

# Grades 9 & 10 Unit 1 Fundamentals

Content Area: **Basic Skills**  
Course(s): **English I, English II**  
Time Period: **September**  
Length: **8 weeks**  
Status: **Published**

## **Enduring Understandings:**

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- The necessary transferrable cross-curricular reading skills include the ability to read closely to determine the explicit meaning of the text, identify the central idea(s) or theme(s), cite strong and thorough textual evidence to make logical inferences and relevant connections, summarize key supporting details, and analyze how and why individuals, events, and ideas develop and interact over the course of the text.
- The necessary transferrable cross-curricular reading skills include the ability to interpret words/phrases utilized in a text/story/drama/poem, determine technical, connotative, and figurative meanings, analyze specific word choices for meaning and tone, determine how specific word choices, sentences, paragraphs, and larger portions of the text relate to each other, and assess how point of view shapes the content and style of the narrative in which the rhetoric is particularly powerful.
- The necessary transferrable cross-curricular reading skills include the ability to analyze/reflect on how two or more texts address similar themes/topics in order to compare and contrast the author's approach, integrate and evaluate content presented through various media, and delineate and evaluate the argument and specific claims in a text including its validity, relevance, and sufficiency of evidence whether reading literary or informational narratives.

## **Essential Questions:**

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- How do you determine the explicit meaning of the text, identify the central idea(s) or theme(s), cite strong and thorough textual evidence to make logical inferences and relevant connections, summarize key supporting details, and analyze how and why individuals, events, and ideas develop and interact over the course of the text?
- How can you interpret words/phrases utilized in a text/story/drama/poem to determine technical, connotative, and figurative meanings, while analyzing specific word choices for meaning and tone in order to assess how point of view shapes the content and style of the narrative in which the rhetoric is particularly powerful?
- How do you analyze and reflect on how two or more texts address similar themes/topics in order to compare and contrast the author's approach, integrate and evaluate content presented through various media, and delineate and evaluate the argument and specific claims in a text including its validity, relevance, and sufficiency of evidence whether reading literary or informational narratives?

## **Standards/Indicators/Student Learning Objectives (SLOs):**

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## Reading

- 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.
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text.
- Provide an objective summary of 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 (e.g., how the language evokes a sense of time and place and informal tone).
- Analyze a particular point of view reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

## Writing/Language

- 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.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- Use technology including the internet to produce and publish writing and to interact and collaborate with others
- Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level
- Demonstrate independence in gathering vocabulary knowledge

## Speaking/Listening

- Initiate and participate effectively in a range of collaborative discussions with peers building on others' ideas and expressing their own clearly and persuasively.
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- 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 used.
- Present information, findings and supporting evidence clearly, concisely, and logically through content, organization, development, and style that are appropriate to task, purpose, and audience.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LA.RL.9-10.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.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 and provide an objective summary of the text.

LA.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.

LA.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).
LA.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 specific effects (e.g., mystery, tension, or surprise).
LA.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.
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.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.
LA.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).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.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.)
LA.W.9-10.6	Use technology, including the Internet, to produce, share, 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.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.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 mythology or the Bible or how a later author draws on a play by Shakespeare]").
LA.W.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (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").
LA.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.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in

	groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.B	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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

### **Lesson Titles:**

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- Parts of Speech
- Sentence Structure
- Types of Sentences and How to Change Up Your Writing
- Semicolons
- Colons
- Main Ideas and Supporting Them - Writing an Effective Paragraph
- Transitions

### **21st Century Skills and Career Ready Practices:**

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- Communication and collaboration
- Critical Thinking and Problem Solving
- Media and Information Literacy
- Life and career skills

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.2

Modify Personalized Student Learning Plans to support declared career goals.

## **Inter-Disciplinary Connections:**

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- History

SOC.6.1.12

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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Instructional Strategies including but not limited to:

- graphic organizers
- effective questioning
- cooperative learning
- conferencing
- lecture
- close reading
- inquiry based learning
- Delsea One
- SWAG

Students will complete the following activities during this unit:

- Practice usage/mechanics/sentence construction skills
- Complete technical instructions which helps them see that "to write, is to engage in any communication"
- Individual and group practice using worksheets, workbooks, and teacher-generated materials
- Round robin story writing to practice the use of varied transitions

Levels of Blooms/DOK

- Students will demonstrate all 4 levels.
- Level One: Remembering parts of speech
- Level Two: Classifying sentences into simple, compound, or complex
- Level Three: Support ideas with details and examples
- Level Four: Connect the varied skills learned during this unit to write an effective paragraph

## **Modifications**

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### **Formative Assessment:**

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#### **Warm-up:**

- Choral Responses: Vocabulary review, Literary Terms & SAT Prep
- Turn To Your Partner: Bring peers up to speed by sharing prior knowledge
- Hand Signals - Agree or disagree by a show of hands, then justify verbally
- Questions of Day - Thought-provoking questions connecting current events to content
- Vocab Implementation Games - speaking using vocabulary words in small talk
- Grammar Games - Strengthening grammar before writing workshops and sessions
- Famous Quotes - connecting statements from notable people to content

#### **Anticipatory Set:**

- De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction
- Subjective/Objective Check In
- Logical Inference related to content
- Point of Views
- What Would You Do? - Problem solving / Moral compass
- Song connections

#### **Closure:**

- Journaling: Reflection
- Ticket Out the Door: Subjective and Objective
- Z-Chart: Universal / Central Themes
- Self-Assessments
- Surveys
- Kahoot
- Quizlet Practice

### **Summative Assessment:**

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- Parts of Speech Quiz
- Sentence Types Quiz
- Short writing assignments
- Study Island Quizzes
- Essays

## **Resources & Materials:**

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### **Additional Resources**

- Multiple Perspectives on Theme(s)
- Rhetorical Devices: Ethos, Pathos, and Logos
- Analyzing speeches as arguments
- Poetryfoundation.org:
- Quizlet SAT vocabulary terms and definitions
- Common Lit
- Newsela