. Up to this point, students have been working with arguments, tone, writing using sources, theme, structure and choice, and analyzing character, all of which are essential to learning how to analyze a similar theme across various mediums. Students learn how to integrate multiple sources of information that are presented in diverse media formats and how to evaluate the credibility and accuracy of each source.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

### Concepts to Be Learned and Skills to Be Used

- 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*).
- CITE strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as **inferences** drawn from the text.
- 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.

- 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**.
- 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.
  - INTEGRATE multiple sources of information presented in **diverse media** or **formats** (e.g., visually, quantitatively, orally) **evaluating** the credibility and accuracy of each source.
- 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.

## Essential Questions

- What is the difference between primary and secondary sources? What is the relationship between primary and secondary sources?
- How can you tell the difference between a valid source and an invalid source?
- What characteristics of a subject are portrayed through various mediums in which details about the subject are magnified?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Integration of Knowledge and Ideas

RL.9-10.7 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*).

### Reading Standards for Informational Text

#### Key Ideas and Details

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Integration of Knowledge and Ideas**

RI.9-10.7 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.

**Writing Standards****Production and Distribution of Writing**

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

**Research to Build and Present Knowledge**

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Speaking and Listening Standards****Comprehension and Collaboration**

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

**Presentation of Knowledge and Ideas**

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

*The following standards **reinforce and/or support** the unit of study focus standards:*

**Writing Standards****Text Types and Purposes**

- W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 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.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### **Production and Distribution of Writing**

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54 [of the full ELA Common Core State Standards document].)

### **Research to Build and Present Knowledge**

- W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “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”).

*The following standards recur through many/all of the units of study:*

### **Reading Standards for Literature**

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

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

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

### **Reading Standards for Informational Text**

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

RI.9-10.10 ~~By the end of grade 9, 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.~~

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**Writing Standards****Range of Writing**

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

**Speaking and Listening Standards****Presentation of Knowledge and Ideas**

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 [of the full ELA Common Core State Standards document] for specific expectations.)

**Language Standards****Vocabulary Acquisition and Use**

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Clarifying the Standards**

**Key:** *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

**RL**— RL.9-10.7 In grade 8, students analyzed the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. In grade 9, the same skills have been learned as in grade 10, but in less depth. **In grade 10, students analyze the representation of a subject of a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.** In grade 11 and grade 12, students will analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

**RI**— RI.9-10.1 In grade 8, students cited the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. In grade 9, the same skills have been learned as in grade 10, but in less depth. **In grade 10, students cite strong and thorough textual evidence to support analysis of what the text says as in lower grades.** In grades 11 and 12, students will continue to draw upon these skills including determining where the text leaves matters uncertain.

RI.9.10.7 In grade 8, students evaluated the advantages and disadvantages of using different mediums to present a particular topic or idea. In grade 9, the same skills have been learned as in grade 10, but in less depth. **In grade 10, students analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.** In grade 11 and grade 12, students will

integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

**W**— W.9-10.6 In grade 8, students will use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. In grade 9, the same skills have been learned as in grade 10, but in less depth. **In grade 10, students will 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.** In grade 11 and grade 12, students will use technology, including the internet, to produce, publish, and update individual or shared writing products, in response to ongoing feedbacks, including new arguments or information.

W.9-10.7 In grade 8, students will conduct short research products to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. In grade 9, students will learn the same skills that have been learned in grade 10, but in less depth. **In grade 10, students will conduct short as well as more sustained research projects to answer a 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.** In grade 11 and grade 12, students will continue to practice the same skills but in greater depth.

**SL**— SL.9-10.2 In grade 8, students analyzed the purpose of information presented in diverse media and formats and evaluated the motives behind its presentation. In grade 9, students learned the same skills that are learned in grade 10, but in less depth. **In grade 10, students integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.** In grade 11 and grade 12, students will integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.9-10.5 In grade 8, students integrated multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. In grade 9, students learned the same skills as grade 10, but in less depth. **In grade 10, students make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.** In grade 11 and grade 12, students will continue these same skills but on a higher level.

**L**—No focus standards at this time.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

#### *Informational/Explanatory Writing*

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better

understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

## Appendix B: Text Exemplars and Sample Performance Tasks

### *Stories*

- Homer. *The Odyssey*
- Ovid. *Metamorphoses*
- Gogol, Nikolai. “The Nose.”
- De Voltaire, F. A. M. *Candide, Or The Optimist*
- Turgenev, Ivan. *Fathers and Sons*
- Henry, O. “The Gift of the Magi.”
- Kafka, Franz. *The Metamorphosis*

- Steinbeck, John. *The Grapes of Wrath*
- Bradbury, Ray. *Fahrenheit 451*
- Olsen, Tillie. “I Stand Here Ironing.”
- Achebe, Chinua. *Things Fall Apart*
- Lee, Harper. *To Kill A Mockingbird*
- Shaara, Michael. *The Killer Angels*
- Tan, Amy. *The Joy Luck Club*
- Alvarez, Julia. *In the Time of the Butterflies*
- Zusak, Marcus. *The Book Thief*

### ***Drama***

- Sophocles. *Oedipus Rex*
- Shakespeare, William. *The Tragedy of Macbeth*
- Ibsen, Henrik. *A Doll’s House*
- Williams, Tennessee. *The Glass Menagerie*
- Ionesco, Eugene. *Rhinocero*
- Fugard, Athol. “*Master Harold*” ...and the boys

### ***Informational Texts***

- Henry, Patrick. “Speech to the Second Virginia Convention.”
- Washington, George. “Farewell Address.”
- Lincoln, Abraham. “Gettysburg Address.”
- Lincoln, Abraham. “Second Inaugural Address.”
- Roosevelt, Franklin Delano. “State of the Union Address.”
- Hand, Learned. “I Am an American Day Address.”
- Smith, Margaret Chase. “Remarks to the Senate in Support of a Declaration of Conscience.”
- King, Jr., Martin Luther. “Letter from Birmingham Jail,”
- King, Jr., Martin Luther. “I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963.”
- Angelou, Maya. *I Know Why the Caged Bird Sings*
- Reagan, Ronald. “Address to Students at Moscow State University.”
- Quindlen, Anna. “A Quilt of a Country.”

## Suggested Local Resources

- Scholastic – Where Teachers Come First. [www.scholastic.com/teachers/top-teaching/2010/11/reliable-sources-and-citations](http://www.scholastic.com/teachers/top-teaching/2010/11/reliable-sources-and-citations)
- Using Primary Sources [www.tennessee.gov/tsla/educationoutreach/PrimarySourceLesson1.pdf](http://www.tennessee.gov/tsla/educationoutreach/PrimarySourceLesson1.pdf)
- Writing A Research Paper. Elements of Literature, 4<sup>th</sup> Course, Holt, Rinehart, and Winston, 2007. Pages 800-821.

## Terminology

- Medium: A means or instrumentality for storing or communicating information ( the singular of media)
- Synthesize: Commonly refers to writing about printed texts, drawing together particular themes or traits that you observe in those texts and organizing the material from each text according to those themes or traits.

## Challenging Concepts

- To help students with the idea of synthesizing material the following website can be used. <http://www.users.drew.edu/~sjamieso/Synthesis.htm>

## Online Resources

### *Common Core State Standards, Appendices, and PARCC Assessments*

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### *Other Websites with CCSS Information, Strategies, or Lessons*

#### States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

### **General Sites**

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://getttingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: <http://www.achievethecore.org/steal-these-tools>

## Grade 10 English Language Arts, Quarter 4, Unit 4.2

# Supporting Research, Analysis, and Reflection

### Overview

**Number of instructional days:** 20-25 (1 day = 45 minutes)

In this unit, students read a variety of fictional and informational texts to support analysis, reflection, and research. They also write short research questions/answers, gathering relevant information from multiple authoritative print and digital sources. Students gather and draw textual evidence to support their analysis of what a text is saying as well as drawing inferences from the text. Many students think of textual evidence as quotations from a text. Although quotes are an important form of textual evidence, paraphrases, descriptions, formal aspects and sometimes even descriptions of visual aspects of text are also types of textual evidence. In gathering information from multiple sources, students need to assess the usefulness of each source and integrate the information into the text so as to maintain the flow of ideas. Careful consideration must be made to avoid plagiarism and follow a standard format for citation.

Hopefully, by this point in the year students have mastered the skill of citing strong and thorough textual evidence to support their analysis. However, plagiarism is a growing problem in today's classroom. Too easily students are finding information and claiming it as their own. For this unit, clear and comprehensive instruction should be scaffolded on how to appropriately cite information without plagiarizing material. This can be done by showing students how to pull source information from current text to answer short answer responses, and also by instruction students on how to gather relevant information from multiple authorities sources to answer a longer question of either their own/or a general prompt.

This unit is taught at this point because one of the most important skills students need for future high school classes and college/career readiness is the understanding of how essential it is to research and cite information. As students continue to progress through their education, they can end up in a good deal of academic trouble if they do not accurately cite their research. Since this is the last unit of the year, it is important to iterate how important it is before they leave tenth grade year.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

## Concepts to Be Learned and Skills to Be Used

- CITE strong and thorough **textual evidence** to **support analysis** of what the text says **explicitly** as well as **inferences** drawn from the text.
- 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.
- DRAW **evidence** from literary or informational texts to support **analysis, reflection,** and research.
  - APPLY grades 9–10 reading standards to literature.

## Essential Questions

- What is relevant information and how can information be narrowed for best results?
- What is an effective search? What result do effective searches have on the final text or written document?
- What are the benefits of analyzing accounts of a subject told in different mediums?
- Why should students become acquainted with new forms of technology to aid in analyzing and research?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Writing Standards****Research to Build and Present Knowledge**

- W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

*The following standards reinforce and/or support the unit of study focus standards:*

**Reading Standards for Literature****Integration of Knowledge and Ideas**

- RL.9-10.7 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*).

**Reading Standards for Informational Text****Integration of Knowledge and Ideas**

- RI.9-10.7 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.

**Writing Standards****Text Types and Purposes**

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.

**Production and Distribution of Writing**

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54 [of the full ELA Common Core State Standards document].)

### Speaking and Listening Standards

#### Comprehension and Collaboration

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

#### Presentation of Knowledge and Ideas

- SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

*The following standards recur through many/all of the units of study:*

### Reading Standards for Literature

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

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

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

### Reading Standards for Informational Text

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

- RI.9-10.10 ~~By the end of grade 9, 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.~~

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

### Writing Standards

#### Range of Writing

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

## Speaking and Listening Standards

### Presentation of Knowledge and Ideas

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 [of the full ELA Common Core State Standards document] for specific expectations.)

## Language Standards

### Vocabulary Acquisition and Use

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Clarifying the Standards

**Key:** *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

**RL**—No focus standards at this time.

**RI**— RI.9-10.1 In grade 8, students cited the textual evidence that most strongly supported an analysis of what the text said explicitly as well as inferences drawn from the text. In grade 9, the same skills as in grade 10 are addressed, but in less depth. **In grade 10, students cite strong and thorough textual evidence to support analysis of what the text says as in lower grades.** In grades 11 and 12, students will continue to draw upon these skills including determining where the text leaves matters uncertain.

**W**— W.9-10.8 In grade 8, students gathered relevant information from multiple print and digital sources, during search terms effectively. They assessed the credibility and accuracy of each source and quoted or paraphrased the data and conclusions of others while avoiding plagiarism and following standard format for citation. In grade 9, the same skills are learned as in grade 10, but in less depth. **In grade 10, students continue skills learned earlier and gather information from multiple authoritative print and digital sources, using advanced searches effectively. They assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas.** In grade 11 and grade 12, students will continue the same skills at a higher level. They will avoid plagiarism as well as the overreliance on any one source.

W.9-10.9 In grade 8, students drew evidence from literary or informational texts to support analysis, reflection, and research. **In grades 9-12, these same skills are continued, except in response to grade-specific reading standards.**

W.9-10.9a In grade 8, students applied grade 8 reading standards to literature. In grade 9, the same skills are learned as in grade 10, but in less depth. **In grade 10, students apply grades 9-10 reading standards to literature.** In grade 11 and grade 12, student will apply grades 11-12 Reading standards to literature.

**SL**— No focus standards at this time.

**L**— No focus standards at this time.

## Resources: References to Appendices A–C and Other Resources

### Appendix B: Text Exemplars and Sample Performance Tasks

#### *Stories*

- Homer. *The Odyssey*
- Ovid. *Metamorphoses*
- Gogol, Nikolai. “The Nose.”
- De Voltaire, F. A. M. *Candide, Or The Optimist*
- Turgenev, Ivan. *Fathers and Sons*
- Henry, O. “The Gift of the Magi.”
- Kafka, Franz. *The Metamorphosis*
- Steinbeck, John. *The Grapes of Wrath*
- Bradbury, Ray. *Fahrenheit 451*
- Olsen, Tillie. “I Stand Here Ironing.”
- Achebe, Chinua. *Things Fall Apart*
- Lee, Harper. *To Kill A Mockingbird*
- Shaara, Michael. *The Killer Angels*
- Tan, Amy. *The Joy Luck Club*
- Alvarez, Julia. *In the Time of the Butterflies*
- Zusak, Marcus. *The Book Thief*

#### *Drama*

- Sophocles. *Oedipus Rex*
- Shakespeare, William. *The Tragedy of Macbeth*
- Ibsen, Henrik. *A Doll’s House*
- Williams, Tennessee. *The Glass Menagerie*
- Ionesco, Eugene. *Rhinocero*
- Fugard, Athol. “*Master Harold*” ...and the boys

**Informational Texts**

- Henry, Patrick. “Speech to the Second Virginia Convention.”
- Washington, George. “Farewell Address.”
- Lincoln, Abraham. “Gettysburg Address.”
- Lincoln, Abraham. “Second Inaugural Address.”
- Roosevelt, Franklin Delano. “State of the Union Address.”
- Hand, Learned. “I Am an American Day Address.”
- Smith, Margaret Chase. “Remarks to the Senate in Support of a Declaration of Conscience.”
- King, Jr., Martin Luther. “Letter from Birmingham Jail,”
- King, Jr., Martin Luther. “I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963.”
- Angelou, Maya. *I Know Why the Caged Bird Sings*
- Reagan, Ronald. “Address to Students at Moscow State University.”
- Quindlen, Anna. “A Quilt of a Country.”

**Suggested Local Resources**

- [www.scholastic.com/teachers/top-teaching/2010/11/reliable-sources-and-citations](http://www.scholastic.com/teachers/top-teaching/2010/11/reliable-sources-and-citations)
- Using Primary Sources: [www.tennessee.gov/tsla/educationoutreach/PrimarySourceLesson1.pdf](http://www.tennessee.gov/tsla/educationoutreach/PrimarySourceLesson1.pdf)
- [www.curriculum.psd.ms/curriculum/9/reading-language/teachers/RSL\\_files/RL9-10-9.pdf](http://www.curriculum.psd.ms/curriculum/9/reading-language/teachers/RSL_files/RL9-10-9.pdf)
- [www.pro/con.org](http://www.pro/con.org)
- [www.greece.k-12.com](http://www.greece.k-12.com)

**Terminology**

- Inference: A guess based on observation and prior experience.
- Plagiarism: An act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author’s work as one’s own, as by not crediting the original author.

**Challenging Concepts*****Inference***

Since some students may struggle with inferences, more information can be found in the Holt, Rinehart and Winston Elements of Literature Fourth Course or [http://curriculum.austinisd.org/la/resources/documents/LA\\_Inference\\_ORIS\\_Module.pdf](http://curriculum.austinisd.org/la/resources/documents/LA_Inference_ORIS_Module.pdf)

***Plagiarism***

To be successful in future education, students must learn how to avoid plagiarizing in their work. A website like Purdue Online Writing Lab's is an excellent resource to help students avoid plagiarizing (<http://owl.english.purdue.edu/owl/resource/589/01/>).

***How to Cite Textual Evidence***

Students can use magazine articles to reflect a particular time and culture. An example would be that a class could explore the Victorian Era as it relates to a novel, such as *Jane Eyre*. In addition, students could play a media game like "Victorian Women's Right," as an extension to citing textual evidence from the novel. (<http://edsitement.neh.gov/lesson-plan/introducing-jane-eyre-unlikely-victorian-heroine>)

**Online Resources*****Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

***Other Websites with CCSS Information, Strategies, or Lessons*****States' Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

**General Sites**

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>